OXFORD

English File

Intermediate Plus

Student Book

fifth edition



OXFORD IMPACT EVALUATED

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

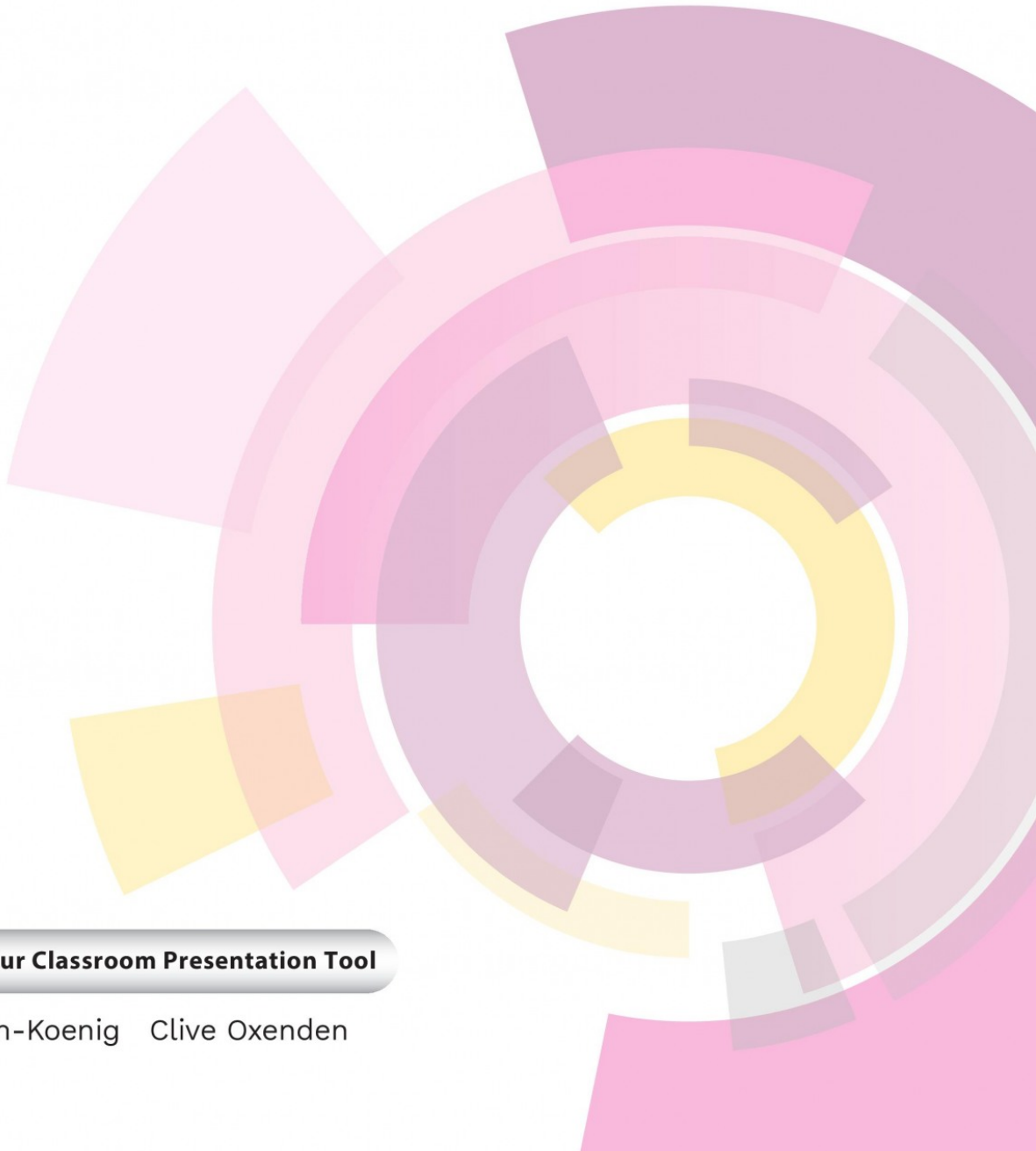
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How to use your Classroom Presentation Tool

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

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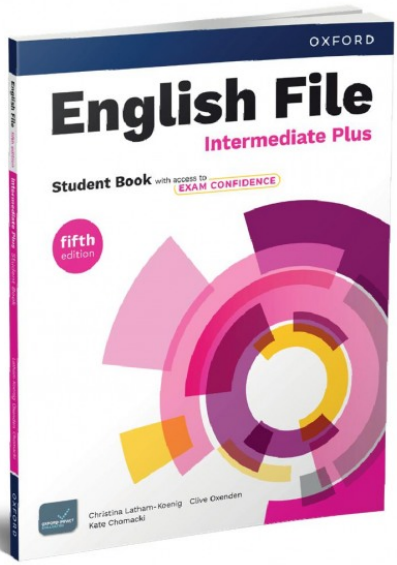
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Welcome to English File fifth edition



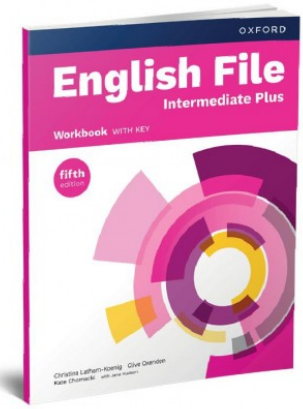
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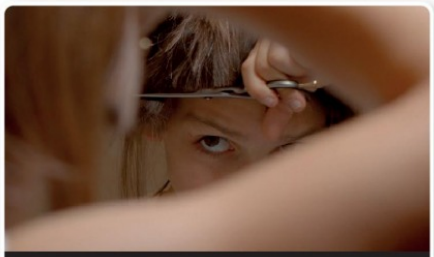
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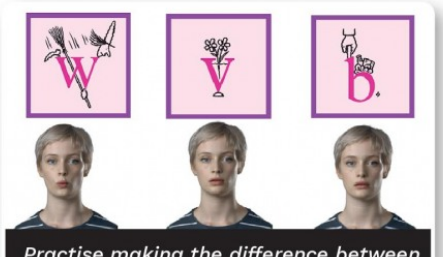
Match the clips to the sentences.

Grammar practice



Try to remember the circled things you saw.

Vocabulary practice



Practise making the difference between the three sounds.

Pronunciation

Skills development



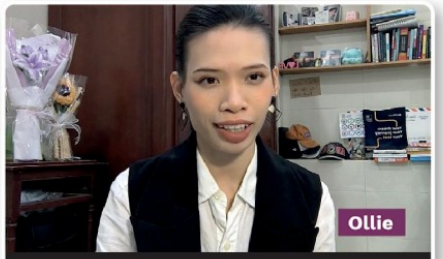
Food waste and recycling

Dramas



Fascinating colour facts

Documentaries



At what age did you...?

Vox pops

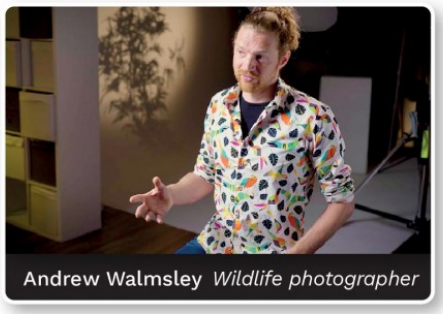
English File talks to...

Each Colloquial English lesson features an exclusive interview with an expert in their field and a group conversation.

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Joa Studholme *Colour curator*



Andrew Walmsley *Wildlife photographer*

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1A Names matter

G pronouns
V names
P vowel sounds

"Forgive your enemies, but never forget their names."

John F Kennedy, US President

1 VOCABULARY names



a Look at the photos of four well-known people. Do you know what they are famous for and where they are from?

b Read texts 1–4 and match them to the photos. With a partner, work out the meaning of the **bold** words and phrases.

1 When he was already a successful author, he decided he wanted to find out whether people bought his books because he was truly talented, or mainly because of his name, so he released some novels under the **pseudonym** Richard Bachman. One of them, called *Thinner*, only sold 28,000 copies. However, when the author's **real name** was revealed, it then sold ten times more.

2 Her **maiden name** was Adams, but since her marriage to a famous footballer, she has always used her **married name**. When she was a singer, she and the other members of her band were all given **nicknames** – hers was Posh. Her children have quite unusual names, for example, her eldest son Brooklyn **was named after** the district in New York.

3 When he was born, he was given the names Robert Nesta, but he **was** always **called** Bob **for short**. However, some sources state that he was actually called Nesta Robert, but when he was young, a Jamaican passport official reversed his **first** and **middle names** because Nesta sounded like a girl's name.

4 She is not only a very successful singer, but also an artist and a poet. However, she is a very private person, which may be one of the reasons why she decided to use her **initials**, which **stand for** Polly Jean, and not her **full name** when she performed in her first band and later as a solo artist.

c Tell a partner about someone you know who...

- has a nickname.
- is named after a place.
- is named after a famous person.
- is called something for short.
- has a very old-fashioned name.
- has changed his / her name.

2 PRONUNCIATION vowel sounds

a 1.2 Look at the eight sound pictures. What are the words and sounds? Listen and check.

1		Dylan Lily Milo Olivia
2		Felix Freddie Mia Phoebe
3		Adam Ava Sacha Muhammad
4		Florence George Laura Sean
5		Amelia Elliot Emily Ezra
6		Daisy Freya Gabriel Kai
7		Noah Poppy Rose Toby
8		Isaac Ivy Liam Lyra

b 1.3 Look at the first names in the chart from the list of top 100 UK names. Listen and circle the name which doesn't have the sound in the sound picture.

c With a partner, decide if the names in **a** are men's names, women's names, or both. Write **M**, **W**, or **B** under each name. Are any of them short for another name? Are any of them similar to names in your language? How is the pronunciation different?

d C **Communication** Middle names quiz *p.108* Do the quiz.

3 READING

a With a partner, guess which countries or regions these names are from. Do you think they are first names or surnames?

Yeon Seok Kostyuk López Ramírez
Aarushi Li Abdul Ahad Jones

b Read the article and check your answers to **a**. Are the first names from the list male or female?

c Read the article again. In which country or countries...?

1 does the surname come before the first name
2 do people have no surname
3 do people have more than one surname
4 do people have a middle name connected to their father's name
5 do some people stop using the surname they were born with
6 are people given names depending on when they were born



d What is the naming custom in your country? Has it changed over the years? Do you think it ought to change?

4 LISTENING & SPEAKING






a Video Watch *Why did they call you that?* and write each person's name under their photo. Would any of them like to change their name?

b Watch again and answer the questions for each person.

1 Why did their parents choose that name for them?
2 Do they have a nickname, or are they called something for short?

c Answer the questions in groups.

- What's your first name?
- Why did your parents call you that?
- Do you have a middle name?
- Do you have a nickname, or are you called something for short?
- Do you use your initials or your full name when you sign your name?
- Do you like your name? Why (not)? Would you like to change it? What to?
- Are there any names you don't like at all? Why do you dislike them?
- Do you think it's an advantage or a disadvantage to...?
  - have a very long name
  - have a very unusual name
  - be named after a celebrity

Naming customs around the world

1 **KOREA** Names in Korea are written with the surname first, and the first name usually has two parts. So, if Yeon Seok has the surname Lee, his name is written Lee Yeon Seok. Two-part first names are never shortened; that is, Lee Yeon Seok will always be called Yeon Seok, not Yeon.

2 **UKRAINE** Names in several eastern European countries, e.g. Ukraine, Russia, and Bulgaria, and also Ethiopia in Africa, have three parts: a first name, a patronymic (a middle name based on the father's first name), and the father's surname. If Denys Aleksandrovych Kostyuk has two children, his son's name might be Mykhailo Denysovych Kostyuk and his daughter's name might be Svitlana Denysivna Kostyuka (the 'a' at the end of all three names shows that she is female).

3 **SPANISH-SPEAKING COUNTRIES** In most Spanish-speaking countries, people have a first name (sometimes in two parts, e.g. Maria José, Juan Carlos) and two surnames, their father's and their mother's, for example, Maria José López Ramírez. In Spain, traditionally the father's surname goes first, followed by the mother's, but nowadays the order can be reversed. However, both surnames are always used, and on any form people will be asked for their surnames, not their surname.

4 **INDIA** India has many religions and languages which influence the naming customs. Hindu first names are usually based on the position of the planets at the date and time of birth, but the names are often shortened by family and friends. For example, a brother and sister may have the formal names Aditya and Aarushi, but family and friends may call them Adi and Ashi for short.

5 **CHINA** Chinese names are made up of three 'characters': a one-character surname followed by a two-character first name, e.g. Li Xiu Ying. A child's official name is used for their birth certificate and for school, but Chinese children often have a different name that is used among friends and classmates.

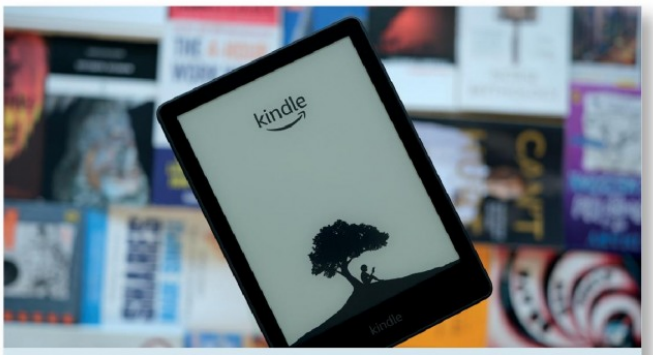
6 **AFGHANISTAN** Afghan names traditionally consist of only a first name. Male first names are usually Arabic double names, e.g. Abdul Ahad, and women are generally given Persian names, e.g. Jasmine. Surnames are chosen only when needed. Commonly, this is when people have contact with the Western world. The surname may be related to the indigenous community the person comes from, their place of birth, or their profession, e.g. 'Doctor'. This may result in people within the same family having different surnames.

7 **THE UK** Since the 15th century, British women have taken their husband's surname when they get married, so when Sophie Jones married Peter Elliot, traditionally she would become Mrs Sophie Elliot. However, 14% of women, especially younger women, now choose to keep their maiden name when they marry. It is also increasingly common for couples to combine their surnames. Depending on their parents' decisions, Sophie's children might have the surname Elliot, or Jones, or Jones-Elliot, or Elliot-Jones.

5 GRAMMAR pronouns

a Talk to a partner. Think of two popular brand names in your country for phones, sportswear, and cars. Do you know what country the brands are from, or what the names mean?

b Read about how the Kindle got its name. Do you think it's a good name? Why (not)?



The Kindle eBook reader first appeared in 2007, and since then, millions of them have been sold. But how did it get its unusual name? Amazon's founder, Jeff Bezos, asked an American designer, Michael Cronan, to think of a name for the new device. Bezos told him that he didn't want a high-tech name because Amazon's customers loved traditional paper books. Cronan and his wife Karin talked to each other about the warm, comfortable feelings people get from reading. Finally, he chose the word 'kindle', which means 'to light a fire'. Cronan thought that it would make people think of the excitement they feel when they are enjoying their favourite book. The name was also inspired by a line from the French novelist Victor Hugo: 'to read is to light a fire'.

c Read the text again. With a partner, say what the highlighted pronouns refer to.

d **Grammar Bank** 1A *p.140*

e **1.6** Listen and change the word order. Change the direct object to *it* or *them*.

1 Give me **the book**. Give it to me.

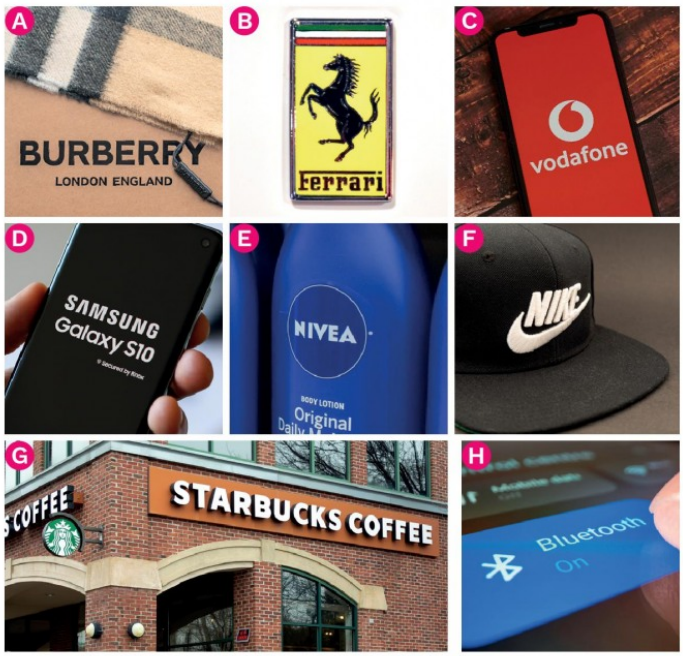
2 Give her **the shoes**. Give them to her.

f Think of a couple you know well (friends or family). Tell your partner about them. Give the information below and anything else you know about them. Try to get all the pronouns right!

appearance children how they met
jobs names personality pets

*I'm going to tell you about my neighbours. **His** name is Mario and **hers** is Sara. **She**'s a writer and **he**'s an accountant. **They** don't have any children, but **they** have a dog. **Its** name is Beppo...*

6 LISTENING



a Look at the brand names in the photos. What do you associate with these brands? How do you think the names are pronounced in English?

b **1.7** Listen and check the English pronunciation. Which ones are pronounced differently in your language?

c Work in pairs. Which of the brand names, A–H, do you think these are? Don't write the letters yet.

1 ___ It means 'three stars' in the local language.
2 ___ It means 'snow white' in Latin.
3 ___ It's a combination of three words.
4 ___ It's named after a character in a book.
5 ___ It's a translation of the name of a Viking king.
6 ___ It's named after a Greek goddess.
7 ___ ___ They are named after the people who started the companies.

d **1.8** Now listen to a radio programme about naming and match photos A–H to 1–7 in **c**. Did you guess them correctly?

e Listen again and answer the questions.

1 What two words does the name Microsoft come from?
2 In what year was the name Samsung chosen?
3 What was Nike's original name?
4 Why did the Starbucks founders want a name beginning *St-*?
5 What two Viking letters is the Bluetooth symbol made of?

f Think of some popular brands from your country. Do you know where the names come from?

7 SPEAKING

a *Kickstarter.com* is a website that helps people raise money for creative projects, including new product ideas. Read about one product from the website. Do you think it's a good idea? Why (not)?

Home | Search projects, creators, and categories | Start a project | Log in



500 million plastic drinking straws are thrown away every day in the United States. This organic straw is made from seaweed. It feels like plastic, but it's 100% plastic-free. You can eat it – it's delicious, fun, and has zero calories. It lasts up to 24 hours in a drink.

PRE-ORDER NOW

Glossary
seaweed red, green, or brown algae that grows in the sea, or on rocks at the edge of the sea

b With a partner, look at some possible names for the product in **a**. Which name do you think is the best? What aspects of the product does it highlight?

Diet straw | Eco-straw | Lolistraw | Seastraw

c Read about three more products from the website. In small groups, invent a name for each product. Look at the photos and the highlighted words and phrases in the product descriptions, and think about...

- what the product is for.
- why it's special.
- how you want people to feel about the product.
- the sound and length of the name.

Making suggestions
What about...?
How about...?
We could call it...

Accepting suggestions
That's a good idea. Yes, let's call it that.

Rejecting suggestions
I think it's too...
That's not bad, but...

d Present your names to the rest of the class. Have a class vote to choose the best names.



We make nice things that are good for the planet. We created this amazing lamp for a student competition. It produces warm light from a low energy bulb. The lamp is made from a wine bottle from a local restaurant and oak wood from local trees. The lamp is very easy to take apart and all the parts are entirely recyclable.



These are the first snack bars that improve your brainpower. They are high in healthy fats and low in carbohydrates, and are made only from natural ingredients. They come in seven delicious flavours using nuts, fruit, and chocolate; much better for you than snacks with lots of salt, sugar, or caffeine.



This simple building system is for creative people of all ages. You can make almost anything you can think of, in either 2D or 3D, from a picture or a model, to large, complex sculptures, and even furniture. The small magnetic coloured blocks click together easily and are available in a wide range of modern colours. Use it in your workplace, at home, or simply as a fun hobby. Start small, but dream big.

1B The world in colour

G adjectives
V adjective suffixes
P word stress

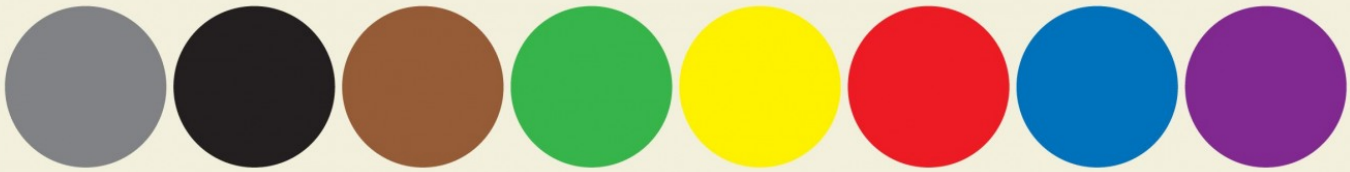
"The best colour in the whole world is the one that looks good on you."

Coco Chanel, French fashion designer

The colour test

What kind of person are you?

Look at the eight colours quickly and choose the one you like best. Think about why you like it.



1 VOCABULARY adjective suffixes

a Do the colour test.

b C **Communication** The colour test *p.108*
Read about the colour you chose.

c Answer the questions in pairs.

1 What colour did you choose in the test? Do you both agree with your results?
2 What colour(s) do you wear most? Do you think they say anything about your personality? Are there any colours you would never wear?

Talking about results

According to the test, I'm...
It says that I'm...
That's quite accurate. / That's definitely me.
That's not me. / That isn't accurate at all.

d Complete some adjectives from the colour test with the correct ending: *-able*, *-ate*, *-ive*, *-ous*, or *-ful*.

ambiti_____ success_____
soci_____ sensit_____
passion_____

e V **Vocabulary Bank** Adjective suffixes *p.160*

2 PRONUNCIATION word stress

Word stress on adjectives formed with suffixes

When an adjective is formed from a root word and a suffix, the stress is always on a syllable of the root word, and not on the suffix, e.g. *rely – reliable*. The stress stays the same when a negative prefix is added, e.g. *unreliable*.

a Underline the stressed syllable in the **bold** adjectives in the questions below.

1 Do you think you are a **cre|a|tive** person? Why (not)?
2 Are you very **po|sse|ssive** of anything, e.g. your phone or your laptop? Why don't you like other people using it?
3 Have you ever felt **en|vi|ous** of a brother or sister? Why (not)?
4 Were you a **re|be|lli|ous** child or teenager? What kinds of things did you do?
5 Who is the most **gla|mo|rous** person you know? What makes them like that?
6 What are your most **comfor|ta|ble** clothes? When do you wear them?
7 What kind of **un|heal|thy** food do you really like eating?
8 What do you think is a **sui|ta|ble** present to take if somebody invites you for a meal at their house?
9 What's the most **im|pre|ssive** monument or building you've ever seen? Why did you like it so much?
10 Have you ever been to a very **lu|xu|ri|ous** hotel or restaurant? Where? Was it worth the money?

b 1.12 Listen to the adjectives and check. Then listen again and repeat them.

c Work with a partner. **A** ask **B** questions 1–5. Then **B** ask **A** questions 6–10.

3 LISTENING

a What colour do you associate with the following? Why?

calmness happiness luck power safety

b Read some facts about colours. In pairs, discuss which colour from the list could go in each gap.

black blue brown green orange
pink purple red white yellow



c Video Watch *Fascinating colour facts* and check your answers to **b**. How many of the colours did you guess correctly?

d Watch again. Why are the following mentioned?

1 China
2 *geoluhread*
3 the Roman Emperor
4 white and green
5 camouflage
6 digitalis
7 snowy weather
8 109 grams
9 French and Spanish
10 prisons and hospitals

e Were the colours you chose in **a** the same as the information in the video? Which of the colour facts did you find most surprising?

4 SPEAKING & WRITING
describing a room

a You're going to describe your favourite room in your house to a partner. Think about these things.

- why it's your favourite room
- the colours of the walls and accessories, e.g. curtains, blinds, cushions, carpets
- the furniture that's in the room, e.g. sofa, armchairs, etc.
- any paintings or posters
- what you can see from the window
- anything else in the room

b Now take turns to describe your rooms. While you listen to your partner, ask questions to help you imagine what their room is like.

c Writing Bank 1 *p.118* Write a description of your favourite room.

5 GRAMMAR adjectives



a Look at some more colour facts. What do you think the missing words are?

1 White tigers are _____ less common than ordinary tigers.

2 Insurance for a red car can be a _____ more expensive than for a white car.

3 Black tulips are often more expensive than pink _____.

b 1.13 Listen and check.

c Grammar Bank 1B *p.141*

d Talk to a partner. Choose three topics or questions from each section.

COMPARE THEM!

1 restaurant food and home-made food
2 being an only child and having lots of brothers and sisters
3 people from the north and south of your country
4 walking or running outdoors and going to the gym
5 studying in the morning and studying at night
6 going on holiday abroad and going on holiday in your country

I think restaurant food is better than my home-made food because I'm not a very good cook, but it's much more expensive and it sometimes isn't as healthy.

EXTREMES!

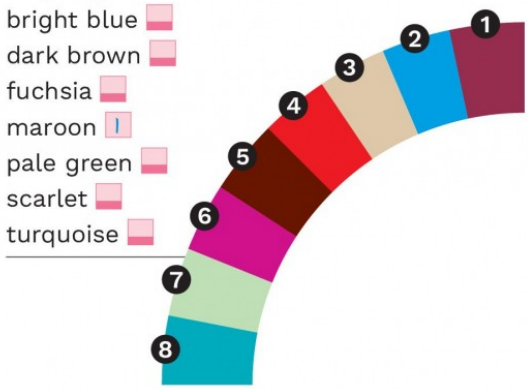
1 What is ___ film you've ever seen? (sad) Did you cry?
2 Which sportsperson do you think is ___ role model? (positive) Why do you think so?
3 Which is ___ tourist attraction in your town or area? (popular) Which do *you* think is ___? (good)
4 What's the ___ place you've ever been to? (far) Why did you go there?
5 Who is ___ person you know? (generous) Why do you think so?
6 Which subject did you find ___ at school? (boring) Why didn't you like it?

I think the saddest film I've ever seen is Brokeback Mountain. *I've seen it twice and I cried both times.*

6 READING

a Look at the colour chart and match the numbered colours to the words or phrases in the list.

beige ___
bright blue ___
dark brown ___
fuchsia ___
maroon I
pale green ___
scarlet ___
turquoise ___



b Read the advertisement for *House of Colour* and look at the four pairs of photos. How do the people look different in the second photos? Would you like to visit a colour consultant? Why (not)?

HOUSE of COLOUR



At *House of Colour*, we celebrate what makes each individual different – no one is quite like you, and that's a beautiful thing!

For over 40 years, our expertly trained Style and Colour Consultants have helped people of all backgrounds, ethnicities, shapes, sizes, and genders identify the colours and style profiles unique to them.



My true colours

By Cecily King



1

I first read about colour analysis some years ago and really liked the idea of finding out in a more scientific way what colours really suited me best. Apparently, the idea started in Hollywood, where an artist called Robert Dorr observed how actors could look wonderful one day, but tired and older the next day, and he realized it was because of the effect of the colour they were wearing on their skin. Anyway, then I forgot about it until a friend told me that she had tried it with a company called House of Colour, and it really worked. So, I googled it and found a consultant quite near where I lived, and I booked an appointment.

2

I didn't really know what to expect. I only knew that the colour shades were divided into seasons – spring, summer, etc. – and that the consultant would tell me which season I was. When I arrived at her house, I was shown into a room a bit like a hairdresser's salon. I had to put on a white gown and cover my hair with a piece of white material, and then I sat down in front of a mirror. The consultant had a collection of square pieces of material in hundreds of different shades of colours. She put them round my neck one by one and asked me to decide which ones suited me best, and then told me what she thought and why. This went on for quite a long time, maybe half an hour, and in the end, she said she had reached a decision.

3

She told me that I was mainly a 'winter person'. She advised me to go for colours with blue in them, for example, purple, green, and dark red; she called these 'jewel colours'. She said I should avoid colours with yellow in them, like orange, and wear white rather than cream. She also told me to avoid pastel colours, like light green or pale blue. It was interesting because, in general, the colours she said suited me were colours that I would normally choose. There were a few exceptions, for example, she said I would really suit fuchsia, which is a colour I don't like at all – I never wear pink. The other thing she said was that the only colour that suits everybody, regardless of what season they are, is red.



4

A bit. I had a couple of orange dresses which I stopped wearing, and now I think twice before I buy anything in pastel colours, though I do sometimes buy things in light blue. But I haven't started wearing anything in bright pink, and don't think I ever will!

c Now read about Cecily's experience with House of Colour. Match a heading to each paragraph (there are two you don't need).

Has it influenced the way I dress?

Was it good value for money?

What did I find out?

What was it like?

Why did I go?

Would I recommend it?

d Read the article again. Choose a, b, or c.

1 What most influenced Cecily to do colour analysis was ___.
   a seeing an advert for House of Colour
   b realizing that there was a consultant nearby
   c hearing about a friend's experience

2 The experience itself ___.
   a was shorter than she had expected
   b took place at a hairdresser's salon
   c involved making a lot of choices

3 The consultant's advice ___.
   a coincided with what Cecily already thought
   b didn't give her clear guidelines about colour
   c was not at all what she wanted to hear

e Having read about the experience, how do you feel now about trying colour analysis?

7 SPEAKING

Talk to a partner.

1 Are there any colours you never wear? Why?

2 What colours or kinds of colours do you normally choose for these things? Why?

a winter coat gym clothes
nightwear smart shoes a bag
a phone case a suitcase

3 Do you know anyone who...?
   - wears very colourful clothes
   - never wears colourful clothes
   - dyes their hair an unusual colour
   - wears one colour most of the time
   - often wears things which don't go together, in your opinion

4 What are they like?

COLLOQUIAL ENGLISH 1

English File talks to...

Joa Studholme

Colour curator



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Joa Studholme*. What did you learn about her? What do you think she is going to talk about in the interview?

Part 1

a Video Watch Part 1 of the interview. Then, with a partner, choose a, b, or c.

1 Joa is ___.
   a her original first name
   b a nickname
   c a name she invented

2 Her job involves ___.
   a naming colours
   b creating colours
   c creating and naming colours

3 She ___ to invent colours.
   a works on her own
   b works in the kitchen
   c uses scientific methods

4 She was ___ at Farrow & Ball who invented unusual names for colours.
   a the first person
   b the only person
   c one of the people

5 The colour name she likes best was named after ___.
   a her daughter's cheeks
   b an area of south-west England
   c a spider's web

b Watch again and check.



Part 2

a Video Watch Part 2. Then complete Joa Studholme's advice.

When choosing colours for a room, you should think about the l_____, the a_____, and your st_____.

b Watch again and focus on what she says about decorating specific rooms. Then add one more adjective from the list for each room she mentions.

bright crazy darker relaxing wacky

kitchen	living room	bathroom	bedroom	guest room
light 1_____	intimate 2_____	flattering soft 3_____	individual calm and serene 4_____	weird 5_____



Part 3

a Video Watch Part 3. What does Joa Studholme say about...?

1 painting a small dark room
2 the colour green
3 the colour grey
4 the colour purple
5 her bedroom

b Compare with a partner. Then watch again and check.

Reading on screen

In pairs, look at some words which were explained during the video. Can you remember what they mean?

home-grown pigment ceiling
joinery flamboyant wallpaper

Looking at language

Discourse markers

Joa Studholme uses discourse markers a lot, especially 'actually', to indicate what kind of thing she is going to say next.

Video Watch some extracts from the interview. Complete the missing discourse markers.

1 I am _____ Farrow & Ball home-grown, inasmuch as I arrived to work there with a huge passion for colour, but really no expertise as such.
2 One, _____ _____, which is called Nancy's Blushes, which is named after my daughter's little pink cheeks when she was a small child.
3 I think if you have a small space, and _____ a small dark space, the worst thing you can do is to paint it white.
4 Um, _____, many people tell me that they don't like green...

Reacting to the interview

Talk to a partner.

- How would you describe Joa Studholme? What did you think of Joa's rooms? Is there any one thing she talked about that you particularly remember?
- Look at some more Farrow & Ball paint names. What colours do you think they are? Would you be influenced by the name when choosing a colour?

Arsenic Biscuit Bone Mouse's Back
Pigeon Romesco Sugared Almond

-ish

When a colour is a mixture of two, we often add *-ish* to the first colour, e.g. *reddish brown*, *blueish green*.

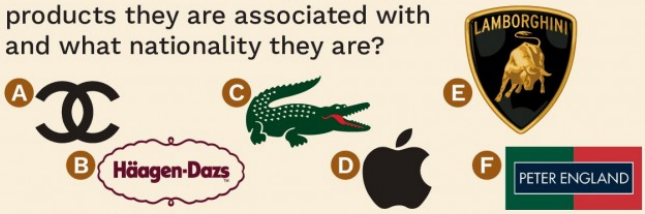
- Are any of the rooms in your home painted as Joa Studholme suggests? Are any painted completely differently?
- After watching this interview, are there colour changes you would like to make to your home?

2 THE CONVERSATION



How important are the names of brands? Do they have an influence on whether people buy a product?

a Look at some brand logos. Do you know what products they are associated with and what nationality they are?



b Video Watch the conversation. Tick (✓) the three brand names in **a** that they mention. Were you correct about these products and where they are from?

c Watch again. Match two things they say to each of the brand names they mention.

1 ___ But erm yeah, I think they call it that to kind of connote that kind of stylishness or elegance...
2 ___ Like, it doesn't scream luxury.
3 ___ ...it sounds Belgian, like, as if they know what to do with chocolate...
4 ___ And sometimes the name works well with the, the logo.
5 ___ ...the very first time I saw that name, I thought, 'sounds interesting'.
6 ___ It's an Indian company.

d Video Watch three extracts and notice how the speakers use *kind of*, *sort of*, and *like* to give themselves time to think.

Giving yourself time to think

1 **Tim** But I think they created this name, nothing to do with anyone, erm, to kind of create interest.
2 **Anindhita** And I'd be sort of willing to pay a little bit more for a brand name that sounds a lot more fancy.
3 **Syinat** Because we have certain associations with, like, maybe Italy or France...

e Now, in groups of three, have a conversation about the question in **a**.

2A Start packing!

G present tenses
V packing
P /s/, /z/, and /ɪz/

"When you get back from a trip, make a note of what you didn't wear. This will avoid packing it unnecessarily next time."

Robert Powell, UK actor

1 VOCABULARY packing

a What type of holiday is a 'city break'? If you could go on one this month, where would you most like to go to?

b Imagine you're going on the city break in **a**. You can only take hand luggage. Which of the things in the photo would you pack? Number them 1–5 in order of importance, and then compare with a partner.



c V **Vocabulary Bank** Packing *p.161*





d Video Watch the video. Then take turns to remember the 12 things the woman packed.

e Now imagine you're going on a beach holiday. Make a list of the ten things you would definitely pack. Then compare your list with a partner. What differences are there?

2 PRONUNCIATION /s/, /z/, and /ɪz/

a Video The letter *s* is pronounced in one of two ways. Watch the video. Focus on the mouth position and practise making the difference between the two sounds.

b What sound do the **pink** letters have in these words? Write five words in each column.

batteries cards flip-flops passport pyjamas
razor sunscreen swimsuit toothpaste visa

c Video Watch and check. Practise saying the words. In what position is *s* never pronounced /z/?

d 2.4 Look at two words which have both sounds. Which letters are pronounced /s/? Which letters are pronounced /z/? Listen and check.

slippers scissors

e Circle the words where the final *-es* is pronounced /ɪz/.

beaches brushes cases clothes
headphones magazines shoes sunglasses

f 2.5 Listen and check. Practise saying the words. When is *-es* pronounced /ɪz/?

3 LISTENING

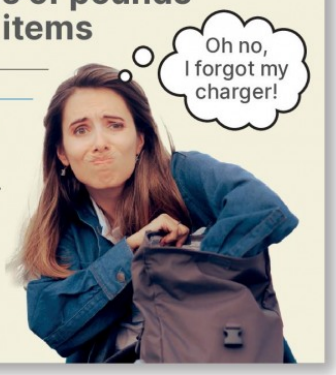
a Have you ever forgotten to pack something really important when you went on holiday (e.g. a document)? What was it? What did you do?

b Read the introduction to an article. What do you think are the top three things that British travellers most often forget to pack?

British people spend millions of pounds replacing forgotten holiday items

By TRAVEL REPORTER

41% of people forget to pack at least one essential item when they go on holiday, according to a survey of British travellers. In total, almost 15 million important holiday items are left behind each year, and travellers spend £118 million buying these things again once they reach their destination.



Adapted from The Daily Mail

c 2.6 Listen to the top ten items in reverse order, and write them down. Did you guess the top three correctly?

d You're going to listen to a travel journalist giving advice about how to pack. In pairs, try to predict what the missing words are in tips 1–8.

1 Don't pack _____ _____.
2 Keep some space in your suitcase for _____.
3 Pack in the right _____.
4 Make sure your _____ arrive looking good.
5 Keep your _____ and _____ together.
6 Use _____ bags.
7 Think about airport _____.
8 Buy a travel _____.

e 2.7 Listen and complete the tips. Did you predict any of them correctly?

f 2.8 Now listen to all the journalist's advice and answer the questions.

1 What should you do with one third of the clothes you were planning to pack?
2 What kinds of things might you want to buy on holiday?
3 Where should you pack the clothes you're planning to wear on the first day of your holiday?
4 How should you pack a) T-shirts, b) shirts?
5 Where should you put your chargers and adaptors?
6 What should you pack inside your shoes?
7 What should you pack at the top of your hand luggage?
8 Why is it important to also print out documents that you have on your phone?

g Do you already do any of these things? Which tip do you think is the most useful?

4 SPEAKING

a Read the questionnaire and think about your answers.

How good are you at preparing for a holiday?

Planning

- How much research do you do before you decide where to go, where to stay, and how to travel? What websites do you use?
- How far in advance do you book flights and accommodation? If you're travelling by plane, do you check your luggage allowance and the size of your carry-on luggage?
- Do you usually ask people to look after your house (or pet, plants, etc.) while you're away? Do you try to leave the house clean and tidy before you go?
- If you're travelling by car, do you always get your car serviced before you leave? Do you plan the route in advance, or do you just depend on the GPS?

Packing

- When do you start packing? Do you make a list of what to pack?
- Do you usually pack too much or too little? Have you ever had to pay for excess baggage?
- Have you ever packed anything fragile which was broken when you arrived? How well had you packed it?
- Where do you normally put important travel documents?

Leaving

- How early do you like to arrive at the airport or station? Have you ever missed a flight, train, or bus?
- Have you ever realized at the last moment that one of your travel documents was out of date? What did you do?
- How far in advance do you normally check in for a flight? Do you always check in online?

b Answer the questions with a partner. Ask for more information and give examples. Which of you is better prepared for a holiday?

I don't do much research. I usually ask friends to recommend somewhere to go. Then I book a cheap flight and a room on Airbnb.

5 GRAMMAR present tenses

a Caroline's going on holiday to Ibiza. Circle the correct verb form to complete her messages to her friends. Tick (✓) if both forms are possible.

Just arrived at the airport. [1]*I wear / I'm wearing* a sun hat and flip-flops and [2]*I look like / I'm looking like* a typical tourist. Ibiza, here I come! 08:58

Oh no! I can't find my passport! My flight [3]*boards / is boarding* at 11.00… 30 minutes from now… 10:30

😢😵 2



Great news. Just found it under the seat! [4]*I have / I'm having* a Frappuccino to celebrate! 10:35

b Compare with a partner. Explain why you think each form is correct.

c G **Grammar Bank** 2A *p.142*

d C **Communication** *Caroline's holiday plans* **A** *p.109* **B** *p.114* Ask and answer questions to complete a holiday calendar.

e Make questions with the present simple or present continuous. Then ask and answer with a partner.

Holidays

- / you / prefer summer holidays or winter holidays? Why?
- Which places / you / think about going to for your next holiday?
- Why / you / want to go there?

Weekends

- What / you / usually do at the weekend?
- What / you / do this weekend?

Today

- What time / this class / finish? Where / you / go after class today?
- What / you / do / this evening? Where / you / have dinner?

6 READING

a Are there any things that you do on holiday that you don't usually do in normal life? Think about the things below.

activities daily routine food and drink
shopping spending money

I don't usually do much exercise, but when I'm on holiday, I go for a lot of walks, and if I'm at the beach, I swim every day.

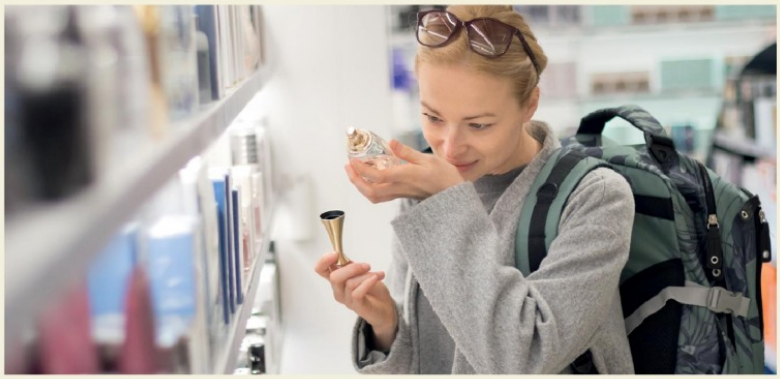
b Read the article once. Does it mention any of the things you answered in **a**?

We only do them on holiday

We all have them. Strange little rituals that have become an important part of any holiday, and if you don't do them, it somehow doesn't feel quite right…

Go on an airport shopping spree

This could be because you like a bargain. It could also be because you get to the airport and realize that you packed at the last minute and [1]___. Whatever the reason, the hour before your flight is usually spent buying more travel adaptors, sweets, another pair of headphones, and unnecessary clothes and perfume.



Pay too much for hotel extras

You never eat macadamia nuts at home. But when you find them in a little jar beside the minibar, you have to eat them. Whether it's a tiny but ridiculously expensive tub of Pringles, or an overpriced and mediocre cocktail at the bar, you don't seem to have a problem paying far too much for little extras at your hotel. It may be because you're tired after the journey, or just because you're on holiday, but suddenly [2]___.

Steal things (sort of)

Of course you don't take bathrobes or towels, but after being charged so much for those macadamia nuts, you try to get your revenge on the hotel by taking little things – espresso capsules, shampoo, shower gel…sometimes even a sewing kit, that [3]___.

Talk to strangers

On holiday, suddenly everyone wants to make new friends. How many times have you started talking to the people at the next table at a restaurant in your town? Probably never. But walk into a beachside taverna, and [4]_____.

Change your eating habits

Your normal breakfast routine goes completely out the window. Goodbye cornflakes, hello smoked salmon, eggs, toast, and a big slice of cake from the hotel buffet. You're also thrilled when you find strange and exciting foods at the local supermarket and you want to try them all, even though [5]_____.



Sleep in the afternoon

Maybe it's because the shops have closed. Maybe [6]_____. Maybe it's all that breakfast. Whatever the reason, afternoon naps only become a fixture twice a year: at Christmas and on holiday.

Buy pointless postcards and other rubbish

There must be millions of postcards out there that people buy and never send. They're a great reminder of your holiday, but when you get home, you put them in a shoebox under the bed and never look at them again. You also have the urge to buy cheap souvenirs from street stalls. 'A fridge magnet of the Eiffel Tower? A solar-powered Japanese sumo-wrestler figure?' 'Yes, sure, [7]_____...'

Visit obscure museums

Can you imagine your partner suggesting a Saturday afternoon trip to the local ethnographical museum to see a wonderful new ceramics exhibition? Definitely not. But on a city break, suddenly the most obscure cultural attractions develop a magnetic pull. 'Darling, the guidebook says it's one of Hungary's six best museums, so [8]_____...'

Adapted from The Daily Telegraph

c Read the article again. Complete it with phrases A–H.

A I'll take three
B it's too much sun
C you don't seem to care about prices
D we absolutely must go
E you aren't as prepared as you should be
F you aren't normally adventurous at home
G you'll never ever use
H you're suddenly super-sociable

d Look at the highlighted phrases. With a partner, try to explain what they mean in your own words.

e Talk to a partner. Do you ever do any of these things on holiday? Give examples and reasons why you do them.

7 SPEAKING

a Look at the pairs of holiday options in the box. On your own, decide which one you prefer in each pair, and think of reasons why.

Would you rather...or...?	
have one long holiday	several short holidays
have a holiday abroad	in your own country
travel north	south
go somewhere you've been before	somewhere new
go on holiday with family	with friends
stay in one place	travel around
stay in a hotel	rent a house or flat
have an active holiday	a relaxing holiday
see interesting monuments and museums	interesting wildlife and scenery
go somewhere where there are good shops	somewhere where there is good food

b Now compare in small groups. Explain your reasons. Do you all like the same kind of holiday?

Expressing preferences

I'd rather have *one long holiday.*
I'd prefer to have *several short holidays.*

8 WRITING holiday messages

Writing Bank 2 p.119 Write a series of messages to friends.

2B Proceed to checkout

G possessives
V shops and services
P /r/ and final -r

"I love ordering things online because when they arrive it's like a present for me, from me."
Anon



1 GRAMMAR possessives

a Look at the photos. For each one, say:
When was the last time you bought one (or some)?
Did you buy them in a shop or online? Why?

b Are there any things in the photos that you would never buy online? Why not?

c Look at some sections of the website of a large department store. Which three are compound nouns? Where do you need to add apostrophe (') + *s*?

- Bathroom accessories
- Garden furniture
- Children shoes
- Kitchen utensils
- Men clothes
- Women clothes

d G **Grammar Bank** 2B *p.143*

2 PRONUNCIATION /r/ and final -r

a Video Watch and repeat the sound and words. Copy the mouth position.

r	receipt room children parents wrong write

Final -r
Final *-r* is pronounced /r/ when the next word begins with a *vowel* / *consonant* sound.

b 2.16 Read the information box. Then listen to the pairs of sentences. Circle the correct word in the pronunciation rule.

1 a It's her shop. b It's her own shop.
2 a The bank's on the corner.
b The bank's on the corner of the road.
3 a He's my brother.
b He's my brother-in-law.
4 a Is that umbrella yours?
b Is that your umbrella?
5 a It's our business. b It's our own business.

c Listen again and practise saying the sentences.

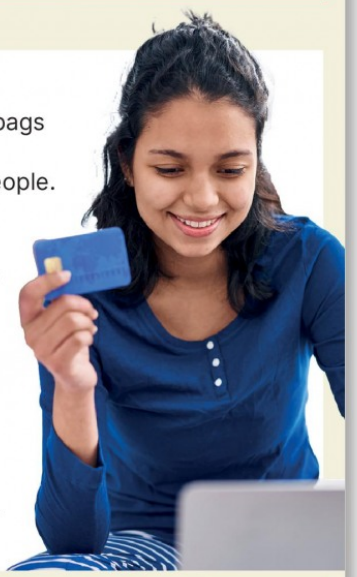
d 2.17 Listen and write five sentences. Then listen again and mark where *-r* is pronounced /r/.

3 LISTENING

a Look at a list of things people love and hate about online shopping. Tick (✓) the things from each section that you strongly agree with. Compare with a partner.

ONLINE SHOPPING – WE CAN'T LIVE WITHOUT IT

Do you love it or hate it – or both?



THINGS WE LOVE

- ☐ You don't have to carry heavy bags any more.
- ☐ It's easy to send presents to people.
- ☐ You can do your shopping from work without anyone noticing.
- ☐ You can buy things from shops that aren't near you.
- ☐ You can do your shopping in your pyjamas, when it's cold and raining outside.
- ☐ Things are often cheaper than if you buy them in a shop.
- ☐ You don't have to push your way through crowds of people.
- ☐ Online shops are open 24/7.

THINGS WE HATE

- ☐ You do less exercise and interact less with other people.
- ☐ You can't get advice from a specialist shop assistant.
- ☐ You can't feel things or see exactly what they look like.
- ☐ Your shopping is always delivered when you're out.
- ☐ Supermarkets often substitute an item you ordered for something you don't want.
- ☐ Things are often bigger or smaller than you wanted because you didn't read the detailed description.
- ☐ Clothes or shoes often don't fit, or don't suit you because you weren't able to try them on.
- ☐ If something isn't right, it can be a problem sending it back or getting it changed.

b 2.18 You're going to listen to five people talking about what they love or hate about online shopping. First, listen and complete some extracts. Are the phrases positive or negative?

1 'It's just a huge _____.'
2 'It's so _____.'
3 'That's a real _____.'
4 'It was a real _____.'
5 'I _____ the fact that...'
6 'It's _____ being able to...'
7 'That's so _____.'

c 2.19 Now listen to the people talking. Which 'loves' and 'hates' from the lists in **a** does each speaker refer to? Write the speaker's number next to the things they mention.

d Listen again and answer the questions with the speaker's number.

Who...?

- ☐ likes knowing exactly when things they have bought are going to arrive
- ☐ once bought a large quantity of something by mistake
- ☐ has one particular item they often have to return
- ☐ enjoys looking on shopping websites
- ☐ thinks it's easier to deal with problems in real shops

e Are there any other things you love or hate about online shopping?

4 SPEAKING

Choose three of the topics and tell a partner about them. Give as much information as you can.

Talk about a time when you...

made a mistake and bought the wrong thing online.	bought something online much more cheaply than in a shop.
bought a present for someone online.	found that something you bought online was very different from what you were expecting.
had to wait a long time for something to be delivered.	
ordered something that didn't fit and had to send it back.	ordered something online that never arrived.

Showing interest

Ask questions about what people say to show interest and keep the conversation going, or react to what they're saying.

Really? *Then what happened?*
What was it like? *That's amazing!*
What did you do? *How annoying!*

5 VOCABULARY & SPEAKING
shops and services



a Video Watch the video. Remember which shops and services you saw, and in what order.

b **Vocabulary Bank** Shops and services *p.162*

c Talk to a partner. What's the difference between...?

1 a stationer's and a newsagent's
2 a dry-cleaner's and a launderette
3 an estate agent's and a travel agent's
4 'the shop's closing' and 'the shop's closing down'

d Interview a partner with the questions below.

My local shops

1 What kinds of shops are there near where you live? Do you use them much? If not, where do you usually do your shopping?
2 What shops have opened up or closed down near you? Are you pleased or sorry about it?
3 What chain stores are there near you (H&M, Zara, etc.)? Do you shop there? How do you feel about them? Are they in competition with local shops?
4 Are there many small independent shops in your country? Do you think it's important to support them? Why (not)?
5 Do you have charity shops where you live? What kinds of things do they sell? Have you ever bought anything from one?

6 READING

a Look at the title of the article and the photos. Who do you think James Daunt is? What do you think Waterstones is? How might they 'succeed where Amazon failed'?



James Daunt at Waterstones in Piccadilly

b Read the article once. Were you right?

c Read the article again. Choose a, b, or c.

1 James Daunt's first shop ___.
   a closed down because of Amazon
   b is still very successful today
   c was part of a large chain
2 One of the things Daunt did to transform Waterstones was to ___.
   a choose the books himself
   b make stores smaller
   c give stores more independence
3 His takeover of Barnes and Noble ___ the Covid-19 pandemic.
   a was very badly affected by
   b in one way benefitted from
   c was not affected by
4 Amazon's bookshops failed because they ___.
   a assumed the books that were selling well online would also sell well in real shops
   b chose the wrong locations for their shops
   c opened too many shops too quickly
5 Daunt thinks that what makes a bookshop succeed is ___.
   a having the right books for their customers
   b employing the right staff
   c being in the right location

d Look at the highlighted phrases and, with a partner, explain what they mean in your own words.

e James Daunt has frequently said that 'people will always want to go to bookshops'. Do you agree? Why (not)?

How Waterstones succeeded where Amazon failed

James Daunt used to compare Amazon to a lion that threatened to eat up the book industry. It was so powerful that all high street bookshops would end up having to close down. But thanks to his philosophy of bookselling, he has saved not only the British chain Waterstones, but also the Barnes & Noble stores in the USA.

James Daunt opened his first shop, Daunt Books, on London's Marylebone High Street in 1990, in a beautiful old building that has been a mecca for book lovers visiting London ever since. The success of Daunt Books, which eventually became a small chain, did not go unnoticed. After visiting another one of his branches, the owner of Waterstones, a much bigger bookshop chain which was struggling due to the arrival of Amazon, asked Daunt to take over.

Daunt had a clear plan. In each of the over 290 Waterstones stores, the titles on sale would be chosen by the staff at each individual bookshop, instead of being chosen by the head office for all the stores. They would be chosen specifically for their customers, whose tastes they knew. As a result, the shops not only flourished, but even expanded.



Eight years after taking over at Waterstones, Daunt was asked to 'repeat his trick' at Barnes & Noble, the biggest American bookshop chain. The company was in a bad way and had had to shut more than 400 bookstores. But soon after he took over, the Covid-19 pandemic struck, and shops were forced to close. Daunt was afraid that the chain wouldn't survive, but it was a crisis that he now thinks was a great stroke of luck. With no customers to serve, it gave staff the opportunity to redesign their stores, as he had done at Waterstones. And when stores reopened, customers, many of whom had rediscovered reading during the pandemic, returned in bigger numbers than ever before.

Daunt's success is all the more satisfying as it contrasts with Amazon's failure when the giant tried to open real-world bookshops. The book titles their stores stocked were chosen by a computer algorithm based on what was already selling well online. The company has now closed many of them – including two in Boston, where Barnes & Noble is now expanding.

The personal touch matters in bookshops, it seems. 'Now our booksellers fill their bookshops with the books people want to buy, not the books that somebody in the executive suite in New York thinks that they should,' says James Daunt.

Adapted from The Daily Telegraph

7 LISTENING

a Are there any markets near you? Do you ever go to them? Do you have a favourite stall?



b Video Watch *A farmers' market*. How is it different from other markets? Do you have similar markets in your country?

c Read the sentences and circle the right word. Watch again to check.

1 There are now more than *715* / *750* farmers' markets in Britain.
2 At farmers' markets, customers buy directly from the *distributors* / *producers*.
3 In supermarkets, you often don't know *where your food comes from* / *how fresh your food is*.
4 In *farmers' markets* / *supermarkets*, the food has often had to travel a lot.
5 Winchester Market takes place *once* / *twice* a month.
6 Amongst the things you can buy are *wines and spirits* / *honey and jams*.
7 All the food sold at the market comes from *Winchester* / *Hampshire*.
8 Lyburn Farmhouse Cheesemakers is a business run by *family members* / *friends*.
9 They can have up to *800* / *8,000* cheeses maturing at any one time.
10 Everything about Lyburn cheese is local – the employees, the customers, and even the *machines* / *milk*.

d Match some words from the video to their meanings.

1 supply chain 2 wholesaler 3 warehouse

- a large building where things are stored
- a person who buys food from farmers and then sells to supermarkets
- the journey food makes from grower / producer to shop, to customer

e What food or drink is produced in the area where you live? Do you agree that it's important to buy local produce?

1&2 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I emailed ___ the photos.
a her b she c hers

2 What are ___ surnames?
a them b theirs c their

3 He made ___.
a for me coffee b coffee for me
c coffee to me

4 My sister ___.
a lent them to us b them lent to we
c lent to us them

5 The red shoes are nice, but I prefer those ___.
a blue one b blues ones
c blue ones

6 He's ___ man I've ever met.
a the bossiest b the most bossy
c the more bossy

7 She's ___ in her new job than she was before.
a much more happy b more happier
c much happier

8 The film was ___ than the book.
a a bit better b bit better
c a bit more better

9 ___ a word he says.
a I'm not believing b I don't believe
c I'm not believe

10 You look worried – what ___ about?
a are you thinking
b you are thinking
c do you think

11 Where ___ dinner tonight?
a do we have b are we having
c we have

12 ___ our cousins next weekend.
a We're visiting b We're visit
c We visit

13 I love looking at other ___ family photos.
a people's b peoples' c people'

14 What's the ___ where you were born?
a village's name b village name
c name of the village

15 We grow all ___.
a my own vegetables
b our own vegetables
c ours own vegetables

VOCABULARY

a Complete the sentences with an adjective from the **bold** word.

1 My grandmother is extremely _____. **glamour**
2 I'm so sorry I was late – it was very _____ of you to wait for me. **consider**
3 Martin is very _____. I'd trust him to complete the job well. **rely**
4 She's very _____. She won't do anything stupid. **sense**
5 He's always been _____ – he loves painting. **create**
6 Their car's not really _____ for a family of four. **suit**
7 Our hotel room was _____. **luxury**
8 Work is very _____ at the moment. **stress**
9 It's a bit _____ to carry so much money. **risk**
10 Her CV is very _____. **impress**

b Complete the words.

1 There are a lot of mosquitoes – where's the **i**_____ **r**_____?
2 The plugs in the USA are different. We're going to need an **a**_____.
3 I brought my toothbrush, but I don't have any **t**_____.
4 It always takes me ages to **p**_____ my suitcase.
5 Angela can't go swimming. She hasn't brought her **sw**_____.
6 You don't need to take your **dr**_____ **l**_____ – we won't want to hire a car in Paris.
7 **A** Did you bring any nail **sc**_____? **B** Look in my washbag.
8 I looked in the **g**_____ and found this great seafood restaurant.

c Apart from in a supermarket, where can you buy these things?.

1 meat _____
2 a newspaper _____
3 bread _____
4 flowers _____
5 a house _____ _____
6 fish _____
7 potatoes _____

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



fish tree cat horse egg

Consonant sounds



right key snake zebra

b P **Sound Bank** *p.174–5* Say more words for each sound.

c What sound do the **pink** letters have in these words?

1 easy
2 headphones
3 scissors
4 chemist's
5 stall

d Underline the stressed syllable.

1 i|ni|tials
2 a|ffor|da|ble
3 lu|xu|ri|ous
4 un|der|wear
5 fish|mon|ger's

Can you understand this text?

a Read the article once. Which Underground stations were named after things which were made there?

Where did these Tube station names come from?

If you travel on the London Underground, you will notice that the names of many of the stations are rather strange. Here is [1] well-known station names.

The name with one of the oldest origins is **Tooting Bec**. It goes back more than 1,300 years, to [2] . Many English towns still contain words from Old English: the suffix '-ham' (as in Birmingham) meant 'settlement', while '-ton' (as in Brighton) referred to a farm. The ending '-ing' meant 'belonging to someone', so Tooting means a place belonging to the Saxon chief Tota.

Bec comes from France. When the Normans invaded England in 1066, they took over a lot of properties and gave them new names. The abbey of Bec-Hellouin in Normandy was given the land that once belonged to Tota.



At some point in its long history, **Covent Garden** lost the letter 'n'. Now it is one of London's best-known tourist attractions, but [3] which was owned by monks from Westminster Abbey. The area was described as 'the garden of the Abbey and Convent'. King Henry VIII destroyed the monastery in the 1500s and some large houses were built there. It was also a fruit market from the 1650s to the 1970s.



The **Elephant & Castle** station in south London probably gets its name from a group of medieval craftsmen who made knives and swords. Their symbol showed an elephant carrying a castle. It is thought that the elephant referred to the ivory that they used for their knife handles. The castle was possibly included to [4] , because few Europeans at the time would have known what this animal looked like.

Like Oxford Circus, the 'circus' part of **Piccadilly Circus** refers to a roundabout where different streets meet. The other half of its name is centuries old. A 'piccadill' is a large collar that [5] – often worn by Queen Elizabeth I, for example. One London tailor, Robert Baker, made a fortune selling piccadills and built a large house called Piccadilly Hall in the area in 1611. When the roundabout was built in 1819, it was named Piccadilly Circus, and the same name was given to the Underground station when it opened in 1906.

Glossary
sword a weapon with a long metal blade and a handle
ivory a hard material like bone that forms the tusks of elephants
collar the part around the neck of a shirt, dress, etc.

b Read the article again and complete it with phrases A–F. There is one phrase you do not need.

A when the Anglo-Saxons lived in Britain
B show the size of an elephant
C the fascinating history behind some
D the name means 'a river crossing'
E in the 13th century, it was an orchard and garden
F was very fashionable in the late 16th century

Can you understand these people?



Tilly Tory Claudia Maria Diarmuid

Video Watch and choose a, b, or c.

1 Tilly's name is short for ___.
a Ottilie
b Otillie
c Otilie

2 Tory ___ her purple and white bedroom.
a really likes
b has just changed
c isn't happy with

3 When Claudia travels, she usually ___.
a packs a lot
b prefers to take hand luggage
c packs well in advance

4 Maria ___ when she's on holiday.
a is often tired
b goes for walks in the evening
c likes really quiet places

5 Diarmuid buys ___ online.
a everything
b everything except clothes
c everything except food

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ talk about a brand name that you think works well and say why
2 ☐ say which colour clothes you usually wear, and which you would never wear and why
3 ☐ talk about five things you always pack when you travel, and why you need them
4 ☐ give two advantages and two disadvantages of shopping online

3A Are you a grown-up?

G past simple, past continuous, or *used to*?
V stages of life
P *-ed* endings, sentence rhythm

"Some people are old at 18 and some are young at 90."

Yoko Ono, Japanese artist

1 VOCABULARY stages of life



a Match the phrases to the photos.

He's / She's...

- a baby /'beɪbi/
- a toddler /'tɒdlə/
- a child /tʃaɪld/
- a pre-teen /ˌpriː 'tiːn/
- a teenager /'tiːneɪdʒə/
- in his / her early twenties (= 20–23)
- in his / her mid-forties (= 44–46)
- in his / her late sixties (= 67–69)

middle-aged, old

The word *middle-aged* means different things to different people, but usually refers to a person in their forties or fifties. It is not considered polite to call a person *old*, especially to their face. We can soften it by describing sb as an *older person*.

b 3.1 Listen and check.

c Which stage of life do you associate with...?

- being forgetful
- being cheeky /'tʃiːki/
- being moody
- being naughty /'nɔːti/
- crying a lot
- getting a mortgage /'mɔːgɪdʒ/
- going clubbing
- having tantrums /'tæntrəmz/
- listening to pop music
- playing games
- settling down
- watching cartoons
- wearing jeans

I think being forgetful is typical of older people.

I think it can be any age. I'm forgetful, too!

d Think of people you know who are in three of the different stages of life in **a**. Tell your partner about them.

My sister Ana is in her mid-thirties. She's married and has a six-month-old baby. She works as a nurse, but right now she's on maternity leave.

2 READING

a Look at the cartoon and read the information box. At what age do you think someone becomes 'a grown-up'?

grow up

grow up means to become an adult. A *grown-up* is used, often by children, as an informal word for an adult. *Grown-up* can also be used as an adjective.

b Read the first paragraph of an article about being grown-up. Answer the questions with a partner.

1 How long is the period of 'emerging adulthood'?
2 What are the characteristics of this stage of life?
3 According to the article, what do owning a vacuum cleaner and having a mortgage have in common?

So you think you're a grown-up? Think again.

Are you 29 or older?



Then you're officially an adult. Well done. In a research study, 29 was the age at which most people thought they finally felt like a proper grown-up. But you're a legal adult when you're 18, so that's about 11 years to live through what psychologists call 'emerging adulthood', that is, the stage when you don't yet have children, don't live in your own house, and don't earn enough money to be financially independent. Some people say that buying your first house or having your first child represent real adulthood, as these mean you are a responsible person. A few years ago, a bank did a survey to find out the top things that proved you were a grown-up. Number one was having a mortgage and number two was no longer relying on your parents for money. Other things included having a pension plan, doing a weekly food shop, and getting married. A less obvious sign was owning a vacuum cleaner!

So when do you become a real grown-up?

We asked two journalists...

Adapted from The Times

c C **Communication** A real grown-up? **A** *p.109* **B** *p.114* Read and tell your partner about Carol or Hugo.

d What do you think are the three things that most show that you are (or aren't) a grown-up? Have you grown up yet?

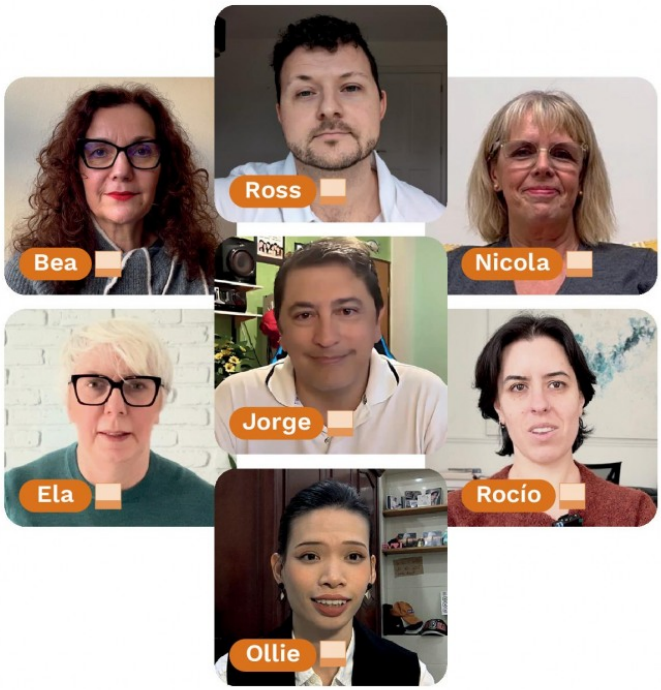
3 LISTENING & SPEAKING

a Answer the questions below with an approximate age. Compare with a partner.

At what age did you...?

1 get paid for doing some work ___
2 use public transport on your own ___
3 start going out in the evening with friends ___
4 learn to swim ___
5 get your first smartphone ___
6 start nursery school ___
7 find out that Father Christmas wasn't real ___

b Do a class survey. For each question, find out who did it earliest or latest.



c Video Watch *At what age did you...?* Match each person to the question in **a** that they answer.

d Watch again. For each person,...?

1 what age do they say
2 what reason or detail do they give

Then compare with a partner.

e Now discuss the following questions in groups.

What do you think is the best age for...?

- first going on holiday without your parents
- learning to drive
- starting to learn a musical instrument
- starting to use social media
- starting to save money
- moving out of your parents' home
- having your first baby
- retiring

4 GRAMMAR
past simple, past continuous, or *used to*?

a What were you like as a child? Choose two adjectives from the list, and add one of your own. Compare with a partner.

accident-prone clever lazy lonely naughty nervous noisy quiet serious shy sociable well-behaved

b Read the posts on an online forum. Who...?

1 knew how to do something grown-up at an early age
2 has a job that started as a childhood hobby
3 created problems for their mother
4 remembers being very frightened by an animal

What kind of child were you...and have you changed?



David, 47 I loved being an only child. I was never lonely; I enjoyed spending time on my own, doing what I wanted, when I wanted. I [1]*was liking / used to like* reading, going for walks and bike rides in the countryside, and birdwatching. I also collected insects and I [2]*used to keep / kept* them in the garden to learn how they grew and behaved. Now I am a professional biologist, so I still enjoy those things! I'm still very happy spending time on my own, but I enjoy the company of others much more now.



Magda, 22 I was quite sociable as a child and I really enjoyed playing with my friends. But I used to be a bit shy about meeting new people and also quite afraid of some things. Once when I was little, I remember we went for a walk, and I [3]*was holding / held* an ice cream and a big black dog ran over and bit the whole top off. As a result, I didn't like dogs or going for walks for many years. 'Dog ate my ice cream' has become a bit of a family joke. After I [4]*started / was starting* university, I became much more confident. Now I still enjoy spending time with friends, but I like spending time on my own, too. I also love dogs. So maybe I've changed a lot!



Alex, 59 I am one of five brothers and sisters – I'm the second youngest. I [5]*was having / used to have* tantrums as a two-year-old, but I was very independent. When I was three, my mum [6]*went / used to go* into hospital to have my younger brother, and I was the only one in the house who knew how to turn the washing machine on. Actually, I haven't changed much. I'm almost 60 now – I've been strongly independent all my life and I even have the occasional tantrum.



Stephen, 23 I [7]*used to be / was always* very messy when I was younger. I used to throw my clothes around everywhere, and Mum never knew which was clean and which was dirty washing. However, now that I'm older, I'm very tidy – mess really stresses me out! Also, I [8]*always hated / was always hating* going to school, but now I'm doing a postgraduate course at university. But in some ways, I haven't changed at all. I was quite a thoughtful, sensitive person when I was young, and I'm the same now.

c With a partner, circle the correct form of the highlighted verbs, or tick (✓) if both forms are possible.

d G **Grammar Bank** 3A *p.144*

e Think about your answers in **a**. Have you changed much? Then write a short post like the ones on the forum about you. Use the correct verb forms.

5 PRONUNCIATION
-ed endings, sentence rhythm

a Video Watch the video. Practise making the difference between the two sounds and repeat the sentences.

1	/t/	I used to be shy. I liked reading.
2	/d/	I've changed a lot. I enjoyed playing with my friends.

b 3.4 Listen to some more regular past simple verbs. How is the *-ed* ending pronounced? Tick (✓) the correct box.

		/t/	/d/
1	We laughed a lot.		
2	We looked alike.		
3	I tried everything.		
4	We lived abroad.		
5	I hoped to pass.		
6	I enjoyed art.		

c Practise saying the sentences in **b**.

Past or present?

When the *-ed* ending is pronounced /t/ or /d/, it can often be difficult to hear whether a regular verb is in the past or present tense. This is especially true when the next word begins with a *t* or *d* and the two words are linked, e.g. *I hoped to pass.* Use the context to help you.

d 3.5 Listen and write six sentences. Are the verbs in the present or past?

e Look at some more regular verbs. How is the *-ed* pronounced?

collected created decided hated included invited started wanted

f 3.6 Listen and check. Practise saying them.

g 3.7 Listen and repeat the questions and sentences below. Copy the rhythm. What kinds of words are stressed or unstressed?

1 A **Where** did you **live** when you were a **child**?
B We **lived** in a **village** in the **country**.

2 I **used** to **love playing football** when I was at **primary school**.

3 This **happened** when I was **ten**. I was with my **parents** and we were **shopping**.

6 SPEAKING

a Look at the photos and read the questions in each section. What example of the topic is each photo showing?

b With a partner, do the tasks in each section. Try to use good sentence rhythm.



EVENTS IN YOUR LIFE

Ask and answer past simple questions.

1 Where _____ you born? (be)
Where _____ you _____ when you _____ a child? (live, be)

2 How old _____ you when you _____ primary school? (be, start)
_____ you _____ your first day? (enjoy)
What _____ you _____? (do)

3 When _____ the first time you _____ abroad? (be, travel)
Where _____ you _____? (go)

Where were you born? *I was born in a small town called Morella.*

WHEN YOU WERE YOUNGER

Talk about the things in the list. Use the correct form of *used to*. How are you different now?

- a toy you used to play with a lot
- a game or sport you used to enjoy
- what you used to look like and how you used to dress
- school subjects you used to love / hate
- a singer / group you used to listen to a lot
- something you used to be afraid of

I had a teddy bear when I was small and I used to take him everywhere.





AN INCIDENT IN YOUR CHILDHOOD

Choose one of the topics below. Think about how old you were, what you were doing at the time, and what happened. Then tell your partner about the incident.

Think about a time when...

- you hurt yourself quite badly.
- your parents caught you being very naughty.
- you got lost.
- you had a scary experience.
- you had a disappointing birthday.
- you had a problem at school.
- you had a really big argument with your parents.

This happened when I was about seven. I was playing with my friends and we were climbing trees...

3B Capture the moment

G prepositions
V photography
P word stress

"The biggest cliché in photography is sunrise and sunset."

Catherine Opie, US artist

1 VOCABULARY photography

a *The Guardian* newspaper has a weekly feature where professional photographers share their favourite phone photos. Look at the photo in the article. How do you think the girl is feeling?

b Read the article and check. Then answer the questions.

1 Who are Suki Dhanda and Chisom Okoli?
2 What was Suki doing when she saw Chisom?
3 Why did she want to photograph her?

c Circle the correct highlighted words.

d Would you let a stranger take a photo of you? Why (not)?

e V **Vocabulary Bank** Photography *p.163*

2 PRONUNCIATION word stress

a 3.10 Underline the stress in words 1–7. Listen and check. Practise saying the words.

1 pho|to
2 pho|to|graph
3 pho|to|gra|pher
4 pho|to|gra|phy
5 pho|to|gra|phic
6 pho|to|ge|nic
7 pho|to|shop

b Now underline the stressed syllable in the **bold** words.

1 There's a tree in the **back|ground**.
2 In the **fore|ground**, there's a girl.
3 You can see a house in the **dis|tance**.
4 There's a man **be|hind** her.
5 In the **bo|ttom** right-hand **cor|ner**, there's a dog.

c 3.11 Listen and check. Practise saying the sentences.

d C **Communication** Spot the differences **A** *p.110* **B** *p.115* Describe the picture and find the differences.

My best phone picture



Portrait photographer Suki Dhanda was at the tennis courts in Millfields Park, east London, when she saw Chisom Okoli, a 22-year-old nanny. It was a late summer afternoon; Dhanda had finished work and taken her daughter and dog for a walk. She didn't have either of her professional cameras with her, but Okoli caught her eye.

'I thought about not saying anything to her, because I didn't want to miss the moment,' Dhanda says. 'There was something about the way she was sitting, so deep in thought, looking at her phone. I loved the way the colour of her clothes blended with the trees and tennis court in the [1]*foreground / background*. But it didn't feel right to [2]*make / take* a photo like that, so I walked around the court, told her I was a photographer and asked permission.'

Okoli said yes, and Dhanda just asked her to look into the [3]*lens / zoom* of her iPhone camera. She took three photos, using the [4]*portrait / landscape* mode. 'We chatted for a little while afterwards, and I sent her my favourite photo. I just think she looks so peaceful and relaxed. I think she felt safe.'

Adapted from The Guardian

3 LISTENING

a In pairs, think about the last photo that you took. Where were you? What was the photo of? Did you use your phone camera or another kind of camera?

b Read about Daria Bilyk and look at some of her photos. Which one...?

1 ☐ is a portrait
2 ☐ uses light in an interesting way
3 ☐ is a landscape
4 ☐ is taken from an unusual angle
5 ☐ is a still life

Which photo do you like best?

Daria Bilyk

is an art photographer based in Edinburgh. She calls herself a 'visual poet' and she believes that a good photographer should be able to take great photos of everything – landscapes, portraits, or family photos – even without expensive photographic equipment. The things that she looks for are atmosphere and mood.











c 3.12 Listen to Daria giving some tips about how to take good photos with your phone. Number the tips 1–10 in the order she gives them.

☐ Don't think twice.
☐ Don't stick to one style.
☐ Don't use zoom.
☐ Light is important.
☐ Learn about your phone camera.
☐ Be ready.
☐ Make your pictures come alive.
☐ Select and edit.
☐ Use the grid.
☐ Choose unique angles.

d Listen again. Mark the details from each tip **T** (true) or **F** (false).

1 Keep your phone in your bag or pocket to protect it.
2 If you don't like a photo, you can always edit it.
3 Make sure you know what your phone camera does well or badly.
4 To take a good portrait, go as close as possible to the subject.
5 The best light for taking a photo is during the day.
6 It's also important to be able to take photos without using the grid.
7 Try taking a photo from a bird's eye view.
8 If you try lots of kinds of photos, you'll discover what you are good at.
9 You will always improve a photo by using a filter.
10 Looking at printed photos is often better than just looking on a screen.

e Are there any of Daria's tips that you might use next time you take a photo?

4 SPEAKING & WRITING an article

a Talk to a partner.

1 How often do you take photos? Do you prefer taking photos or videos, or a mixture of both?
2 Do you usually use your phone or do you have a camera / video camera? Do you ever use special features like panoramic mode or slo-mo?
3 Do you prefer taking photos / videos of scenery or people? What else do you take photos / videos of? Do you think you're good at it? Why (not)?
4 Do you post photos / videos on social media sites? If so, which ones? Do you usually edit them before you post them? How?
5 Do you like being photographed or filmed? Why (not)?

b Writing Bank 3 *p.120* Write an article with tips on how to do something.

5 GRAMMAR prepositions

a Read the description of a photo. Complete the description with prepositions from the list.

at (x2) in next to of (x2) over to



I took this photograph when we were flying [1]_____ the Andes – I was going back [2]_____ the UK after a holiday in Chile. I was sitting [3]_____ the window, so I had a great view. I'm not usually very good [4]_____ taking photographs, but I'm quite proud [5]_____ this one. It was a long flight, and by the time we finally arrived home [6]_____ London I was exhausted. But when I look [7]_____ this photo, it reminds me [8]_____ the fantastic trip I had to Chile.

b 3.13 Listen and check.

c **Grammar Bank** 3B *p.145*

d Complete topics 1–10 with a preposition. Then choose four topics and tell your partner about them.

1 a photo you took that you are very proud _____
2 someone in your family who you really like talking _____
3 something you're really looking forward _____ at the moment
4 something your country is famous _____
5 a person who you sometimes argue _____
6 a beautiful sight that you once flew _____
7 what you have _____ the walls of your bedroom
8 someone you can rely _____ in a crisis
9 something you usually ask _____ when you eat out
10 somewhere you had to walk _____ a large number of steps

A photo that I'm very proud of is one I took last summer...

6 LISTENING & SPEAKING

a 3.17 You're going to listen to Chris, Tom, and Kate talking about a holiday photo they really like. Look at the photos. Then listen and match them to speakers 1–3. Were all the photos taken by the speakers?







b Listen again. Take notes about each person's answers to questions 1–5.

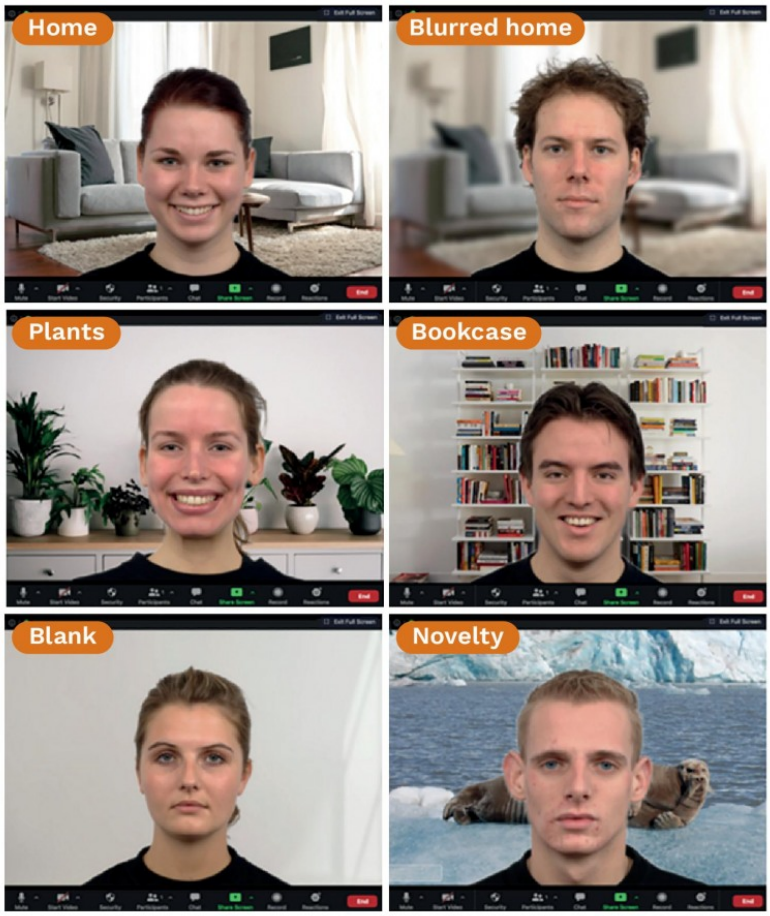
1 Where was the photo taken? Who took it?
2 Who were you with?
3 What was happening, or had just happened?
4 Why do you like the photo?
5 Where do you keep the photo?

c Think of an interesting photo you took on holiday. Tell a partner about it. Include your answers to 1–5.

d Show your partner some photos on your phone and tell him or her about them.

7 READING

a Look at the six screenshots below. Focus on the people's expressions and their backgrounds. Which person do you think looks the most competent and trustworthy? Which do you think looks the least? Compare with a partner.



b Read the article once. Did the people who took part in the research agree with you? Which of the other four backgrounds do you think are more positive / more negative?

c Read the article again and complete gaps 1–5 with phrases A–F. There is one phrase you don't need.

A either smiling or with a neutral expression
B I tend to use pictures of nice Durham University buildings
C dress smartly, be prepared, smile
D It's not a crumpled suit you have to worry about
E something that video call providers allow users to do
F Those judgments might not be accurate

d Look at the highlighted words related to photography and match them to their meaning.

1 occupies _____
2 surrounding _____
3 the part of a picture, photograph, or view behind the main objects, people, etc. _____
4 not clear _____
5 not moving _____

Making a good impression online

The formula for making a good first impression at a job interview or an important meeting had not really changed in decades – [1] _____ – but a new study by Dr Paddy Ross of Durham University suggests that the rules are changing. With more meetings and interviews taking place online, the most important thing now seems to be, rather than choosing the right clothes, choosing the right background!

Ross and his colleagues asked 167 adults to view still images that appeared to have been captured during a video conference. Each image showed the face of a man or woman, [2] _____, against six different backgrounds: a living room with a sofa, the same living room image, but blurred, a shelf of house plants, a large bookcase, a blank wall, or a novelty image of a walrus on an iceberg.

Participants were most likely to rate faces seen against the house plant and bookcase backgrounds as being trustworthy and competent. Faces that appeared with the novelty walrus image were rated as the least trustworthy or competent. The image of the living room ranked somewhere in the middle, but it created a better impression when this picture was blurred – [3] _____. Participants also tended to perceive happy faces as more trustworthy and competent than neutral faces. They scored female faces as more trustworthy and competent overall.

Dr Ross carried out the research because he suspected many people were not aware of how others' snap judgments could affect the impression they make. 'On a video call, you only really see people's faces and what's framing them – and it's the stuff in the background that takes up most of the screen. [4] _____ – it's a messy bedroom.'

Ross said that he was now questioning his own choice of Zoom backdrop. '[5] _____,' he said. 'I might reconsider that.'

Adapted from The Times

e What background do you normally have when you are on a video call? After reading the article, might you change it?

COLLOQUIAL ENGLISH 2

English File talks to...

Andrew Walmsley

Wildlife photographer



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Andrew Walmsley.* What did you learn about him? What kind of personality do you think you need to have to be a good wildlife photographer?

Part 1

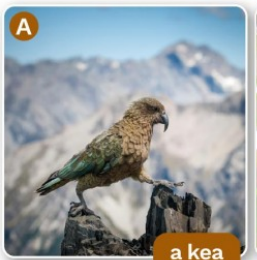


a Video Watch Part 1 of the interview. Then complete the missing words in the **bold** phrases.

1 Andrew Walmsley studied **marine b**_____ at university.
2 He started off with **quite simple g**_____.
3 He thinks that being a good wildlife photographer is not so much about the gear, but about **how you understand the a**_____.
4 Modern cameras are much better at taking good photographs **in low l**_____.
5 He thinks it's true that the best camera in the world is the one that you **have on y**_____.

b Watch again and check.

Part 2







a Video Read three questions Andrew Walmsley answers in Part 2. Which animal or bird A–C do you think he is going to mention in the answer to each question? Then watch and check.

1 What's the longest you've ever waited in one place to get a photo of an animal?
2 Do you have a favourite animal or bird that you like to photograph?
3 What's the most challenging project that you've ever undertaken?

b Watch again. Which animals in **a**, **Ke** (keas), **G** (gibbons), or **Ki** (kingfishers), was he photographing when...?

1 ☐ he was in New Zealand
2 ☐ he had to wait in a hide for ten days
3 ☐ he had to walk through water carrying his camera
4 ☐ it rained every day
5 ☐ there were a lot of snakes and spiders around
6 ☐ he spent a long time looking for them

Part 3





a Video Look at two of Andrew Walmsley's favourite photos. Watch Part 3. Then answer the questions for each picture.

1 Where did Andrew take the photo?
2 How long did he have to wait to get it?
3 Why is the photo important for him?

b Compare with a partner. Then watch again and check. What advice does he give to aspiring wildlife photographers?

Reading on screen

In pairs, can you remember any information you read in the video about these animals and birds?

kingfishers keas gibbons thrushes
Sulawesi crested black macaques

Looking at language

Informal language

Andrew Walmsley has an informal speaking style. Recognizing and understanding informal synonyms for standard words and phrases is useful, e.g. *gear*, which Andrew uses instead of *equipment*, but this kind of language can be particular to certain groups of native speakers of English, especially younger people. Be careful about using such expressions yourself – they may not always sound natural.

Video Watch some extracts from the interview. Then try to match the highlighted informal words and phrases to their meanings a–e.

1 ...everybody pretty much now has a very capable camera in their pockets.
2 ...which, yeah, got a bit boring, not gonna lie.
3 So by the end of ten days of wading through forests with ten kilos of cameras on my back, I was done, I would say.
4 I was like, right, I've got an idea for a picture.
5 ...I heard a bit of commotion going on, turned my camera around, and just rattled out a few pictures...

a took very quickly (without thinking about it)
b mostly
c to tell you the truth
d thought to myself
e exhausted

Reacting to the interview

Talk to a partner.

- How would you describe Andrew Walmsley? Is there any one thing he talked about that you particularly remember?
- What did you think of his photos? Which of the ones you saw did you like best?
- Which of the trips he described would you most / least like to go on?
- Have you taken any photos of wildlife? How easy / difficult did you find it? Do you have any photos you are particularly proud of?

2 THE CONVERSATION



Do you think it's a good or a bad thing that everyone takes photos of everything nowadays?

a Video Watch the conversation. Who says these things, **D** (Devika), **P** (Phil), or **S** (Sarah)?

1 ☐ Taking photos in museums and art galleries should be banned.
2 ☐ We'll all have more family memories now, thanks to photography.
3 ☐ People posting photos of their meals online is a bad thing.

Glossary
the Louvre the most famous art museum in Paris
gigs concerts (informal)

b Watch again. What are they referring to when they say...?

1 **Sarah** ...it just ruined the experience.
2 **Phil** ...artists say, 'Can you put your phones away, please?'
3 **Phil** [it] has given access to photography to lots of people now...
4 **Devika** ...and made available so we can see them on the computer.
5 **Phil** And I just don't understand why he would do that.
6 **Sarah** ...it's unnecessary, but we all do it.

c Video Watch four extracts and notice how the speakers often begin sentences with *And*...or *But*... to make the conversation flow. This is a very common feature of informal spoken English, as opposed to written English.

Beginning with *And*... and *But*...

1 **Sarah** And the room with the *Mona Lisa* was – I just left in five minutes because it was so packed full of people trying to take a selfie.
2 **Phil** And I kind of understand actually, you want to be enjoying the moment, not watching back later...
3 **Phil** ...but I can also see the other side though as well...
4 **Devika** But also, it's been lovely looking at memories.

d Now, in groups of three, have a conversation about the question in **a**.

4A Reduce, reuse, recycle

G future forms: *will / shall* and *be going to*
V rubbish and recycling
P /aɪ/ and /eɪ/

"If you're not buying recycled products, you're not really recycling."

Ed Begley Jr., US actor

1 VOCABULARY rubbish and recycling

a How often do you or your family throw away food? What kinds of things? How do you feel about it?



b Video Watch a video about food waste. Then complete the facts with the numbers in the list. Which fact did you find most shocking?

over 1/3 60% 30 million 5 9.5 million

1 _____ of all food produced globally goes to waste.
2 The UK throws away _____ tonnes of food waste every year.
3 The UK's annual food waste could provide for more than _____ people.
4 Around _____ of food waste comes from homes.
5 The _____ most commonly wasted items are bread, milk, potatoes, cheese, and apples.

c Watch again and check. What were the tips to help reduce food waste?

d Complete the definitions with words or phrases from the video.

1 **w**aste (*noun*) sth that is no longer needed and is got rid of, e.g. *food ~, toxic ~*
2 **th**_____ **a**_____ (*verb*) put sth in the bin
3 **r**_____ (*verb*) make sth cold hot again
4 **s**_____**-b**_____ **date** (*noun phr*) the date on food packaging after which the food must not be sold
5 **u**_____**-b**_____ **date** (*noun phr*) the date on food packaging after which the food should not be eaten

e V **Vocabulary Bank** Rubbish and recycling *p.164*

2 PRONUNCIATION /aɪ/ and /eɪ/

a Look at the sound pictures. What are the words and sounds? Write the words from the list in the correct column.

away date reapply recycle replay require sell-by site supply tray waste

b Video Watch the video and check. Practise making the difference between the two sounds and repeat the words.

c Complete the rules with the phonetic symbols /aɪ/ or /eɪ/.

/aɪ/ and /eɪ/

ay is always pronounced ___.
a + consonant + *e* is usually pronounced ___.
i + consonant + *e* is usually pronounced ___.
Consonant + final *-y* in a stressed syllable is usually pronounced ___.

d Look at more words containing the sounds /aɪ/ or /eɪ/ which have irregular spellings. How do you pronounce them?

break buy climate eyes flight guy height neighbour straight survey weight wi-fi

e 4.5 Listen and check. Practise saying the words.







3 LISTENING

a Read Part 1 of an interview with Tessa Cook, co-founder of Olio, an app to help reduce food waste. With a partner, try to predict the missing words.

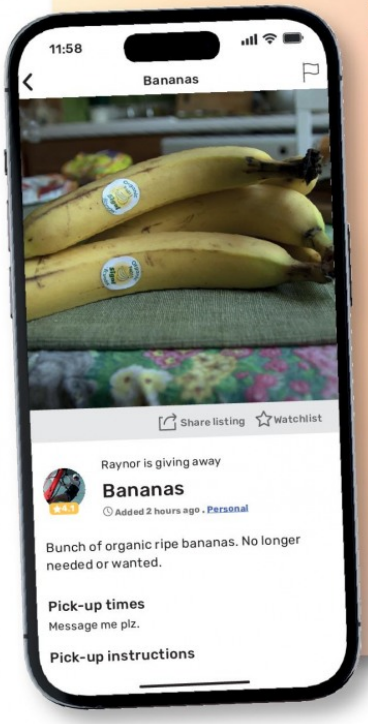

Tessa Cook

Tessa, can you explain what Olio is, exactly?

So, Olio is a free app which connects [1]ne_____ with each other and with local [2]bu_____ so that surplus food can be shared and not thrown away.

What kinds of food?

It could be food that's near its [3]se_____-_____ da_____ in local shops, or home-grown vegetables that you're not going to eat, or bread from your [4]ba_____ that hasn't been sold at the end of the day, or the food that's in your [5]fr_____ when you're about to go away. Any food that people have that they're not going to use.



And how does the app work?

It's super easy! If you have some food that you want to [6]sh_____, you simply open the app, add a [7]ph_____ and a description, and say when and where the food can be collected from. And if you're looking for some food, you just have a look at what other people have posted and send a [8]me_____ to the person who's offering the food you want, and then you arrange a time to go and collect it.

b 4.6 Listen to Part 1 and check your answers to **a**.

c 4.7 Now listen to Part 2 and answer the questions.

1 Why has Tessa always been worried about food waste?
2 What circumstances inspired her to come up with the idea for the app?
3 How did her friend Saasha react when Tessa told her about the idea?

d 4.8 Listen to Part 3. Why does Tessa mention the following?

£1,000 worth of food one in three people
12 people two weeks half a bag of onions
9th July 2015 63 countries 185 million

e Do you think the app is a good idea? Would you use it? Why (not)?

4 SPEAKING

a Read the questions about zero waste and think about your answers.

b Discuss the questions in groups of three or four.

Zero waste

- What three things could you and your family do in order to throw away less food?
- Do you ever buy anything that's past its sell-by date? Why (not)?
- Do you ever eat anything that's past its use-by date? Why (not)? Has anything ever happened?
- Do you ever buy special food offers of the type 'Buy one, get one free'? Do you usually finish both?
- Do you ever take leftover food home from a restaurant?
- What do you think restaurants or supermarkets in your town should do with unused food? Do you know if any of them ever do it?
- How would your neighbours react if you offered them leftover food? Why?
- What kinds of food do you think have too much packaging? When do you think packaging is really necessary?



5 GRAMMAR
future forms: *will / shall* and *be going to*



a Video Watch the video. Who is more concerned about food waste and recycling, Sarah or Rick?

b Watch again and complete the extracts from the conversations with *I*, *you*, or *it* and the right form of *will / shall* or *be going to*.

M _____ do it as soon as this programme finishes.

Tu _____ finish this pasta?
_____ have it for lunch tomorrow.

W Sorry, I forgot. _____ do it again.

Th _____ throw it away?

F Don't worry, _____ be fine.

c **Grammar Bank** 4A *p.146*

d Talk to a partner. Practise making plans and predictions. Choose topics from the lists.

Talk about a plan you have...
- to waste less food.
- to improve your diet.
- to spend less money.
- to learn a new skill.
- for this evening or weekend.

Make a prediction about...
- the environment (e.g. pollution, climate change).
- a sporting event.
- a TV drama series you are watching.
- someone in your family (their life, plans).
- something in the recent news.

I'm going to plan my meals for the week and only buy what I need. — *What a good idea!*

Responding to plans and predictions

Plans

I'm going to... — *What a good idea!* / *How nice!* / *Are you? So am I.*

Predictions

I don't think...will / is going to... — *I think so, too.* / *I don't think so, either.* / *I hope so. / I hope not.*

I think there'll be...

6 READING & SPEAKING

a What kinds of things do you recycle? Do you ever feel guilty about not recycling enough? Why (not)?

b How much do you know about recycling? Do the quiz on p.41 with a partner.

c Now read the article about recycling and check your answers to **b**. How many did you get right?

d Read the article again. Match paragraphs 1–6 to summaries A–F.

A It's time to change our shopping habits.

B What now happens to plastic waste in the UK.

C People are starting to understand that plastic is a major problem.

D People don't really know what can be recycled.

E Some containers have parts which cannot be recycled.

F The food industry doesn't provide the right information clearly.

e What do you think is the main message of the article? Choose a, b, or c.

a We don't recycle enough of our waste and need to make more of an effort.

b We put out our waste to be recycled, but sometimes we are making matters worse.

c We need local authorities to do more to help us to recycle correctly.

f Have you noticed any of the problems mentioned in the article where you live?

g Talk to a partner. Do you think that the following will happen in the future? Why (not)?

- all food will be produced without plastic packaging
- no shops will sell any kind of plastic bags
- food producers will improve the labelling on their packaging
- people in your country will recycle 75% of their waste

QUIZ

What do you think can be recycled and what can't? Try the questions below.



1 Which part of this water bottle can be recycled, the cap or the bottle?



2 Which of these two plastic trays can be recycled, the white one or the black one?



3 Which of these two kinds of wrapping paper can be recycled, the glittery one or the red and brown one?

4 Which of these two containers of pasta sauce can be recycled, the glass jar or the plastic pouch?



5 Which of these two toothpaste containers can be recycled, the plastic pump-action bottle or the tube?



6 What does the number '4' in this symbol tell you?



Why your recycling isn't working

1 'Since its invention some 100 years ago, plastic has become an integral part of our daily lives,' said naturalist David Attenborough in the final episode of the highly praised BBC series *Blue Planet II*. 'But every year, some eight million tons of it ends up in the ocean... and there it can be lethal.' That figure has now risen to around 14 million tons. We have at last woken up to the fact that something that makes our lives easier in the short term has consequences that can last thousands of years.

2 One of our main convenience items is plastic water bottles. They are a major contributor to waste in the UK, and we use 35.8 million of them a day. Although the bottles themselves can be recycled, the caps cannot. The problem doesn't stop with plastic bottles. According to new research, almost a fifth of the waste that people put into recycling bins cannot, in fact, be recycled. The reason for this is that the packaging is often made up of several components, many of which are not recyclable.

3 People often believe that something is recyclable when it's not. Take, for example, that black plastic ready-meal tray that you normally put with your bottles and newspapers, or your glittery Christmas wrapping paper – these cannot be recycled, though white trays and plain wrapping paper can be. Plastic pouches, such as the ones used for baby food or pasta sauce, can't be recycled, so it's better to buy them in glass jars, which can be. Toothpaste tubes also can't be recycled, but the pump-action bottles usually can be.

4 Unclear labelling is often to blame. Recycling information on packaging varies dramatically. Sainsbury's supermarket, for example, labels on its own-brand packaging exactly which parts can and cannot be recycled. Some manufacturers, on the other hand, include no information. Even the recycling symbol itself is confusing, because people don't know what the numbers mean. In the UK, a 1 or 2 means that a product can be widely recycled, 3 indicates PVC, which is not widely recycled, 4 is polyethylene, and 5 is polypropylene, both of which can only be recycled in some centres. 6 and 7 are not widely accepted for recycling.

5 In the past, more than half of the UK's plastic waste was sent to China to be recycled. However, in 2018 China banned imports of 'foreign garbage'. The UK then started sending plastic waste to other countries such as Malaysia, but they too changed their policy about accepting plastic waste, and now much of it is either burnt or put in landfill, which may end up in the sea.

6 Perhaps we should stop assuming that everything that looks recyclable actually is. Instead, we need to start buying products that come in packaging that we are sure can be recycled, or better still, we should try to avoid packaging altogether.

Adapted from The Times

4B It's all work

G first and second conditionals
V study and work
P word stress

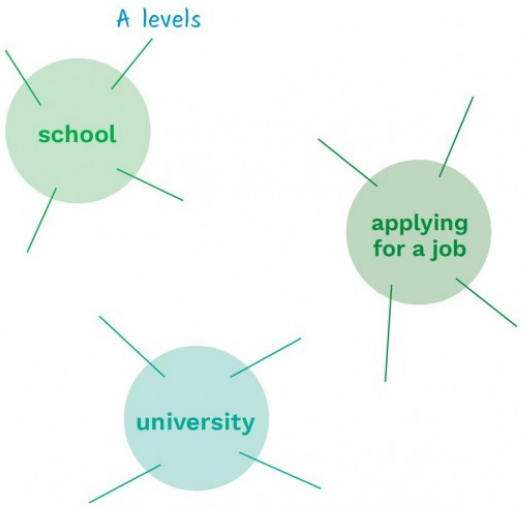
"Whenever you are asked if you can do a job, tell 'em, 'Certainly I can!' Then get busy and find out how to do it."

Theodore Roosevelt, US President

1 VOCABULARY & PRONUNCIATION study and work; word stress

a Add four words from the list to each circle.

~~A levels~~ campus classroom CV degree experience graduate (*noun*) head teacher professor pupil qualifications reference



b V **Vocabulary Bank** Study and work *p.165*

c Underline the stressed syllable in these words.

a|ttend di|sser|ta|tion P|h|D post|gra|du|ate pro|fe|ssor qua|li|fi|ca|tions re|ference re|si|dence scho|lar|ship se|mi|nar tu|to|ri|al un|der|gra|du|ate va|can|cy

d 4.13 Listen and check. Practise saying the words.

e Work in pairs. What is the difference between...?

1 an undergraduate and a postgraduate
2 a Master's degree and a PhD
3 a campus and a hall of residence
4 a professor and a tutor
5 a seminar and a webinar
6 a tutorial and a lecture
7 qualifications and skills
8 a CV and a covering letter / email

2 SPEAKING

Discuss the statements in small groups. Do you agree?

- You should choose a university subject you enjoy, not one which you think may get you a good job.
- People shouldn't have to pay to go to university.
- You will have a better experience if you don't go to university in your home town.
- It's not very useful to study for an arts degree because you will never get a well-paid job.
- Students shouldn't get part-time jobs while they are at university.
- For most young people, an apprenticeship is a better option than going to university.

Agreeing / disagreeing and giving opinions

I completely agree / disagree with that.
I don't agree with that at all.
I think that's true because...
Maybe that's true.
Personally, I think...
I'd say that...

3 LISTENING

a Would you ever consider doing a job for no pay? Why (not)?

b Read the article from a students' website about internships. Why are some internships paid and some not? Are internships a good or a bad thing, according to the article?

SAVE THE STUDENT! FINANCE BANKING MAKE MONEY SAVE MONEY

The ultimate guide to internships

Thinking about applying for an internship? Make sure you know the facts before you get started.

An internship is generally somewhere in the middle between work experience and an apprenticeship.

It can be more like work experience if it involves shadowing other members of staff, having the opportunity to ask a lot of questions, and learning about the company and industry. This kind of internship is often unpaid. Other internships can be more similar to an apprenticeship, if you're being trained within a particular department, are contributing to the company by producing work, and are getting paid (at least a little).

Either way, an internship can be a great opportunity for a student or graduate, or someone who wants to change their career. Benefits include having the chance to try out a job without committing to it, making connections, and having something to put on your CV. A couple of years ago, a report revealed that almost half of employers said they wouldn't consider candidates who didn't have work experience, regardless of their university qualifications.



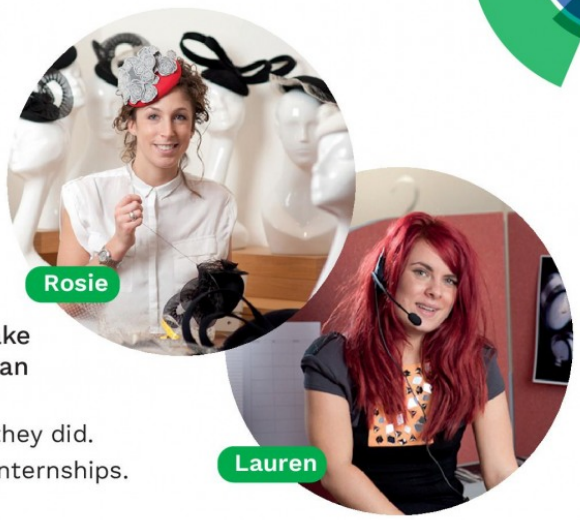
c 4.14 Listen to the first part of a radio programme, where Jake Butler of savethestudent.org talks about internships. Circle the correct answer.



1 The situation for interns is *better* / *worse* than in the past.
2 It is sometimes *legal* / *illegal* not to pay interns.
3 The law says that interns who have been promised jobs in the future *don't have to* / *have to* be paid.
4 A company *doesn't have to* / *should* pay interns who are substituting for paid employees.
5 School-age students doing work experience *have to* / *don't have to* be paid.
6 If an intern is not being paid, they should *have fixed working hours* / *choose their own hours.*

Glossary
National Minimum Wage the lowest wage that an employer is allowed to pay by law
National Living Wage the lowest wage that an employer is allowed to pay by law if a worker is over 21

d 4.15 Listen to the second part of the programme, where Rosie and Lauren talk about their experiences of internships. What was each of them paid, if anything?



e Listen again and make notes for each woman about...
1 the kind of work they did.
2 the good side of internships.
3 the bad side.

f Discuss the questions.
1 Do you think unpaid internships are fair? Why (not)?
2 Do the following things exist in your country?
- work experience while you are still at school
- apprenticeships
- internships

Have you ever done any of these things? Do you know anyone who has had a good or bad experience of them?
3 If you had the chance to do an internship in any industry, which industry would you choose?

4 GRAMMAR first and second conditionals

a 4.16 Listen to the ends of two job interviews. Complete the conditional sentences. Who do you think is going to get the job?
1 If we _____ you the job, when _____ you _____ to start?
2 If we _____ you the job, you _____ a lot of training.

b Grammar Bank 4B *p.147*

c 4.19 Listen and write five first conditional sentences giving advice to people looking for work. Do you agree with the advice?

d Imagine you were in these situations. What would you do? Use a second conditional sentence and say why.
1 You are offered a great job abroad.
2 Your partner is offered a job abroad, but you don't want to move.
3 You have to choose between a well-paid but boring job and a very interesting but badly paid job.
4 You are offered a good job while you are still studying.
5 You have to choose between working at night or at weekends.

If I was offered a great job abroad, I'd probably take it because I'd have the opportunity to learn about a new culture.

JOBS ACCOMMODATION BILLS SHOPPING



5 READING

a In your country, do students sometimes have part-time jobs during the evening, weekends, or holidays? What sort of part-time jobs are common?

b Read the article. For each person, <u>underline</u> a sentence that shows whether they learned something from the job or not. Who is the most positive about their job?

The best part-time job I ever had...

Dog walker, babysitter, shelf-stacker – most of us would have one of these classic part-time jobs on our CV. But did we really learn anything from the experience?

A Sir Ranulph Fiennes, *explorer*



When I was 16, I wanted to buy a canoe and needed £85. I washed the buses at Midhurst Bus Station between 3.00 a.m. and 7.00 a.m. during the week. Then I washed the dishes at the Angel Hotel from 6.00 p.m. to 10.00 p.m. I was paid £11 per week in all, and that's how I got the cash. It's too long ago to know if I actually learned anything from the experience.

B Russell Kane, *comedian*



I did two humiliating Saturday jobs. The first was selling vacuum cleaners door to door. I didn't sell a single one. The other job was working with my grandad for a frozen-food delivery service. I doubt that a Saturday job really teaches you anything. Where I come from, it's automatic – at age 11 you get a job. It wasn't, 'Hey man, I'm really learning the value of work.' It was, 'If I want money, I must work for it.' My dad never gave me a penny of pocket money after the age of 11.

C Tony Ross, *illustrator and author*



In the fifties, when I was a boy, I used to work at the post office over Christmas. It was fantastic fun. I earned enough to buy an old motor scooter. My favourite part was going in the lorry to collect the mailbags from the station because you didn't have to walk the streets all day. The other good thing was doing a round with your own house in it, because then you could stop for a cup of tea. I learned the basics of working for money, like arriving on time and enjoying it no matter what. It was a good introduction because very few people work for fun.

D Clive Stafford Smith, *lawyer*

I worked for a sand and gravel company when I was 16. It was cold, damp, and so boring that I cried. I've learned various important things from that job. First, I know I'm very lucky to have a job now that I truly love. I also learned that it's crazy to pay bankers millions while paying a low wage to people at gravel companies. It's terrible work and no one should have to do it. Anyone who says differently should be forced to work at that gravel company for a year.



E Adele Parks, *author*



When I was doing my A levels, I worked in our local supermarket for two years, stacking shelves. I was 16 then, and in a job like that, you make the decision whether this is what you want to do for the rest of your life. I spent a lot of time chatting to the other guys and girls who had permanent jobs. I am good at talking and telling stories, and I think I learned it there because one of the things about stacking shelves or being at the checkout is that you have lots of opportunities to talk to people. That's what I liked best.



Glossary
shelf-stacker a person who puts things on shelves in a supermarket
sell sth door to door visit houses to ask people if they want to buy something
do a round do a job with a particular route, e.g. a postman

Adapted from The Times

c Read the article again. Answer with A–E.



Which person...?

1 ___ felt that the job was badly paid
2 ___ liked the parts of the job where they could rest
3 ___ started very early and finished very late
4 ___ enjoyed spending time with the other workers
5 ___ was very unsuccessful in one of their jobs

d Find one word or phrase related to money in each paragraph for these definitions.

A _____ money in the form of coins or notes
B _____ money that children get from their parents every week
C _____ got money for doing a job
D _____ a regular amount of money that you earn, usually every week
E _____ the place where you pay, e.g. in a supermarket

e Which of the part-time jobs mentioned would you most / least like to do?

6 SPEAKING

In pairs, discuss the questions about work and studies. Follow the arrows to ask the questions that are most relevant to your partner.

Part-time work

Have you ever done a part-time or holiday job? What was it?

↓

Why did you choose it? Did you enjoy it? What did you learn from the job?

↓

If you're studying now...	If you're working now...
What qualification are you studying for?	Why did you apply for your current job?
↓	↓
Do you think you will continue studying when you finish your present course?	What qualifications did you need?
↓	↓
What jobs do you think you might get with your qualification?	Why do you think you got the job?
↓	↓
Do you know anyone who has a job you'd like to have? Which job? Why?	Would you like to change jobs? Why (not)?
↓	↓
What jobs would you definitely not like to do? Why?	If you could go back in time and choose a different career, what would you choose?

7 LISTENING



a Video Watch *A part-time job*. How did Milly's job have a positive effect on her career?

b Read the sentences and mark them **T** (true) or **F** (false). Watch again and check. Correct the **F** sentences.

1 Milly is studying for a Master's degree.
2 Her parents were both singers.
3 One of Milly's problems is the cost of living in London.
4 In her part-time job she looks after professional musicians.
5 She was asked on a Wednesday to step in for a professional singer on the Saturday.
6 What she found hardest was learning the lyrics.
7 The audience was not pleased that the performer was going to be a music student.
8 There was a lot of publicity about Milly immediately after the concert.
9 In spite of her success, Milly thinks she has a lot to learn.
10 She no longer does the part-time job.

c Do you think Milly is likely to have made it as a professional singer? Why (not)?

8 WRITING a LinkedIn profile

W **Writing Bank** 4 *p.121* **Create your own profile for LinkedIn or a similar site.**

3&4 Revise and Check

GRAMMAR

Circle a, b, or c.

1 I couldn't answer my phone because I ___.
a drove b used to drive c was driving

2 We ___ to a lot of different shops yesterday.
a went b used to go c were going

3 She ___ get up so late.
a didn't use
b didn't use to
c didn't used to

4 When I was young, I ___ playing football.
a love b was loving c used to love

5 Go ___ the steps until you get to the bottom.
a down b on c along

6 We're very pleased ___ our holiday photos.
a with b to c of

7 **A** Are we going out?
B It ___ the weather.
a depends
b depends on
c depends of

8 I'm really sorry. I promise ___ late again.
a I'm not b I won't be
c I'm not going to be

9 **A** These bags are so heavy!
B ___ you with them.
a I help b I'm going to help c I'll help

10 **A** We've booked a week in Venice in April.
B Where ___ stay?
a do you b will you c are you going to

11 This job looks interesting. ___ I apply?
a Shall b Do c Will

12 I ___ to work abroad unless the pay was very good.
a don't want
b won't want
c wouldn't want

13 I might get the job if I ___ more experience.
a will have b had c would have

14 If you ___ to earn some money, you shouldn't become an intern.
a will need b need c needed

15 You won't get into university ___ harder.
a unless you don't study
b if you study
c unless you study

VOCABULARY

a Write a word or phrase connected with age.

1 15 years old _____
2 21 or 22 _____
3 18 months old _____
4 68 _____
5 58 _____
6 44 or 45 _____

b Circle the correct word or phrase.

1 My sister's a very good *photographer / photograph*.
2 It's very dark in here, so you'll need to use *zoom / flash*.
3 This is me, *in the centre / in front of* the Taj Mahal.
4 There's my dog, in the *bottom right-hand / right-hand bottom* corner.
5 Here's a photo of us on the beach – you can see our hotel in the *foreground / background*.

c Write words for the definitions.

1 a person whose job is to take the rubbish away _____ _____
2 the material often used to make boxes _____
3 the top of a jar _____
4 a large plastic bag for putting rubbish in _____ _____
5 a plastic or paper cover for a chocolate bar _____
6 a large area of land where waste is put _____ _____

d Complete the words.

1 Don't forget to include a **c**_____ letter with your CV.
2 I'm living in a hall of **r**_____ in my first year at university.
3 He won't get the job. He doesn't have enough **q**_____.
4 You need to apply for a work **p**_____ to work in the USA.
5 Most university students attend **l**_____ every day.
6 I'm trying to get a job, but there are very few **v**_____.
7 We'd like to invite you to **a**_____ an interview on 3rd March.
8 The Humanities **f**_____ is the largest at this university.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds **Consonant sounds**



train **bike** **bird** **tie** **dog** **television** **shower** **chess** **jazz**

b P **Sound Bank** *p.174–5* Say more words for each sound.

c What sound do the **pink** letters have in these words?

1 **j**ar 2 lec**t**ure 3 wo**r**k pe**r**mit 4 va**c**ancy 5 appl**y**

d Underline the stressed syllable.

1 tee|na|ger
2 o|ppo|site
3 pho|to|gra|pher
4 re|cy|cle
5 pro|fe|ssor

Can you understand this text?

a Look at the title of an article and the photo. What kind of shop do you think it is? Read the article once and check.

Leading the fight against a 'plastic planet'

In the past few weeks, Richard Eckersley has noticed a change in the type of people who come into his shop.



In 2017, the former Manchester United footballer set up Earth.Food.Love in Totnes, Devon, with his wife, Nicola. It was one of the UK's first 'zero waste' stores – the food is in big jars and boxes, and people bring their own containers. 'A lot of new people are coming in – people who have not necessarily been interested in environmental issues before,' he says.

Since then, the government called for supermarkets to introduce plastic-free aisles. But Eckersley says many consumers are already way ahead of politicians. 'We are getting calls every week from people who want to do something similar.' He and Nicola have helped people set up stores all over the UK. Ingrid Caldironi had a similar idea. She set up a plastic-free shop in London last year, which has been so popular that it is soon moving to a bigger site.

Eckersley and Caldironi are members of an anti-plastics movement in the UK that has been growing as a result of the BBC's *Blue Planet* series and a general worry about the damage plastic is doing to the environment. But big supermarkets have so far not tried very hard to reduce their plastic waste. Sian Sutherland, founder of the campaign 'A Plastic Planet', says, 'The most exciting thing is that politicians and industry are no longer saying that recycling will solve the problem. Banning the use of plastic packaging for food and drink products is the only answer.' Walking down the aisles of the supermarket, where everything from pizza to fresh fruit and vegetables is covered in plastic, Sutherland says urgent action is needed. 'It is really quite overwhelming,' she says. 'I can buy gluten-free, fat-free, African food, Asian food, but I can't buy food without plastic.'

Plastic pollution is causing widespread global damage. More than one million plastic bottles are bought around the world every minute, and most end up in landfill or the sea. The contamination is so extensive that tap water around the world also contains plastic. Back in Devon, Eckersley says, 'After my daughter was born, it made me think about what future lies ahead for her. I wanted to say that at least I tried to make a difference.'

Adapted from The Guardian

b Read the article again. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Richard Eckersley gives away boxes of food.
2 All the new customers at Earth.Food.Love are people who are active in fighting for the environment.
3 People phone Eckersley to ask for help with their shops.
4 There are no 'zero waste' shops in London.
5 The food industry is confident that recycling is better than banning plastic packaging.
6 Nowadays, it's easier to find gluten-free food than plastic-free food.
7 Plastic bottles are one of the biggest problems.
8 Eckersley became more interested in environmental issues after he became a father.

Can you understand these people?



Erica Keith Shreeya Emma Thomas

Video Watch and choose a, b, or c.

1 Erica ___ when she was a child.
   a used to annoy people
   b has stopped being as inquisitive as
   c has completely changed from

2 Keith ___.
   a usually uses a normal camera
   b takes more videos than photos nowadays
   c only takes photos of his children

3 Shreeya tries to avoid using plastic by ___.
   a always having a packed lunch
   b shopping in small local shops
   c using her own refillable water bottle

4 Emma is studying osteopathy because ___.
   a someone suggested it as a career
   b a family member was an osteopath
   c she recovered from injuries thanks to osteopathy

5 Thomas says that ___.
   a he rarely met interesting people
   b customers often treat waiters quite badly
   c he didn't enjoy his part-time jobs

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ talk about what you were like as a child
2 ☐ describe one of your favourite photos
3 ☐ talk about what you are going to do personally to reduce waste
4 ☐ complete the sentence so that it's true for you and say why. *If I had to choose between going to university or getting a job, I would...*

5A Must-watch

G present perfect simple
V television
P /w/, /v/, and /b/

"I find television very educating. Every time somebody turns on the set, I go into the other room and read a book."

Groucho Marx, US comedian

1 VOCABULARY television



a Video Watch eight clips from TV programmes. Match the clips to the types of programme A–H.

A ___ quiz show
B ___ nature documentary
C ___ period drama
D ___ weather forecast
E ___ live sport
F ___ the news
G ___ cookery programme
H ___ cartoon

b V **Vocabulary Bank** Television *p.166*

c What kinds of programme do you sometimes watch? What do you never watch?

2 PRONUNCIATION /w/, /v/, and /b/

a Look at the sound pictures. What are the words and sounds?

		
we s**w**itch **w**eather	T**V** **v**olume o**v**er	**b**e **b**roadcast pro**b**lem

b Video Watch the video and check. Practise making the difference between the three sounds and repeat the words.

c 5.3 Listen to the pairs of words and letters. Can you hear the difference? Practise saying the pairs.

1	a **b**oat	b **v**ote	5	a **w**ool	b **b**ull
2	a **B**	b **V**	6	a **w**hy	b **b**uy
3	a **v**ery	b **b**erry	7	a **v**et	b **w**et
4	a **b**in	b **w**in	8	a **w**ine	b **v**ine

d 5.4 Listen and circle the word you hear.

e Practise saying the sentences.

We **w**ant to **b**uy a **b**igger T**V**.
I ne**v**er **w**atch li**v**e sport.
Can **w**e turn o**v**er to channel fi**v**e?
The film **w**on't **b**e o**v**er **b**efore ele**v**en.

3 LISTENING & SPEAKING

a C **Communication** Changing TV habits **A** *p.110* **B** *p.115*

b Read a questionnaire about TV habits. Complete the definitions with the highlighted words and phrases. Use singular nouns and the infinitive of verbs.

SCREEN TIME

1 How do you watch TV, on a television, or on another device?
2 Do you 'two-screen' while watching TV? What kinds of things do you do on your other device?
3 Do you ever watch live TV or do you mostly use catch-up?
4 Have you ever binge-watched a TV series? How many episodes did you watch in one go?
5 Do you use any streaming services? Which do you use the most?
6 How often do you watch YouTube, or other video-sharing sites? Do you ever upload videos yourself?
7 Do you ever interact with TV shows by voting for contestants?
8 Do you ever watch foreign TV channels?

A _____ (*verb, slang*) watch a TV programme or series on one device while using another at the same time

B _____ (*noun*) a television station, e.g. BBC1

C _____ (*verb, idiom*) watch several episodes of a TV series at once

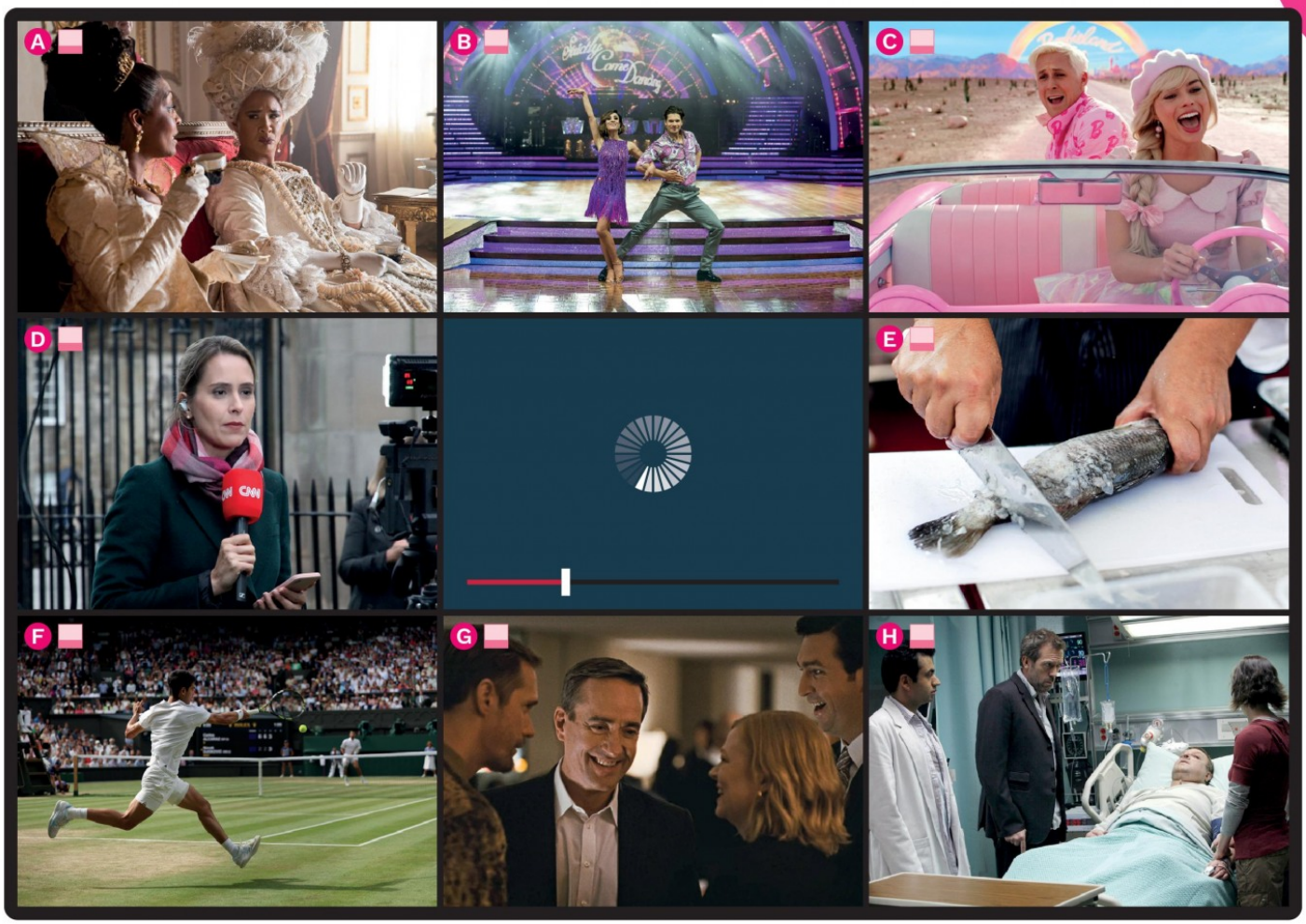
D _____ (*noun*) a method of sending or receiving data over a computer network e.g. Netflix or Amazon Prime

E _____ (*noun*) a piece of equipment that has been designed to do a particular job

F _____ (*noun*) a person who takes part in a game, quiz, or competition

G _____ (*noun*) a service that allows you to watch television programmes after the time when they were originally broadcast

H _____ (*verb*) transfer a file electronically, e.g. a video from a device to the internet



c 5.5 Look at the photos of eight TV programmes. Then listen to people answering questions 1–8 in **b**. Match the programmes or types of programme they mention to the correct photos A–H.

d Listen again. How do the people answer the questions in **b**?

e Do the *Screen Time* questionnaire with a partner.

4 GRAMMAR present perfect simple

a Look at some extracts from the listening in **3**. What are the missing words?

1 ...I occasionally watch something on my phone if I'm out and about and something interesting _____ happened on the news.

2 ...and so I _____ him and it turned out he grew up in Oxford...

3 I haven't done it _____ a long time...

4 For example, a few months _____, I watched the first series of *Bridgerton*...

5 ...I've _____ watched someone preparing a fish dish...

6 I've _____ uploaded a video though.

7 ...I have _____ several times for contestants, when they've done a really good dance.

8 And once, I _____ addicted to a TV show...

b 5.6 Listen and check.

c G **Grammar Bank** 5A *p.148*

d Change the **bold** words to make the statements true for you. Then compare with a partner.

- I've watched about **20** hours of TV this week.
- Today, I've used **three** devices to watch or listen to programmes.
- I've heard that ***Succession*** is really good, but I haven't watched it yet.
- I haven't watched **the news** for a long time.
- I've never enjoyed watching **live sport**.

I've watched about ten hours of TV this week, I think. And you?

5 READING

a Do you ever watch films or TV series in another language with subtitles? Why (not)?

b Look at images A–H from eight TV drama series which have been successful all over the world. With a partner, try to match them to the countries they are from.

Denmark France Italy Mexico South Korea
Spain Sweden / Denmark Türkiye



(*Money Heist*)



(*Borgen*)



(*The Bridge*)



(*My Brilliant Friend*)



(*Lupin*)



(*Squid Game*)



(*The House of Flowers*)



(*Ethos*)

c C **Communication** TV dramas **A** *p.111* **B** *p.116* Check your answers to **b** and tell each other about the series.

d Have you seen any of the series in **b**? If yes, which did you most enjoy?

e Read the first paragraph of the article on p.51. Choose the best title, a, b, or c.

a Turn it off – it's got subtitles

b Why is the UK in love with foreign TV series?

c What's the problem with British TV?

f Now read the whole article. Choose a, b, or c.

1 Foreign-language dramas nowadays are considered ___.
   a an unusual taste
   b normal because a lot of people watch them
   c only suitable for educated people

2 *The Killing* was the first foreign series which ___.
   a became really popular
   b the BBC showed
   c Denmark exported

3 One reason for the popularity of foreign-language dramas is that ___.
   a it's much easier to watch them than it used to be
   b everybody is talking about them
   c UK and American series aren't as good as they used to be

4 Programmes with subtitles make the viewers ___.
   a do other things while they watch
   b want to tweet about them
   c pay more attention to what they are watching

5 Walter Iuzzolino is in favour of foreign-language TV because ___.
   a it encourages people to learn foreign languages
   b it allows people to experience life in other countries
   c it encourages people to visit the countries the series are set in

g Do you agree with Walter Iuzzolino that watching TV series from other countries helps you 'develop a love for the distant world'?

A few years ago, if you'd mentioned to a British friend or colleague that you were addicted to a Danish drama series, people would have thought you were a bit strange. But in the UK today, subtitled foreign-language dramas aren't just in fashion, they're completely mainstream.

It all began when the BBC bought the French crime drama *Spiral*, though it was Denmark's *The Killing* that was the tipping point. 'I remember hearing people talking about it on the bus,' admits Sue Deeks, Head of Programming at the BBC. 'It was clearly growing and growing in popularity, but the extent of it took everyone by surprise.' *The Killing* was followed by *The Bridge*, in which a crime is committed on the bridge between Denmark and Sweden, which regularly topped a million viewers. The British were hooked. By the time the Korean series *Squid Game* was launched on Netflix, it got around two million UK viewers within five days.

One of the reasons for the success of foreign TV is that it is more accessible than it used to be, thanks to catch-up and online services. And if you haven't watched the latest foreign series that everybody is talking about, you can binge-watch the episodes that you've missed, and tweet about how much you love *Lupin*.

'When you read subtitles, you have to be glued to the screen'

There may be something else in foreign TV's new popularity, too. In a world in which we're frequently distracted from our TV viewing by social media, subtitles force us to focus. 'When you read subtitles, you have to be glued to the screen,' says Deeks. 'That concentration gives a particular intensity to the viewing experience. You just can't multitask when you're watching a foreign-language drama.'

And while foreign-language dramas are often remade for the Anglo-American market – for example, *The Bridge* became *The Tunnel* – the originals still dominate, because they transport us to a different culture. As Walter Iuzzolino, who has set up a new streaming service dedicated to foreign-language TV, says, 'You develop a love for the distant world, because while you're watching, you're in the country. If you see something amazing set in Argentina, then Argentina itself, the houses, the people, what they wear, what their voices sound like, the language, is one of the biggest appeals. There is a huge pleasure in that.'

Adapted from The Independent

Glossary
Spiral (originally called *Engrenages*, meaning *Gears*) is a French legal drama series which ran for eight seasons
The Killing (originally called *Forbrydelsen*, meaning *The Crime*) is a Danish police drama series which ran for three seasons
tipping point the point at which an idea suddenly spreads quickly among a large number of people, as a result of a number of small changes over a period of time before that

6 SPEAKING

a Write the name of a TV series or film for each group of questions.

a TV series you've just finished watching

- What kind of series was it?
- Where was it set?
- What was it about?
- Who were the main characters?
- Did you enjoy it?
- Do you know if it's going to continue?

a film you've seen more than three times

- How many times have you seen it?
- Why do you like it so much?
- Do you think you'll ever watch it again?

a TV series that lots of people you know have seen, but you haven't

- Why haven't you seen it?
- Do you think you're going to? Why (not)?
- What do your friends think of it?

the TV series you've watched the most seasons of

- How many seasons have you watched?
- Are there going to be any more or has it finished?
- Which season did you think was the best?
- Did you get tired of it towards the end?

b Work in small groups. Talk about your answers to the questions in **a**.

Expressing enthusiasm
I think it's absolutely brilliant!
I'm completely hooked!
It's the best thing ever.
I adore the main character.
I can't wait for the next season.



5B Away from it all?

G present perfect continuous
V the country
P vowel sounds, sentence rhythm

'People have a tendency to see country life through rose-coloured glasses.'

PJ Harvey, UK singer-songwriter

1 READING & SPEAKING

a Read the introduction to an article about Italian villages. Answer the questions.

1 Why are some Italian villages becoming 'ghost towns'?
2 What do you think the 'new ways of surviving' could be?
3 Are there similar problems in small villages in your country?

b Read the first paragraph about Civita. Complete it with problems A–D.

A the earthquakes, landslides, and floods
B can only be reached by a footbridge
C has only ten year-round inhabitants
D that can reach Civita are scooters

c Now read the second paragraph. What was the mayor's brilliant idea? Complete the tourist information about Civita.

Visit
CIVITA DI BAGNOREGIO
and go back to the Middle Ages!
Entrance fee: € ___
You can also book a private _____ and you can buy refreshments.

d Now read about Santo Stefano di Sessiano. Answer the questions.

1 What problems did the village have at the end of the 20th century?
2 Who was Daniele Kihlgren and what was his idea?
3 How has his idea benefited the local people?
4 What is the situation in the village now?

e Answer the questions with a partner.

1 Which of the two villages would you most like to visit? Why?
2 Do you think either of the solutions in the article would work for a town or village in your country?
3 Do you agree that these solutions are a good idea? What could be the disadvantages? Can you think of any other ways to help towns or villages survive?

A new life for dying towns

Italy is famous for its picturesque small towns and villages, many of them originating from medieval times, but a recent report suggests that almost 20,000 risk becoming abandoned ghost towns. It all started with the post-war economic decline of rural Italian communities, when many inhabitants of these small towns and villages migrated to cities. As more and more young people left, birth rates fell, and the villages began to empty. But recently, some of these villages have discovered new ways of surviving.



Civita is a tiny village about 120 kilometres north of Rome. It was founded by the Etruscans more than 2,500 years ago. The main piazza has a bell tower and a 13th-century church, the narrow streets have beautiful stone houses on either side, and there are ruins of Renaissance palaces. However, Civita [1] ___ which connects it to another small town, Bagnoregio. The only vehicles [2] ___, and a couple of tractors, which are used to transport building materials, or to bring supplies for the small number of restaurants and bars. Civita [3] ___, although in the summer this rises to 100. It became known as 'the dying town', because of [4] ___ that have been threatening its survival since the 17th century, and it seemed destined to become a ghost town.

But a few years ago, a brilliant idea from the local mayor saved it from certain death. His idea was to charge people an entrance fee to visit the village. Visitors now have to pay €5. For a few euros more, they can get a private tour of the village, or a sandwich and a glass of wine. As they walk through its main entrance – a huge stone gateway – any irritation at having to pay quickly evaporates, as visitors are taken back to the Middle Ages. In the last ten years, the number of tourists has grown from 40,000 to 850,000 per year. As the mayor says, 'Today Civita is not only alive, but it's keeping the entire area alive, too.'





Another approach has worked for the tiny medieval village of Santo Stefano di Sessanio, 145 kilometres east of Rome. At the end of the 20th century, the village was in ruins, with only 70 inhabitants. But in 1999, Swedish-Italian millionaire Daniele Kihlgren drove through the village on a solo motorbike tour, and decided to do something about this sad situation. He started by buying one house and quickly followed that with another ten. He then made a deal with local government officials to preserve Santo Stefano and not allow any new buildings. In return, he would restore it to its original state and give the village a chance to live again by making the houses into hotel rooms.

Five years later, the village was opened to visitors and became the first 'Albergo Diffuso', which means a hotel which is in fact a whole village with rooms in different buildings. Thirty-two of the restored houses are now hotel rooms. Kihlgren buys everything from local people in and around the village, from the food for the restaurants to the accessories in the guest rooms. As a result, local crafts and the local economy have been revived. In spite of a recent earthquake, the village is now thriving, and Kihlgren has since bought several more villages, which he plans to restore in the same way. Staying in Santo Stefano is like stepping back in time. Walking back in an intense silence from a cosy restaurant to the warmth of your own private medieval house has a comforting and calming effect. Where once there were empty buildings and locked doors, now fireplaces burn again and soft light pours through the small windows of the centuries-old houses. Santo Stefano di Sessanio is alive again.



2 VOCABULARY the country

a 5.8 Listen to a woman describing a village in the Turkish province Sakarya, where she used to live. Answer the questions.

1 Why does she say 'it was an amazing place to live'?
2 What made life there difficult?
3 What did she do when she lived there, as a job and in her free time?
4 Where did she later move to? Why?
5 What does she miss about the village?

b 5.9 Listen and complete four extracts from the listening. Do you know what the missing words mean?

1 There's a large _____ nearby...
2 ...the _____ are covered with pine trees...
3 People worked in the _____.
4 ...we had our own _____ and generator...

c Vocabulary Bank The country *p.167*



d Video Watch the video. Remember eight things you saw on a walk, and seven on a farm.

e What's the countryside like near where you live?

3 PRONUNCIATION vowel sounds

a Look at the pairs of words below. Are the vowel sounds the same or different? Write **S** or **D**.

1	leaf	wheat	5	pick	cliff
2	bush	mud	6	rock	stone
3	plant	farm	7	lamb	grass
4	grow	cow	8	sheep	field

b 5.13 Listen and check. Practise saying the words.

4 LISTENING & SPEAKING

a Read the title and introduction to the article. Why do you think people move from the city to the country? Why do some people move back?

From the city to the country *and sometimes back again*

Not everyone in the UK who moves to the country ends up staying there. In fact, for the first time in years, as many people are moving back to cities as are moving out to the country.



Liz Jones I was just divorced, and bored with my easy, if super-busy, London life. I wanted to live somewhere quieter, simpler, more beautiful, so I sold my house and bought a big farmhouse with 50 acres of land. I'll look after horses, I thought. I'll get a dog. I'll grow all my own food. It will be idyllic and friends will come to stay and tell me how lucky I am to live here.



Bob Ayers My wife, Jean, and I had lived in London for years, and we both worked right in the city centre. I was a police inspector and Jean was a police dog handler. We enjoyed our jobs, but it was pretty stressful, dealing with accidents, drugs, shootings, and so on. We'd often talked about moving out of London, and we'd had holidays in the country, so we thought we knew what living in the country would be like. Ten years ago, we bought a house in a village in Dorset, with a huge garden.

b Read about Liz Jones and Bob Ayers. Why did they both move to the country?

c 5.14 You're going to listen to Liz and Bob talking about what life was really like in the country. First, listen and complete some extracts. Who do you think stayed, and who do you think moved back to the city?



Liz

1 you have to drive miles to find a _____
2 there's never more than one _____ option
3 another thing I _____ was the shooting
4 an amazing _____ and a pair of nesting herons
5 I sat outside underneath millions of _____

Bob

6 my wife always wanted to have a _____ or a _____
7 so we started with four _____
8 it gets incredibly _____
9 it can get physically very _____
10 there were some local _____ who didn't really like newcomers

d 5.15 Now listen to them talking about their experiences. Check your answer to the question in **c**.

Glossary
free-range hens hens which live outdoors and can move freely
battery farms farms which keep hens indoors in small cages

e Listen again. Mark the sentences **L** (Liz), **B** (Bob), or **Bo** (Both).

Who...?

1 ☐ had problems with the house when they moved in
2 ☐ found prices much higher in the country
3 ☐ got a new job
4 ☐ bought more land
5 ☐ didn't agree with some of the local activities
6 ☐ kept animals
7 ☐ had problems with the weather
8 ☐ gave work to the local people

f Why do you think one of them succeeded in their new life and the other failed?

g **Communication** City or country? *p.111* Ask and answer questions with a partner.

5 GRAMMAR present perfect continuous

a Look at the photos and speech bubbles. Circle the correct verb form.





b Compare with a partner. Explain why you chose each verb form.

c **Grammar Bank** 5B *p.149*

6 PRONUNCIATION & SPEAKING sentence rhythm

a **5.17** Listen and complete the sentences with verbs in the present perfect continuous. Use contractions if possible.

1 I _____ hard this week.
2 I _____ well lately.
3 My neighbours _____ a lot of noise recently.
4 I _____ about getting a new phone.
5 I _____ with my family a lot recently.
6 I _____ much TV lately.
7 I _____ very stressed for the last few weeks.
8 I _____ a lot of exercise this month.
9 I _____ a lot recently.
10 I _____ a lot of time on social media.

b Listen again and repeat. Copy the rhythm.

c Work with a partner. For each sentence in **a**, say if it is true for you or not, and give reasons.

1 is true for me. I've been working really hard this week because I have exams soon.

d Now think of two things you have or haven't been doing this week or recently. Work in pairs, **A** and **B**. **A** tell **B** what you've been doing. **B** show interest by asking for more details. Then swap roles.

I've been eating out a lot recently.

Oh, really? Why?

Because some friends of mine are visiting, so we've been going out together.

7 WRITING an informal email

Writing Bank 5 *p.122* Write an email about things you've been doing recently.

COLLOQUIAL ENGLISH 3

English File talks to...

Candida Brady

Film-maker



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Candida Brady.* What did you learn about her? What connection does she have with the topic of waste?

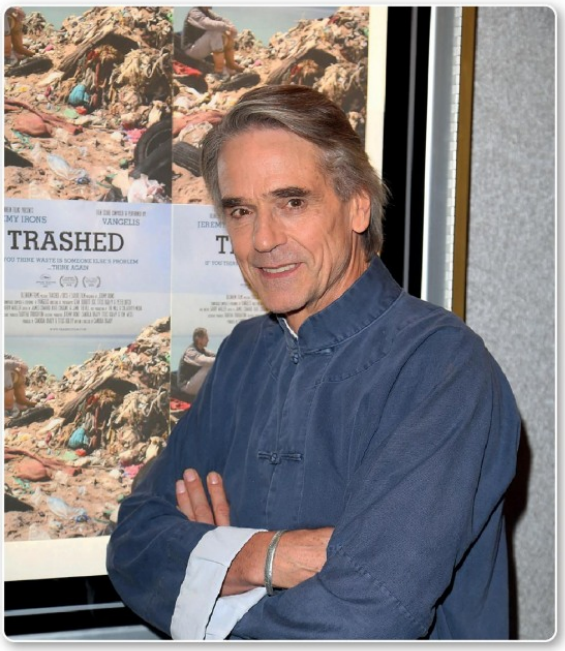
Part 1

a Video Watch Part 1 of the interview. Then, in pairs, match the sentence halves.

1 Candida's main reason for making *Trashed* was...
2 They filmed in eleven countries...
3 Jeremy Irons agreed to take part...
4 Vangelis agreed to write the soundtrack...
5 She researched the film...

A because he was already aware of sea pollution.
B for about a year.
C because he's very anti-waste, including in his personal life.
D to get people talking about waste.
E but it's a problem everywhere in the world.

b Watch again and check.



Part 2



a Video Watch Part 2. Complete the sentences with one word.

1 She chose Saida because it was a _____ place that had been ruined by man-made rubbish.
2 She says you have to dig down over a foot deep on a beach to find sand that doesn't have any _____ in it.
3 She says pieces of plastic in sea water become part of the _____ chain because they are as small as the microorganisms in the sea.

b Watch again and check. Then answer the questions.

1 Which was the bigger problem for Candida: a) making the film visually attractive, or b) trying not to make it too depressing?
2 Why did she choose not to make a more depressing documentary?

Part 3

a Video Watch Part 3. Answer the questions.

1 Who does Candida blame for the problem of waste?
2 Why did she choose to focus on San Francisco at the end of the film?
3 Has the film changed her own habits?

b Watch again. What does she say about...?

1 hotels in San Francisco
2 her grandparents
3 her bicycle

Reading on screen

In pairs, try to remember any information you read in the video about these people and places.

Jeremy Irons Vangelis
Jacques Cousteau Saida

Looking at language

Fillers

Candida Brady often uses 'filler' words or phrases, e.g. *er*, *um*, to give herself time to think when she is answering questions.

Video Watch some extracts from the interview. Then complete them with a 'filler' from the list.

again I think sort of
um well you know

1 ...he will, _____, wear his jumpers until they're worn out...
2 ...so he just felt like a natural, _____, first approach...
3 _____, er, Jeremy and Vangelis had been friends for years...
4 ...because obviously, _____, it's such an enormous topic to take on.
5 I could have gone further, _____, with it, but I didn't want to...
6 ...you could _____ end up feeling like you just want to go and shoot yourself...

Reacting to the interview

Talk to a partner.

- How would you describe Candida Brady? Is there any one thing she talked about that you particularly remember?
- Have you seen any documentaries about the environment? What did you learn from them?
- Which kind of pollution, air, land, or water, is the biggest problem where you live?
- How much recycling do you do personally? Are you optimistic or pessimistic about the future of the environment?

2 THE CONVERSATION



Do you think we will ever be plastic-free?

a Video Watch the conversation. At the end, do you think they are more positive or more negative about the world becoming plastic-free?

b Watch again. Then answer with **T** (Tim), **S** (Syinat), or **A** (Anindhita).

Who...?

1 ☐ thinks it might be difficult to find a substitute for plastic
2 ☐ thinks humans are good at inventing new things
3 ☐ compares getting rid of plastic with getting people to stop smoking
4 ☐ mentions positive uses of plastic in medicine
5 ☐ suggests that we use less plastic rather than no plastic
6 ☐ complains about the plastic used in food packaging
7 ☐ gives an example of a country that has banned single-use plastic

Glossary
sugar cane a plant a bit like bamboo, from which sugar is made
Rwanda a country in East-Central Africa

c Video Watch two extracts and notice how the speakers use *right?* in the same way as a question tag, to check that the others agree with them.

Using ..., *right?* to check others agree

1 **Anindhita** It's pretty much everywhere. And there's a reason why it's so popular, right? Because it's cheap. It's super versatile.
2 **Syinat** But also, just, I think it's used a lot in medicine, right?

d Now, in groups of three, have a conversation about the question in **a**.

6A Add a tip?

G obligation, necessity, prohibition, advice
V at a restaurant
P word pairs with *and*

"You can tell a lot about a person by the way they treat waiters and shop assistants, especially when you are one."

Charlie Brooker, UK writer and journalist

1 VOCABULARY at a restaurant

a Look at these phrases. Who says them? Mark them **C** (customer) or **W** (waiter).

1 ☐ Are you ready to order?
2 ☐ Would you like the dessert menu?
3 ☐ I'll have the lasagne, please.
4 ☐ Enjoy your meal!
5 ☐ Can we have the bill, please?
6 ☐ Today's specials are on the board over there.
7 ☐ How would you like your steak?
8 ☐ Can I have the wine list, please?
9 ☐ Is service included?
10 ☐ I'm sorry, but this fish isn't cooked.

b V **Vocabulary Bank** At a restaurant *p.168*



c Video Watch the video. What are the people doing? What are the spotlighted things?

2 PRONUNCIATION word pairs with *and*



a Look at the photo. What do you think the 'n' stands for? Why do you think it's written like that?

b 6.3 Listen and repeat the phrases.

fish and chips oil and vinegar salt and pepper
cup and saucer knife and fork

Word pair order

With many pairs, we always say them in a certain order, e.g. we say *salt and pepper* **NOT** ~~*pepper and salt*~~.

c What two kinds of food and drink can you see in each photo?



d 6.4 Listen and check.

3 READING

a Look at the title of the article on p.59. Do people in your country usually complain in restaurants if things aren't right, or do they suffer in silence? Have you ever 'lost your cool' in a restaurant? What happened?

b Read the article once. Who do you think the writer sympathizes with most, restaurant staff or customers?

c Read the article again and complete it with headings A–H.

A **Put yourself in their shoes**
B **There's bad cooking...and there's different cooking**
C **Ask to speak to the manager**
D **'Oh no, not TripAdvisor!'**
E **Respect people's expertise**
F **Be clear about what's wrong and what you want**
G **Don't wait to complain**
H **The menu is there for a reason**

d Look at the highlighted words in the article. What do you think *over-* and *under-* mean when they are used before another word?

e Which of the pieces of advice in the article do you think is the most useful?

How to complain in restaurants...*without losing your cool*

People often lose their temper when they try to complain about bad food or service. So how do you do it effectively?

1

Seventy-five per cent of all problems in restaurants are caused by bad organization, bad training, or employing the wrong staff. The waiters are often innocent victims, so they are not the right person to complain to.

2

Have a reasonable idea in your head of how you want the complaint dealt with (i.e. the dish re-cooked, removed from the bill, etc.). Make your case politely, but clearly; don't start your sentence with 'Sorry...'. What are you apologizing for?

3

A waiter's job isn't easy. You need to recognize the difference between when they are being genuinely rude or lazy, and when they are simply overworked. Booking systems crash. A big group of people who haven't booked suddenly arrives. Staff get ill. Look around you. Are you waiting for your drinks because the staff are chatting by the till, or are they rushing around because the restaurant is clearly understaffed?

4

Never tell restaurant staff how you think a dish should be cooked or how a drink should be served. If you want something done in a specific way, ask for it. Good restaurants will do it. You don't need to prove how much you know about food and wine by talking about your holiday in Italy or your best friend who has a vineyard. Please also bear in mind that you probably don't know everything. They are the professionals. You aren't.

5

The fact that a dish has not been made 'how you do it at home' is not a good reason to complain. The same applies to portion size, unless you can see that the table next to you got twice as much as you. But



too much salt, important ingredients missing, undercooked fish, cold or burnt food: these are all good reasons for complaining.

6

You want a dish served without one of its ingredients? Within reason, that's fine. You want your steak cooked until it's like shoe leather? It's OK to ask for that. However, if you want spaghetti bolognese and it isn't on the menu, that's too bad. Similarly, you can't expect the staff to run to the nearest supermarket to get you some white bread because you don't like the chef's wholemeal loaf.

7

Don't threaten to write a bad review on a restaurant review site if you are unhappy with the food or service. If your complaint hasn't been satisfactorily resolved on the night, email the restaurant. You will be amazed how receptive restaurants can be.

8

Don't continue drinking your vinegary wine or eating your overcooked steak until you are halfway through and then complain. Similarly, there's no point in telling the waitress who is clearing the table that there wasn't enough sauce. Speak up while the mistake can be corrected.

Adapted from The Guardian

4 LISTENING & SPEAKING

a 6.5 You're going to listen to three people talking about bad experiences in restaurants. First, listen to some extracts and write down the foods you hear.

b 6.6 Now listen to the three stories. Make notes in the chart.

c Answer the questions with a partner.

1 Think of some places where you've eaten out. Have you ever had really bad service? What happened?

2 Have you ever seen a customer who behaved badly? Have you ever worked as a waiter?

3 When you go to a restaurant, which do you think is more important, the service or the food? Why? What other aspects of a restaurant are important to you when you go out?

	 1	 2	 3
Was the speaker a waiter or a customer?			
Where did the incident happen?			
What is the speaker complaining about?			
What happened in the end?			

5 GRAMMAR obligation, necessity, prohibition, advice

a Do you normally leave a tip in restaurants? How much do you leave?

b Read an article about tipping. Is the situation in your country similar to any of the countries mentioned? Do you agree with the waiter's advice in the last paragraph?

c Match the highlighted phrases to their meaning. What other verbs could you use for 1, 4, and 5?

1 It's an obligation / necessity. _____

2 It isn't an obligation / necessity. _____

_____

3 Don't do it! It's prohibited / dangerous / wrong. _____

4 It's a good idea. _____

5 It isn't a good idea. _____

d **Grammar Bank** 6A *p.150*

e In pairs, decide the best way to complete the sentences. Use a positive or negative form of *should*, *need*, *must*, or *have to*.

1 You _____ speak rudely to waiters.

2 You _____ order food containing nuts if you have a serious nut allergy.

3 You _____ send something back just because you don't like it.

4 You _____ book a table in advance at really popular restaurants.

5 You _____ order things which aren't on the menu.

6 You _____ finish everything on your plate.

7 You _____ leave a tip if the service was mediocre.

Tipping in restaurants – a waiter's guide

Knowing how to tip in restaurants can be a nightmare, especially on holiday. A waiter tells you what to do...

Is there anywhere where people never tip?

In Japan. You mustn't do it there. The Japanese think that tipping someone means treating them like a servant. The price is the price.

Where should you tip?

Everywhere else. As a waiter, I find it hard to imagine anyone being upset with extra cash. You should never feel embarrassed to leave a tip on the table. In fact, in countries where you don't have to tip, it's even more appreciated.

Do you need to tip if service is already included?

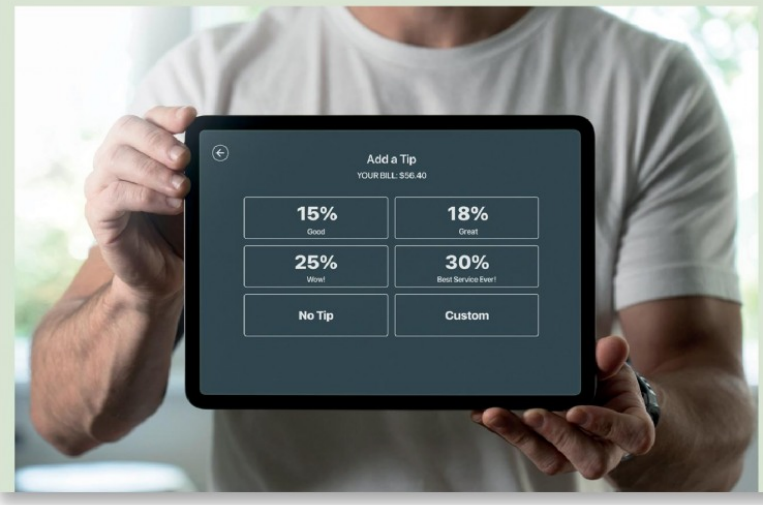
In countries like France and Australia, service is always included in the prices. The service charge is often shared with the kitchen staff as well – which is a good thing, helping everyone to earn a bit more. When you have to pay a service charge, of course, you needn't add an extra tip unless you really want to. If you do tip, check that the money is going to the waiter and not to the restaurant owner, and if in doubt, leave cash.

How much should you tip?

The standard service charge is 12.5% of the bill in Britain, so if your bill doesn't include service, you should tip about 10% (the USA and Canada are another story – there's no upper limit!). But – and this is important – if you're leaving a good tip, don't make a big thing about it and expect the waiter to look at you adoringly. Do it discreetly and enjoy the feel-good factor instead.

When shouldn't you tip?

The only circumstances when I think you shouldn't tip are when the service is really really bad, for example, if you ask for things that never arrive, or if staff are extremely unfriendly. But remember that what many people think of as 'slow service' is often more the kitchen's fault than the waiter's.



Adapted from The Guardian

6 LISTENING & SPEAKING

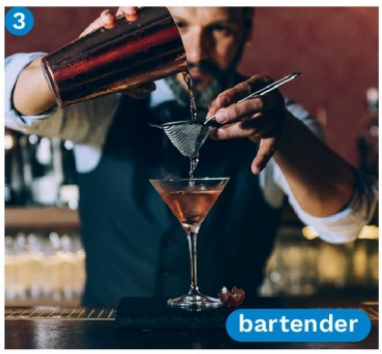
a Look at the photos of eight people to whom Americans usually give tips. Are the jobs the same in British English? Do you think Americans tip more or less than people in the UK?



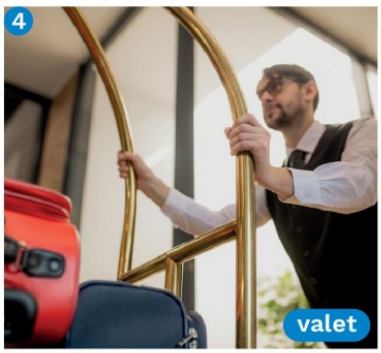
Tip: $1–$2



Tip: _____



Tip: _____



Tip: _____



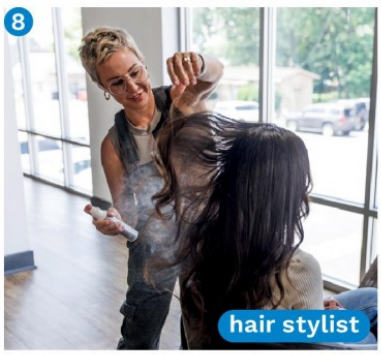
Tip: _____



Tip: _____



Tip: _____



Tip: _____



b 6.11 Listen to Anna from San Francisco talking about tipping in the USA. Complete the current tips she mentions for each service with amounts or percentages.

c Listen again and answer the questions.

1 How has tipping taxi drivers changed in the last few years?
2 What's the main difference between the USA and Europe as regards tipping and salaries?
3 What might happen if you leave a 10% tip in a restaurant?
4 How much should you tip a barista if you have a coffee in a café?
5 In the past, how much did people pay valets for taking their bags to their room?
6 Is it always necessary to leave a tip for a cleaner?
7 What will you get if you tip your masseuse 20%?
8 What happens when Anna tips her hairstylist in the UK?

d In pairs, answer the questions.

1 Do you think the US tipping system is fair? Why (not)?
2 Do people in your country usually tip for the services in the photos? If yes, about how much? If no, do you think they should? Do you?
3 Is it usual to tip anybody else who provides a service, for example, tour guides, refuse collectors, postal workers? Do people ever tip at Christmas or for other special occasions?
4 Have you ever felt embarrassed about tipping or not tipping someone? Why (not)?

7 WRITING a restaurant review

Writing Bank 6 *p.123* Write a website review of a restaurant.

6B Do it yourself

G *can, could,* and *be able to*
V DIY and repairs, paraphrasing
P consonant clusters

"If you want a thing done well, do it yourself."

Napoleon Bonaparte, French military leader

1 READING

a Look at the photos of everyday things. Which do you think you might be able to use...?

- instead of shaving cream
- to get rid of smells
- to keep insects away
- to make towels soft
- to make your hair shiny



b Read Marina's blog. What are the 'extraordinary' uses for the things in **a**? Were you right?

c Read Marina's blog again. As you read, focus on the highlighted verbs and read the sentences where they appear carefully. Try to guess what the verbs mean.

Marina's extraordinary uses for ordinary things

Your house is full of everyday items that can be used for things you would never have expected. I promise all these ideas work – I've tried them!

1 Do you have a problem with insects? Don't like spiders in your house? Citrus or lemon oil is a traditional repellent for insects of all kinds – and the oil is in the peel. Take large pieces of peel and place them along windowsills and cracks outside your house, to stop spiders, ants, and other unwelcome guests from coming in. Cats also really dislike the strong smell of lemons, so you can use lemon peel or lemon juice to keep them away from specific areas in your house or garden. However, despite what you may have heard, lemon oil doesn't have any effect on mosquitoes, sadly, so it won't protect you from their bites.

2 Even after you've washed them, plastic food containers often end up with a rather unpleasant smell from the food you kept in them. Newspaper can absorb all sorts of moisture and smells. Just crumple a piece of newspaper and put it inside your food container, then seal the container and leave it overnight. In the morning, throw away the newspaper and enjoy your clean container. You can also use the same method to deal with smelly trainers. Just stuff them with newspaper overnight and they'll be smell-free the next day.

3 Towels are always soft and lovely when they're new, but they soon become a bit rough. You could buy fabric conditioner to help to restore that softness, but you can also use a tennis ball. Just put the ball in the dryer with your towels or sheets. Because of the movement of the ball against the material, they will feel really soft when you take them out. Make sure you use a new tennis ball, though, or you risk ruining your lovely clean laundry.

4 Eggs are rich in proteins that are very similar to those found in our hair, so they make a great conditioner. Try beating an egg with a bit of olive oil, and apply it to your hair. (Use a couple of eggs if your hair is really dry.) If you want to smell less like an omelette and more like you've just come back from the hairdresser's, add a couple of drops of scented oil. Leave on for about 20 minutes and then rinse with warm water. Your hair will be shiny and extra smooth. But be careful not to use really hot water or you might cook the eggs!

5 Many people know that you can use olive oil to stop doors from making a noise, or to make machines work more smoothly. But you might be surprised to learn that it is also a great alternative to shaving cream. Just rub it on your skin and shave normally. Olive oil can also help with dry skin, so you can use it to moisturize your face or legs after you finish shaving.



d Now match the highlighted verbs in **c** to the definitions below.

1 _____ to wash sth with clean water only, not using soap
2 _____ to move a cloth or your hand backwards and forwards on sth while pressing hard
3 _____ to take in liquid from sth
4 _____ to put or spread sth such as paint, cream, etc. onto a surface
5 _____ to close a container tightly or fill a crack, especially so that air, liquid, etc. cannot get in or out
6 _____ to put sth in a particular position
7 _____ to make paper into a ball
8 _____ to bring sth back to a former condition
9 _____ to prevent sb / sth from going somewhere
10 _____ to fill a space or container tightly with sth

e Do you think you might try any of the tips in the blog? Which one(s)? Can you think of any other 'extraordinary' uses for the things in the photos in **a**?

2 GRAMMAR *can*, *could*, and *be able to*

a Complete some more tips with the correct form of *can* or *be able to*.

1 If you cover your children's drawings with hairspray, you'll _____ keep them for years.
2 You _____ rescue soups or stews which are too salty by putting pieces of apple or potato in them.
3 If you haven't _____ remove a water mark on wooden furniture, make a paste with salt and water and rub the mark with it.
4 If you want your candles to last longer, you _____ try putting them in the freezer for two hours before lighting them.
5 If you _____ find any silver polish at home, rub your silver jewellery with toothpaste.

b G **Grammar Bank** 6B *p.151*

c Talk to a partner. Make sentences with phrases 1–5 and the ideas in the boxes, or your own ideas.

1 I think everybody **should be able to**...
2 I hate **not being able to**...
3 I**'ve** never **been able to**...
4 I**'d** love **to be able to**...
5 I hope I**'ll be able to**...in a few years' time.

Abilities	**Possibilities / Permission**
cook a two-course meal	spend more time with family
change a wheel on a car	travel more
deal with computer problems	use phones in class
drive	work less
dance well	vote at the age of 16
do DIY	
give first aid	

I think everybody should be able to drive.

I don't agree. If you live in a big city, you don't need to be able to drive – you can use public transport.

3 SPEAKING & WRITING

a What would you suggest in these situations? Compare your ideas with a partner.

What could you do?



- you've spilt red wine on your white top
- one of the screws in your glasses keeps coming out
- you have a pen mark on your jeans
- the heel breaks on one of your shoes
- there's a power cut and you have a freezer full of food
- you've dropped your phone in the toilet



- the zip on your suitcase breaks at the airport
- your car is nearly out of petrol and the nearest petrol station is 20 km away
- one of your shoelaces breaks while you're out

Responding to other people's suggestions

That's a good / brilliant idea!
Are you sure that would work?
I suppose that could work.
I think / don't think that would work.

b Choose the best solution you discussed in **a** and write a short paragraph about it for a blog. Describe the problem and give instructions for solving it.



4 VOCABULARY DIY and repairs, paraphrasing



a Look at the photo of the shop. What kinds of things does it sell? Do you ever go to shops like this?

b 6.14 Listen to somebody asking about things in a DIY store. Which two of the four objects below does he want to buy?



c Listen again and complete the conversation. Then practise it with a partner.

A Excuse me.
B Yes, can I help you?
A Yes, please. I'm [1]_____ for some...Sorry, I don't know the [2]_____. They're the [3]_____ that you put into wood. I want to make some shelves.
B You mean screws?
A Ah, yes, that's it. And I need one more thing. My [4]_____ doesn't [5]_____. I need a new, er...
B Light bulb?
A Yes, thank you.
B You'll find them both over there, behind the gardening things.

d C **Communication** What's it called? **A** *p.112* **B** *p.116* Explain what you want to buy to a partner.

e V **Vocabulary Bank** DIY and repairs *p.169*



f Video Watch the video. Then in pairs, try to remember:

1 the ten circled things you saw in the shed.
2 the six circled things you saw in the drawer.

g Watch again and check. Then say if you can remember any other things you saw in the shed or the drawer.

5 PRONUNCIATION consonant clusters

Consonant clusters

Some words have three (or even four) consonant sounds together, and these can be difficult to pronounce. These clusters are common:

1 in words beginning with *scr*, *spr*, or *str*, e.g. ***scr**ipt*, ***spr**ing*, ***str**uggle*
2 in the middle of a word, e.g. *su**ngl**asses*, *de**scr**ibe*
3 when you add an *-s* to a word ending in two consonant sounds, e.g. *pou**nds***.

a 6.18 Listen and repeat the groups of words.

1 **scr**ew **scr**ewdriver **scr**eam **scr**een **str**ing **str**ess **str**eam **str**aight
2 pai**ntbr**ush too**thbr**ush ele**ctr**ician han**dl**e
3 nee**dl**es she**lv**es la**mps** bu**lbs**

b Practise saying the sentences.

1 I need some **scr**ews and a **scr**ewdriver.
2 Go **str**aight down the ne**xt str**eet.
3 Two ele**ctr**ic too**thbr**ushes, please.
4 That's **str**ange – this **str**ing's not very **str**ong.
5 Put some new bu**lbs** in the la**mps**.

6 LISTENING & SPEAKING

a Have you ever been to IKEA or similar stores that sell self-assembly (or flat-pack) furniture? Did you buy anything there? What?

b You're going to watch a documentary about the history of flat-pack furniture. Before you watch, with a partner, guess the answers to 1–6.

1 The first flat-pack furniture was invented by a man from ___.
a Sweden b the USA c Japan

2 He originally invented it in order to make his furniture ___.
a quicker to make b cheaper to sell
c easier to transport

3 He patented the idea in the ___.
a 1930s b 1950s c 1970s

4 IKEA started selling flat-pack furniture ___ years later.
a 5 b 10 c 15

5 Today most people have a flat-pack ___.
a bookcase b kitchen c bed

6 In general, ___ people are able to assemble flat-pack furniture.
a very few b not many c most



c Video Watch *The history of flat-pack furniture* and check your answers to **b**.

d Watch again. Then, with a partner, say what you can remember about the history of flat-pack furniture. Use the notes to help you.

1930s – Sauder – benches – leftover wood – cheap and high quality
1940 – two travelling salesmen – furniture show in Chicago – a large order – transport tables to Chicago – furniture taken apart
1951 – Sauder patented
1955 – Gillis Lundgren – table into car – cut off legs – a small local firm
1956 – IKEA's first flat-pack product
Today – €27 billion – huge success

e 6.19 Now listen to three people describing an experience with flat-pack furniture. Match them to the items they bought. Were they happy with them in the end?



f Listen again and match speakers 1–3 to A–G. There is one item you do not need.

Which speaker...?

A ☐ didn't have all the parts they needed
B ☐ assembled the furniture in the wrong place
C ☐ had problems understanding what to do
D ☐ had to take the furniture apart, move it, and reassemble it
E ☐ had to return the item to the store
F ☐ had to take the furniture apart and reassemble it without the missing pieces
G ☐ had to get help to assemble the furniture

g Talk to a partner. Have you ever had problems putting something together (e.g. furniture), setting something up (e.g. a new router), or mending something that was broken? What happened? Use the questions below to help you.

Describing a process

→ When and where did you do it?
→ Did anyone help you?
→ How long did it take?
→ What problems did you have?
→ How successful were you in the end?

5&6 Revise and Check

GRAMMAR

Circle a, b, or c.

1 **A** What's this programme?
B I don't know. I've ___ turned it on.
a already b just c yet

2 We've never been to Madrid, but ___ to Barcelona last year.
a we went b we've been
c we've gone

3 **A** Shall I make some photocopies?
B No, it's OK – ___ them.
a I already did b I already have done
c I've already done

4 She's worked here ___.
a for two months b two months ago
c since two months

5 Where have you been? ___ here since 7.00!
a I'm waiting b I've been waiting
c I've waited

6 How long ___ to your family?
a is this farm belonging
b has this farm been belonging
c has this farm belonged

7 The fields are wet. ___ recently.
a It's raining a lot b It rains a lot
c It's been raining a lot

8 You ___ come shopping if you don't have time.
a mustn't b don't have to
c needn't to

9 I didn't have any screws, so I ___ use nails instead.
a had to b must to c must

10 You ___ pay me back till next week.
a needn't b don't need c don't have

11 She thinks I ___ sell my car.
a need b ought c should

12 When we're on holiday, ___ go swimming every day.
a we'll can b we'll be able to
c we'll be able

13 She ___ to come to the party.
a might not can b might not be able
c might not

14 The exam was hard, but I ___ pass.
a was able to b could c could to

15 He ___ be from Paris – he doesn't speak French.
a could b can c can't

VOCABULARY

a Circle the word that is different.

1 sheep cow barn hen
2 sitcom documentary episode reality show
3 rope drill hammer screwdriver
4 knife fork tray spoon
5 mug cup glass saucer

b Complete the words.

1 Can you **t**_____ the TV up? I can't hear it.
2 I find some **s**_____ operas really addictive.
3 Have you seen the weather **f**_____ for tomorrow?
4 I'm not very interested in **c**_____ affairs programmes.
5 I'm watching the **b**_____ set of *Stranger Things* at the moment.

c Write words for the definitions.

1 trees grow these in spring and lose them in autumn _____
2 a small, narrow river _____
3 an area of low land between hills or mountains _____
4 to take fruit from the plant where they are growing _____
5 a young sheep _____

d Circle the correct word.

1 I'm not tall enough – do you have a *hammer / ladder*?
2 I can't see anything. Pass me the *torch / penknife*.
3 Do you have a needle and *string / thread*?
4 I've lost one of the *nails / screws* from my glasses.
5 We need to *set up / put up* our new computer.

e Complete the phrases with a verb.

1 _____ for the bill
2 _____ a tip
3 _____ an order
4 _____ a button back on
5 _____ a light bulb

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds **Consonant sounds**



computer **bull** **up** **nose** **vase** **bag** **girl** **leg** **yacht**

b P **Sound Bank** *p.174–5* Say more words for each sound.

c What sound do the **pink** letters have in these words?
1 dra**m**a 2 val**l**ey 3 wo**o**d 4 **kn**ife 5 b**u**cket

d Underline the stressed syllable.

1 pro|gramme
2 do|cu|men|tary
3 vi|ne|gar
4 re|co|mmend
5 screw|dri|ver

Can you understand this text?

a Read the article once. Choose the best option to complete the title.

1 do it myself
2 watch a video
3 call my dad

b Read the article again and complete the gaps with the best word or phrase.

1 wasn't able / didn't want / didn't use
2 receipts / results / recipes
3 lonely / alone / only
4 himself / themselves / herself
5 because / so / although
6 kept / seen / filmed
7 what / how / when

Can you understand these people?



Rafael Melanie Royce Julia Lynn

Video Watch and choose a, b, or c.

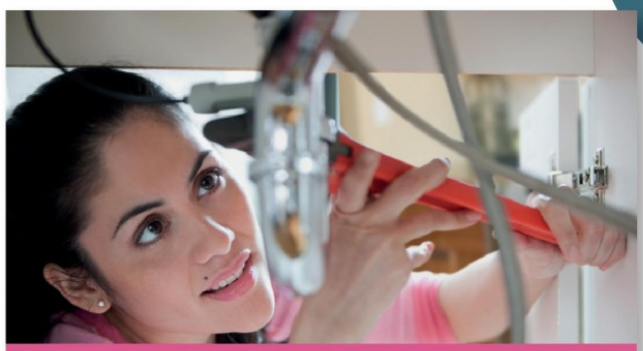
1 Rafael sometimes watches ___.
   a foreign TV shows
   b TV in bed
   c more than three hours TV a day
2 Melanie prefers the city to the country because ___.
   a it's where she's always lived
   b she hates it when it's too quiet
   c it's more lively
3 Royce gets annoyed when waiters ___.
   a overcharge him b ignore him c are rude to him
4 Julia doesn't always know how much to tip ___.
   a waiters b hairdressers c taxi drivers
5 Lynn redecorated her bedroom ___.
   a on her own b three years ago c last weekend

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ talk about TV series you've watched and how many episodes you've seen in one go
2 ☐ say three things you've been doing recently
3 ☐ talk about things you should or shouldn't do when you're eating out
4 ☐ talk about things you are or aren't able to fix in your home



"I won't call a professional. I'll [ ]."

A few months ago, I [1]_____ to open the petrol tank of my car. When I googled, 'How to open stuck Volvo petrol tank', the first result was a video clip by a man called Robert, in Arkansas, USA. Robert demonstrated exactly how to get into the car and undo the tank from the inside. The video wasn't great, but it worked.

Every task you can think of now has a step-by-step video guide on the internet. Siobhan Freegard, who set up the online video platform Channel Mum, explains why video guides are so popular. 'I was in a café chatting about [2]_____ with a young mother. We both took out our phones, and I went to the BBC food website to find one. But she searched on YouTube. For her, a video was easier than reading.'

Some of the online videos are rubbish. However, you can find some very useful ones. I've now successfully fixed a cupboard door, mended some tiles, and unblocked the sink. I am not [3]_____. A survey by an insurance company found that for DIY advice, 50% of people go to YouTube first. Lisa Carney and her husband recently moved to a new house, and couldn't find reliable professionals, so she went online and found a site called DIY Doctor. Before long, she and her husband were doing the jobs [4]_____. 'When I see a video of someone doing a job,' she says, 'I realize I don't always need to hire a specialist.'

People also turn to the internet because professionals are not available. William Hall moved house just after Christmas and on New Year's Eve he discovered that he had a blocked drain. He knew he wouldn't find anyone to come out that night, [5]_____ he watched a DIY Doctor video, which explained exactly what to do. 'It was hard work,' said William, 'but it was so satisfying when I finally unblocked it.'

Some online videos have astonishing viewing figures. Chez Rossi runs a YouTube channel called Ultimate Handyman, most of which is [6]_____ in his garage. Some of his videos have been watched more than a million times. Rossi earns a couple of thousand pounds a month from adverts and he even gets recognized in the street. 'I try to make my videos idiot-proof,' he says. So next time you don't know [7]_____ to do something around the house, don't call someone. There'll be a video that explains it all.

Glossary
drain a pipe that takes away dirty water or other liquid waste

Adapted from The Times

7A Touch screen to start

G phrasal verbs
V self-service machines; phrasal verbs
P linking

"It is only when they go wrong that machines remind you how powerful they are."

Clive James, Australian writer and journalist

1 VOCABULARY self-service machines

a Look at the photos. Where are they? What are the self-service machines for? Have you used all of them? Which one(s) do you use the most often?



b Look at six groups of typical language you see on self-service machines. Match them to photos A–F.

1

- Scan your first **item**
- Finish and pay
- Scan your **loyalty card**
- Select payment type
- Do you want a receipt?

2

- Insert your card
- Enter your PIN
- Authorizing
- Remove your card
- Lift **nozzle** to fuel

3

- Choose your destination
- Select your ticket type
- Do you have a **railcard**?
- Follow the instructions on the **PIN pad**
- Take your tickets

4

- Select a transaction
- Withdraw cash
- Enter the amount
- Remove your card
- Take your cash

5

- Scan your passport
- Enter your booking reference number
- Check your details
- Confirm your booking
- Print your boarding card

6

- Enter your **registration number**
- Choose your length of stay
- Present your card
- Take your ticket
- Display in your vehicle

c Write the highlighted verbs from the instructions next to their more informal equivalents.

1 _____ = put in
2 _____ = hold sth near a machine (for identification)
3 _____ = say sth is correct
4 _____ = type in
5 _____ = take (out)
6 _____ = choose
7 _____ = take out (= money)
8 _____ = show
9 _____ = put sth where it can be seen easily
10 _____ = do what you're shown

d Look at the **bold** words in **b**. Which one means...?

1 a narrow part at the end of a pipe where liquid comes out
2 numbers and letters on the front and back of a vehicle which identify it
3 the part of an electronic device where you put in numbers
4 sth that gives you benefits when you shop at a particular store
5 a single object
6 sth that allows you to travel by train at a reduced price

e 7.1 Listen to somebody describing how to use one of the machines in **a**. Where are they? Are they using formal or informal language?

f In pairs, choose one of the other machines in **a** that you have often used, and explain to your partner how to use it. Give extra details if you can.

2 SPEAKING

a Look at the cartoon. What kinds of problems do you associate with supermarket self-checkouts?



b Talk to a partner.

- Have you ever had a problem with a self-service machine? What kind of machine was it? What happened?
- What are the advantages of self-service machines a) for companies, b) for customers? Where do you think it's most useful to have them?
- Do you prefer to use a self-service machine or be served by a real person? Which is normally a) quicker, b) more successful?
- How do you feel about customer service phone lines where you are answered by a machine? Do you usually wait on hold until you can speak to a real person?
- Do you think machines will eventually replace people completely for these kinds of services?

3 LISTENING

a 7.2 Listen to a true news story and look at the picture. What was the problem with the cash machine? Did the story have a happy ending?



b Listen again and answer the questions.

1 What happened when people heard about the machine?
2 How many people used the machine and for how long?
3 What kind of people were they?
4 Why did some people become aggressive?
5 What did the police do?
6 What did the bank say?

c What would you have done in this situation?

4 WRITING a report

Writing Bank 7 p.124 Write a report about the introduction of a self-checkout system in a university library.

5 READING

a Look at six ways of spending money. Which three do you think would make you happiest? Compare with a partner.

- going on a luxurious holiday
- buying a birthday present for a friend
- giving a donation to charity
- paying off your credit card bill
- buying yourself some new clothes
- giving a few coins to a homeless person



b Read a short article about the relationship between money and happiness. According to research, which three things in **a** will make you happiest? Why?

Can money buy you happiness?

According to research, it seems that it can. But what makes us really happy is not buying ourselves the latest iPhone, it's spending our money on other people. In a study of the link between money and happiness, researchers from Zurich University divided 50 people into two groups. The first group was asked to plan how to spend 25 Swiss francs a week on gifts, or outings for other people, and the second group was asked to plan how to spend the same amount of money on themselves. The people in the first group increased their happiness more than the group who planned to buy themselves treats. Spending on ourselves, it turns out, doesn't make us nearly as happy as giving to other people. Other studies, in which people have been given envelopes of money to spend, show that those who spent some of it on a gift, or gave some to charity, felt happier than those who spent it on something for themselves, or on a bill they needed to pay. A study of young children found that even toddlers felt happier giving rather than getting treats. And the best news is that you don't have to give a lot of money away to feel the benefits.

Glossary
treat (*noun*) sth very pleasant and enjoyable

Adapted from The Guardian

c Now look at the photo of Marlene Engelhorn and read the article. Answer the questions.

1 Why has she decided to give away most of her money?
2 Who will decide how the money is spent?

d Read the article again and complete it with verb phrases A–G. There is one phrase you don't need.

A hand out at least 90% of it
B decide how €25m of her inheritance should be redistributed
C give it to their relatives
D take part can register online or by phone
E make ends meet with a full-time job
F find a job and pay tax
G do with the money

e Would you do the same, if you were Marlene? Have you ever given money for a good cause, or helped to raise money for anything? What was it for? Did it make you happy?

Heiress Marlene Engelhorn plans to give away €25m

An Austro-German heiress is setting up a citizens group to decide how she should give away a large part of the enormous fortune she inherited from her grandmother.



Marlene Engelhorn, who is 31 and lives in Vienna, wants 50 Austrians to [1]___. Ms Engelhorn inherited millions when her grandmother died in September 2022. 'I have inherited a fortune, and therefore power, without having done anything for it,' she said. 'And the state doesn't even want me to pay tax on it.'

Austria is one of a handful of European countries that do not impose inheritance tax (they abolished it in 2008), and Ms Engelhorn believes that is unfair. 'Many people struggle to [2]___, and pay taxes on every euro they earn from work.'

10,000 invitations to join Ms Engelhorn's 'Council for Redistribution' have been sent out to randomly selected Austrian citizens over the age of 16. Those who wish to [3]___, and 50 people from a range of age groups and social backgrounds will be chosen.

The Council will have a series of meetings with academics and society organizations from March to June this year. Ms Engelhorn will have no influence on what the Council decides to [4]___. However, if they cannot make a 'widely supported' decision on how to spend it, then the money will be returned to her.

It is not clear exactly what proportion of her inheritance is being given away, although she said she wanted to [5]___ because she had done nothing to earn it and had merely been lucky in a 'birth lottery'. Her team has confirmed that she is retaining some kind of financial buffer, that is, enough money to pay her rent and other financial commitments. Eventually, she plans to [6]___, like the majority of the population.

Adapted from BBC News

6 VOCABULARY & GRAMMAR phrasal verbs

a Circle the phrasal verb which you can't use with the **bold** noun.

1	give away	settle down	take out	**some money**
2	close down	switch off	turn up	**the TV**
3	look for	try on	look round	**a sweater**
4	throw away	set up	take out	**some rubbish**
5	grow up	put together	take apart	**a bookcase**

b **Vocabulary Bank** Phrasal verbs *p.170*

c Read the sentences in groups 1–4 and tick (✓) the one(s) where the word order is correct.

1	He gave away his money.	He gave it away.
	He gave his money away.	He gave away it.
2	We asked for the bill.	We asked for it.
	We asked the bill for.	We asked it for.
3	She got up early.	She got early up.	She early got up.
4	I'm looking forward to my holiday.	I'm looking forward to it.
	I'm looking forward my holiday to.	I'm looking forward it to.

d **Grammar Bank** 7A *p.152*

e Video Watch the video. Answer the questions with a phrasal verb and a pronoun.



7 PRONUNCIATION linking

Linking

Remember that when a word ends with a consonant and the next word begins with a vowel, the words are linked together and pronounced like one word.

If the final consonant is *w*, a /w/ sound is pronounced between the two words, e.g. *throw it* is pronounced /ˈθrəʊwɪt/.

a Match 1–6 to a–f.

1	The machine says 'Insert your card'.	a	Take it out.
2	Your shoes are really dirty.	b	Throw it away.
3	Waiter, I can't finish this steak.	c	Put it in.
4	This chicken's past its sell-by date.	d	Take it away.
5	The rubbish is beginning to smell.	e	Look it up.
6	It's probably on Wikipedia.	f	Take them off.

b 7.9 Listen and check.

c 7.10 Listen and repeat a–f, linking the words.

d Work with a partner. **A** cover a–f. **B** say a sentence from 1–6. **A** say a response from a–f from memory. Then swap roles.

e 7.11 Listen to the sentences. Make a second sentence with a phrasal verb from the list and a pronoun (*it*, *me*, or *them*).

fill in ~~pay back~~ pick up put away
switch off try on turn down turn up

1 You owe me money. *Pay me back.*

8 SPEAKING

Answer the questions with a partner. Give background information, and details or examples where you can.

I lent some money to my brother a few months ago because...

Have you ever lent money to someone? Did they **pay** you **back**?	Have you ever tried to do something and **given up**? What was it? Why did you give up?
Do you think it's possible today for couples to **live on** one salary? Why (not)?	When you started school (or university), did you find it difficult to **fit in**?
What would you do if a friend borrowed your tablet, but it didn't work when he or she **gave** it **back**?	If someone offered to **take** you **out** for a meal to a restaurant of your choice, where would you go?
Have you ever left something on a bus or train, or in a taxi? Did you ever **get** it **back**?	Who do you **take after** most in your family? In what way?
Is there a new hobby or sport you'd really like to **take up**? Will you ever do it?	When you get a missed call, do you **call back** immediately, later, or not at all?
When was the last time you **gave** something **away**? Who to? Why?	

7B Going out, staying in?

G verb patterns
V live entertainment
P homographs

"A good film is when the price of a dinner, the theatre admission, and the babysitter were worth it."
Alfred Hitchcock, UK film director





1 VOCABULARY live entertainment

a Talk to a partner.

1 How often do you go to live events, e.g. concerts, the theatre, sporting events, etc.?
2 What was the last live event you went to?
3 Where are the best places to go for live entertainment in your (nearest) town / city?

b 7.12 Listen to conversations 1–3. Match them to the events below. Are the people talking before, during, or after the event?

☐ a concert ☐ a sporting event ☐ a play

c Look at the list of words related to live entertainment and listen again. Who says each word, speaker 1, 2, or 3?

☐ box office ☐ crowd ☐ half-time
☐ interval ☐ matinee ☐ performance
☐ stadium ☐ stage ☐ stalls / circle

d Write the words from **c** in the correct column. Then add these words to the chart.

arena audience curtain extra time fans final whistle opponent plot programme row scene score spectators tickets

Sporting event	Play, musical, or concert	Both

e 7.13 Listen and check. Then listen and repeat the words in each column.

2 PRONUNCIATION homographs

a 7.14 Listen and repeat the sentences. What do the highlighted words mean in each sentence? Which two pairs of words are pronounced differently?

1 a We went to a live concert last weekend.
  b We live next to the concert hall.
2 a We're massive fans of Ed Sheeran.
  b The air conditioning has broken, so we've bought two electric fans.
3 a We sat in the back row, so we couldn't hear very well.
  b After the concert, we had a terrible row.
4 a We had really good seats for the play – we were right next to the stage.
  b My son is at a stage of life where all he's interested in is his phone.

b Read the information box. What kind of homograph is each pair of words in **a**, 1 or 2?

Homographs

1 Some words in English are spelled and pronounced exactly the same, but have different meanings, e.g. *stalls* (= a place where people sit in the theatre, tables where people sell things in a market).
2 A few words are spelled the same, but pronounced differently and have different meanings, e.g. *bow* /baʊ/ (*verb* to put your head down, e.g. at the end of a concert or play when people are clapping), but *bow* /bəʊ/ (*noun* a weapon that you use to shoot an arrow).

c Match the pairs of meanings to the words from the list.

☐ bear ☐ close ☐ lie ☐ minute ☐ second ☐ wind

1 a (*verb*) the opposite of *open*, b (*adj*) a synonym for *near*
2 a (*noun*) a 60th part of a minute, b the ordinal number from *two*
3 a (*noun*) air that moves quickly, b (*verb*) to turn a knob or handle round several times to make something work
4 a (*adj*) tiny, very small, b (*noun*) a 60th part of an hour
5 a (*verb*) accept and deal with sth unpleasant, b (*noun*) a heavy wild animal with thick fur and sharp claws
6 a (*verb*) say sth which is not true, b (*verb*) put yourself in a horizontal position, e.g. in bed

d 7.15 Listen and check. In which three pairs of words is the pronunciation different?

3 READING

a Do you prefer going to see a concert or a sporting event live or watching it on TV? Why? Think about the following things.

atmosphere comfort cost noise people performance safety weather

b Look at the photos and read an article about a show at the Edinburgh Fringe. Match the names of the people to their descriptions.

Sophie Craig Daniel Finkelstein
Georgie Grier Susan Keelan Jason Manford

1 _____ the actor in *Sunsets*
2 _____ the audience member at the first night of *Sunsets*
3 _____ an audience member at the second night of *Sunsets*
4 _____ a successful comedian
5 _____ a journalist

c Read the article again. Which of the people in **b**...?

1 offered Georgie good advice _____
2 told Georgie about a similar experience _____ _____
3 admired Georgie's courage _____
4 was impressed by the way in which Georgie performed _____

d Look at the highlighted words and phrases related to performance. What do you think they mean?

e Have you ever been to a show with a very small audience? Was the experience positive or negative?

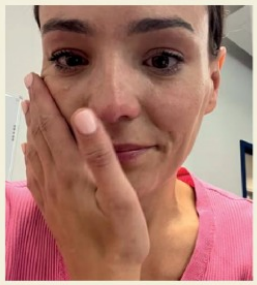
4 SPEAKING

a You're going to tell a partner about a live event you went to (a concert, play, sporting event, or other). Read the prompts and think about what you're going to say.

- what the event was
- when and where it took place
- who you went with
- how you got the tickets
- your seats
- the performance or match
- whether you enjoyed it or not and why
- if it was worth the money
- what you did afterwards

b Now work in pairs. Tell each other about the event you went to. Would you like to have gone to your partner's event?

Edinburgh Fringe show sells out after opening to audience of one



Actor Georgie Grier posted a photo of herself in tears after the first performance of her play at the Edinburgh Fringe on Thursday. She wrote:

'There was one person in my audience today when I performed my one-woman play, *Sunsets*, at #edfringe. It's fine, isn't it? It's fine?'

But less than 24 hours later, after some kind words from the popular comedian Jason Manford, and other big names, her show had sold out. Manford sent a video message to Grier, explaining that he had a similar experience when he first performed at the Fringe festival.

'Hi Georgie, it's Jason Manford here. I don't know you, you don't know me, but your little picture and message popped up on my Twitter so I thought I'd drop you a message. It's absolutely normal...especially at the beginning of Edinburgh, and also for you to be a bit upset.' He told Grier that 'tomorrow will be better and next week will be better, so just enjoy yourself, if you can'.



The message prompted people to turn up in droves to her show on Friday. Susan Keelan, from Ireland, said her daughter had read about it online and then by chance somebody gave them a flyer for the show, 'so we thought we had to go'. Keelan thought it had been 'very brave' of Grier to post about her disappointment.

After the show, audience members were singing her praises. Grier said that the past day had been surreal. 'When I tweeted,...I thought I'd just share that not everything is going all right and maybe some people might offer words of encouragement. ...Honestly, I'll just be happy having more than one person in from now on.'

Other well-known people also sent their support to Grier. Daniel Finkelstein, the author and newspaper columnist, told Grier an anecdote about travelling for four hours to Norwich to give a speech. When he got there, there were only two people there, and one of them was the person who invited him!

Sophie Craig, a comedian, revealed herself as the single audience member in Grier's first show. She said her fellow actor 'smashed it' and the performance 'wasn't any different to how she would be if she was performing to a full house'.

Adapted from The Times

Glossary
Edinburgh Fringe a large arts and cultural festival

5 GRAMMAR verb patterns

a What form do you use after the **bold** verbs? Complete the sentences with the verb in brackets in the infinitive (with or without *to*) or the gerund.

1 If a friend **asked** me _____ to a classical music concert, I think I'**d** _____ no. (go, say)

2 I **love** _____ films in 3D – they're much better than ordinary ones. (watch)

3 My parents didn't use to **let** me _____ out late during the week when I was young. They **wanted** me _____ my evenings _____. (stay, spend, study)

4 I **hate** _____ to clubs. I don't **like** _____ in places where there are lots of people and noise. (go, be)

5 I never **feel like** _____ out on New Year's Eve. I **prefer** _____ in. (go, stay)

b 7.16 Listen and check. Then with a partner, say if the sentences in **a** are true for you or not, and why.

c **Grammar Bank** 7B *p.153*

d Complete the sentences with a verb phrase so that they are true for you.

1 I'd like to be able to afford...

2 At weekends, I often spend a long time...

3 When I was young, my parents made me...

4 I don't really like housework, but I don't mind...

5 When I leave the house in the morning, I sometimes forget...

6 When I'm away from home, I really miss...

7 Next summer, I'm planning...

8 When I'm with friends, I really enjoy...

e Compare your sentences with a partner. Are any of them the same?



6 LISTENING



a Match the five games to the type of game they are. Have you ever played any of them?

Candy Crush	board game
Dungeons and Dragons	brain-training game
Poker	card game
Scrabble	role-playing game
Sudoku	video game

b 7.20 Listen and check. What do you have to do in each game?

c Video Watch *A board game café* Part 1. Where can you find these cafés? What do people do there? Would you like to go to one? Why (not)?



d Watch again. Then complete the information about the café with one or two words or a number.

1 Rogues Quarter is open _____ days a week from 3.00 p.m. until _____ p.m.

2 Nick has had the café for _____ years.

3 He opened it because he couldn't find anywhere similar in _____ London.

4 The name of the café was chosen by _____ _____.

5 The café has about _____ games.

6 Ticket to Ride is one of the _____ _____ games.

7 The busiest times in the café are _____ and _____.

8 The youngest customer he has had was _____ years old.



e Video Watch *A board game café* Part 2. Tick (✓) the things they say about coming to Rogues Quarter.



Hugh

1 ☐ has been coming to this café for about three months.

2 ☐ mainly comes to spend time with his friends.

3 ☐ likes a lot of different kinds of games because he works in a games shop.



Sean

4 ☐ discovered the café by chance.

5 ☐ has a very stressful job.

6 ☐ finds it helpful to share his problems with the people he plays games with.



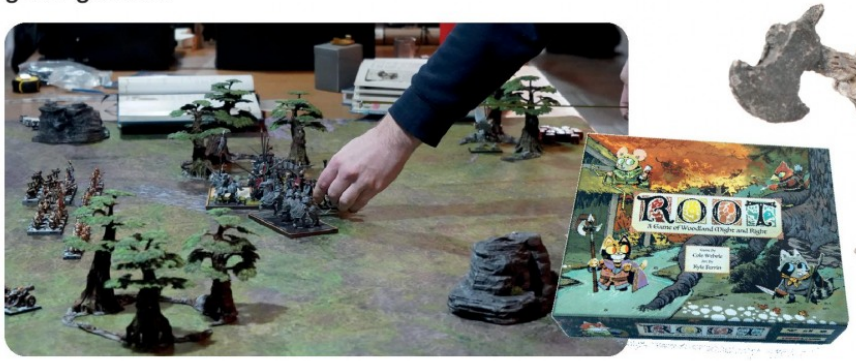
Alex

7 ☐ finds painting Warhammer models very relaxing.

8 ☐ thinks Root is a beautifully designed game.

9 ☐ is playing Magic: The Gathering later this evening.

f Watch again and check. Have you played any of the games mentioned in Parts 1 and 2 of the video? Are there any you would like to try? Can you recommend any other good games?



7 SPEAKING

a What do you like doing with friends in your free time? Tick (✓) or cross (✗) the activities and add one more option in each list.

If you go out

- eating at a favourite restaurant
- going to see the latest film at the cinema
- watching a live sports event
- going to a concert, play, or show
- chatting in a café or bar
- going to a club
- _____

If you stay in

- playing board games or video games
- watching a film or a box set together
- cooking and having a meal together
- getting a takeaway
- watching sport on TV
- listening to music and chatting
- _____

b Compare your list in small groups. Say why you like / don't like doing each of the activities.

c Think about the last time you spent an evening with friends. What did you do? Compare with a partner.



COLLOQUIAL ENGLISH 4

English File talks to...

Simon Callow

Actor



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Simon Callow*. What did you learn about him? Did you already know anything about him?

Part 1

a Video Watch Part 1 of the interview. Then, with a partner, try to remember whether 1–6 are **T** (true) or **F** (false).

1 Simon Callow's first job was as an extra at The Old Vic theatre.
2 He was fascinated by how the actors and the directors worked together at rehearsals.
3 Acting attracted him because it involved problem-solving.
4 Playing the part of Mozart in *Amadeus* was a challenge because he wasn't a fictional character.
5 Mozart was the most satisfying role he has ever had.
6 The play was not very successful.

b Watch again and check. Then correct the **F** sentences.



Part 2



a Video Watch Part 2. What is Simon Callow referring to when he says the following, 'theatre' or 'film'?

1 you have to...make sure that everybody can hear and see what you're doing
2 every single performance is utterly different from every other one
3 there is always the possibility you might get it right
4 the actor is rather powerless
5 there are some, you know, little metal objects right in front of you, sort of, staring at you

b Watch again and check. Which does Simon prefer, theatre or film? Give reasons for your answer.

Part 3

a Video Watch Part 3. What does Simon Callow say about...?

1 watching other actors acting
2 actors like John Gielgud and Peggy Ashcroft
3 Daniel Day-Lewis
4 wearing make-up
5 the first night of a play



b Watch again and check your answers.

Reading on screen

In pairs, try to remember one extra piece of information you read in the video about the following.

Amadeus *The Marriage of Figaro*
Waiting for Godot *Four Weddings and a Funeral*

Looking at language

Modifiers

Simon Callow uses a wide variety of modifiers (*really*, *incredibly*, etc.) to make his language more expressive.

Video Watch some extracts from the interview and complete the missing adjective or modifier.

1 ...I thought, 'What a wonderful job, what a _____ **interesting** job...
2 My job was to reconcile that with the fact that he wrote *The Marriage of Figaro*, and that was **tremendously** _____.
3 ...its fame, almost from the moment it was announced, was **overwhelmingly** _____ than anything I had ever done...
4 They're _____ **different** media: they require different things from you as an actor...
5 ...you bring _____ **different** things to them.
6 The beauty of the theatre is that every single performance is **utterly** _____ from every other one.
7 As a young man, and a boy, I was _____ **lucky** to see that fabled generation of actors, of, of, of Gielgud and Richardson, Olivier,...

Reacting to the interview

Talk to a partner.

- How would you describe Simon Callow? Is there any one thing he talked about that you particularly remember?
- Have you seen any films or plays based on the life of real people? Did you agree with the way they were portrayed?
- Do you ever go to the theatre? Do you prefer it to the cinema? Why (not)? What plays have you seen?
- Are there any actors you particularly enjoy watching? Why do you like them? Which of their characters do you like best?

2 THE CONVERSATION



Do you think it's always true that a live performance is better than a recorded one?

a Video Watch the conversation. Tick (✓) the correct option to sum up their conclusion.

They agree that...

1 ☐ a live performance is always better because of the atmosphere.
2 ☐ a recorded performance is usually better because there are no distractions.
3 ☐ it's impossible to generalize because it depends on the event.

b Watch again. Are Devika and Mark positive or negative about these things? Tick (✓) or cross (✗).

1 ☐ **Devika** a big flashy superhero film
2 ☐ **Devika** some Shakespeare or any modern plays
3 ☐ **Mark** his seats at a live rugby match
4 ☐ **Mark** the screen in the stadium
5 ☐ **Devika** the audiences at concerts that she has been to

c Video Watch three extracts and notice how the speakers use phrases to give themselves time to think. Which one is an alternative to 'for example'?

Giving yourself time to think

1 **Devika** That's a really difficult question. I love going to the cinema.
2 **Mark** If you're sitting, let's say, high up...
3 **Devika** ...I've been to plenty of live music events – concerts and festivals and things, you know, around the country...

d Now, in groups of three, have a conversation about the question in **a**.

8A Take care of yourself

G *have something done*
V looking after yourself (1) and (2)
P sentence stress

"You have to treat yourself. Life is too short to deprive yourself of things."

Nathalie Emmanuel, UK actress

1 GRAMMAR *have something done*



a Video Watch the video. For each activity, match clips **A** and **B** to the sentences in the list.

1 ☐ He's cutting his hair.
☐ He's having his hair cut.
2 ☐ She's doing her nails.
☐ She's having her nails done.
3 ☐ They're painting their flat.
☐ They're having their flat painted.
4 ☐ She's taking a photo.
☐ She's having her photo taken.

b G **Grammar Bank** 8A *p.154*

c Watch again. Say what's happening in each clip.

2 PRONUNCIATION sentence stress

a 8.2 Listen and repeat the sentences. Copy the rhythm. Then say if any of them are true for you.

1 I **had** my **hair cut last week**.
2 I **usually have** my **food shopping delivered**.
3 I **ought** to **have** my **eyes tested**.
4 I'm **going** to **have** my **flat repainted soon**.
5 I **hate having** my **photo taken**.

b Ask and answer the questions with a partner. Give more information where you can.

Do you ever...? How often?
- have your hair dyed
- have your clothes dry-cleaned
- have your passport or ID card renewed
- have your car washed
- have prints made of your digital photos
- have takeaway food delivered

Have you ever...?
- had clothes made for you
- had your bedroom redecorated
- had your photo taken by a professional photographer
- had your fortune told

3 VOCABULARY & LISTENING looking after yourself (1)

a Have you ever had any of these hairstyles? Would you like to have any of them?



b V **Vocabulary Bank** Looking after yourself *p.171* Do Part 1.

c You're going to listen to an interview with Dino Karveli, a hairdresser. First, in pairs, read the interview questions and guess the missing words.



Dino Karveli is a hairdresser in London. His parents are Greek, and he came to live in London in 1990. He has been working as a hairdresser since then.

Q Dino, what made you [1]_____ hairdressing?

Q What sort of [2]_____ did you do?

Q What sort of things do you [3]_____ or [4]_____ doing in hairdressing?

Q What do you think are important [5]_____ for a hairdresser?

Q What do you do if a client doesn't like the [6]_____?

Q Have you ever had a really bad [7]_____?

Q Is it true that hairdressers always want to [8]_____ off more hair than their clients want?

Q If you completely [9]_____ with what a client wanted, would you still do it?

Q Do you have any [10]_____ for having good hair?

d 8.4 Listen and check.

e 8.5 Now listen to the whole interview. Mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

1 Dino's father was a barber in Greece.
2 When he came to the UK, he trained with Vidal Sassoon for two years.
3 He does a wide variety of hair treatments.
4 He thinks it's important for hairdressers to be good listeners.
5 It's difficult to fix a mistake with hair colour.
6 A woman once got very upset with him because he cut her hair very short.
7 Hairdressers often think a client's hair needs to be cut more.
8 Dino would never say no to a client's request.
9 He thinks to have good hair, you need to go to a good hairdresser.

f Do you usually go to the same hairdresser? Do you think they would agree with what Dino says?

4 SPEAKING

a What do you think the phrase 'to have a bad hair day' means? Have you had one recently?

b Ask and answer the questions with a partner.

- Which hairstyles are very popular at the moment?
- How long have you had your current hairstyle or colour? What was your hair like before?
- What's the best or worst haircut you've ever had?
- Is there a hairstyle you would never have?
- Do you know anyone (friends, family, celebrities) who has really great or really terrible hair? What's it like?
- Do you think having a good hairstyle is important? Why (not)?



5 VOCABULARY
looking after yourself (2)

a Look at the advert for a spa and gym. Would you like to go there? Do you have any similar places near where you live?

Mind & Body
WELLBEING CENTRE



The spa area has a large pool, a hammam, and massage rooms offering a variety of treatments for the body, facials, and manicures and pedicures. The whole area is beautifully illuminated, with relaxing music, aromas, and gentle lighting.



The gym has the most advanced fitness equipment and a spacious aerobics studio. Yoga, t'ai chi, and Pilates classes are also offered, either individually or in groups.

The lounge and bar area offers a healthy assortment of all-organic snacks and juices.

b **Vocabulary Bank** Looking after yourself *p.171* Do Parts 2 and 3.



c Video Watch the video. Guess what's happening.

6 READING & LISTENING

a Read the introduction to the article. Why did the journalists go to the spa? Which treatments do you think a) Joanna, b) Stephen will like best?

Spa treatments – love them or hate them?



Joanna Duckworth, a *Sunday Times* journalist, loves spas, but her colleague Stephen Bleach is not so sure. They decided to book a day at a health spa and try out some exotic-sounding treatments to see what they both thought of them. Would either of them change their mind? These are some of the treatments they had:

KANEBO KAI ZEN FACIAL
Deep intensive cleaning with face and neck massage.
1 hr 40 minutes

BANANA, PAPAYA, AND STRAWBERRY BODY POLISH
Leaves your skin feeling smooth and hydrated. Includes head massage.
40 minutes

ELEMIS FOOT TREATMENT
Pedicure and foot massage.
55 minutes

Adapted from The Sunday Times

b Read about the facial on p.81. How did they feel during and after the treatment?

c 8.8 You're going to listen to Stephen and Joanna talking after having two more treatments. First, listen to some extracts and write the missing words. Which comments are positive and which are negative?

1 It was hot and _____, and incredibly _____.
2 And the head massage was _____.
3 _____ _____ the time and money.
4 A real _____.

THE FACIAL

STEPHEN

Laura, the therapist, started by suggesting five different products for me to use every morning, and five more at night. I was shocked – it normally only takes me a minute to wash my face in soap and water in the morning. The actual treatment took nearly two hours. Laura used 12 different creams and things on my skin and I was very bored indeed. Afterwards, I had to admit my face felt quite different: it was much smoother and quite shiny. But I'm not sure I liked it. I don't think smooth and shiny is a good look for me.

My score: **4/10.** *Quite nice, but it went on forever.*

JOANNA

The therapist told me that the treatment would last nearly two hours. Total bliss! But I knew Stephen would be bored, and we weren't having lunch until after the session, so he wouldn't be able to relax. He's terrible when he's hungry. I had more processes (exfoliation, cleansing, masks, massages, more masks, more massages) than I ever thought possible for a facial, and I enjoyed every second.

My score: **9/10.** *My skin felt fantastic, really healthy, and afterwards, I was completely relaxed.*

d 8.9 Now listen to them talking and complete the chart.

		Stephen	Joanna
The body polish	Score out of 10		
	Reasons		
The foot treatment	Score out of 10		
	Reasons		

e Did you predict correctly in **a** which treatments Joanna and Stephen would like best? Which of the three treatments do you think you would enjoy the most?

f Do you know anyone who has health and beauty treatments regularly? How important do you think it is to look after a) your face and skin, b) your hair, c) your hands and feet?

7 SPEAKING

a Look at the categories below. In pairs, add more ways of looking after yourself to each category. Then try to agree on the three things that you think are the most important.



I think it's really important to walk a little bit every day.

Yes, but going to the gym regularly is better exercise!

b Read the ideas below about encouraging healthy eating in schools. Which ideas do you think would work best?

- Offer all children a healthy breakfast at school.
- Make all pupils and teachers eat school lunches together.
- Produce a free recipe book of easy meals to encourage parents not to buy ready meals.
- Set up classes to teach children how to cook cheap, healthy meals.
- Ban machines selling sweets, crisps, or soft drinks in schools.
- Provide free, healthy snacks such as fresh fruit or cereal bars.
- Stop fast food restaurants opening near schools.

c You're going to create and present a campaign to help young people to eat healthily. In groups of three, plan your campaign:

1 Choose **three** main proposals for the campaign. Use some of the ideas in **b**, or your own ideas.
2 Think of a name for your campaign. Decide why your campaign is important.
3 Think of reasons why people should support your campaign.

d In your groups, decide what each person is going to say. Then practise presenting to each other. Use the language from the information box.

Presenting a campaign

Our campaign is called...
We think this campaign is vital because...
Recent research suggests that...
Our plan has three main proposals. Firstly..., Secondly..., Lastly...
We think you should support our campaign because...

e Present your campaign to the class, and listen to the other groups. Have a class vote to choose the best campaign.

Our campaign is called 'Cook at school'. We think this campaign is vital because nowadays, many young people and their parents don't know how to cook real food...

8B A moment in history

G the passive
V wars and battles, historic buildings
P silent consonants

"Those who do not remember the past are condemned to repeat it."

George Santayana, Spanish philosopher

1 GRAMMAR the passive

a Read the History Quiz questions and check you understand them. Then do the quiz in small groups.

HISTORY QUIZ

1 Napoleon was defeated at the battle of Waterloo. Where is Waterloo?
a Belgium b France c England

2 Whose fleet was attacked in Pearl Harbor in 1941?
a the British fleet b the Japanese fleet c the American fleet

3 Which country, which had been closed for 200 years, opened its borders to western traders in 1853?
a Japan b Malaysia c Sri Lanka

4 Which city on the River Danube was created in 1873 by joining two separate cities with bridges?
a Budapest b Bratislava c Belgrade

5 Which city, which according to legend fought a famous war against Greece, has never been located for certain?
a Atlantis b Timbuktu c Troy

6 Which ancient city was built by the Mayans between 750 and 900 AD?
a Machu Picchu b Chichen Itza c Tenochtitlan

7 Which American president was assassinated while he was being driven through Dallas in 1963?
a Gerald Ford b John F Kennedy c Richard Nixon

8 Which city had to be evacuated in 1986 after a catastrophic nuclear accident?
a Chernobyl b Fukushima c Pripyat

b 8.10 Listen and check.

c Underline all the examples of the passive in the quiz questions. What forms of the passive are they?

d G **Grammar Bank** 8B *p.155*

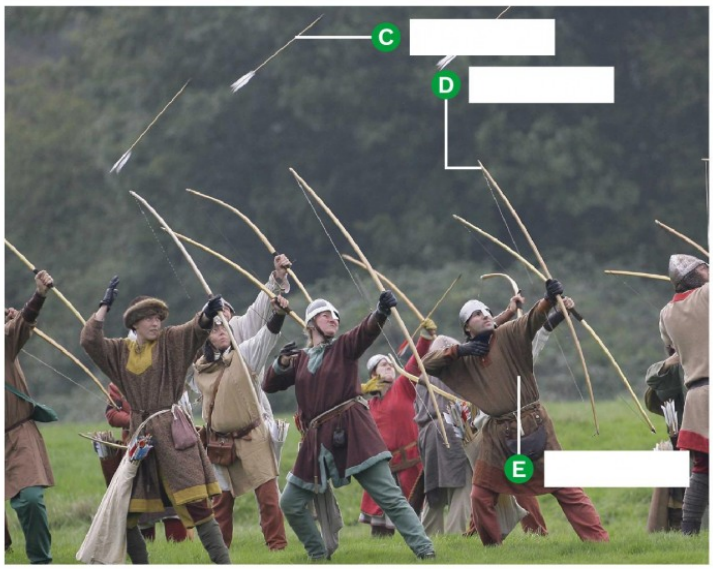
e In pairs, write three questions for a History Quiz about your country. Ask the class your questions.

2 READING & VOCABULARY wars and battles

a Look at the photos and label A–E with words from the list. What do you think is happening?

archer arrow bow helmet shield





b Read the information on p.83 about the Battle of Hastings. Were you right about what is happening in the photos in **a**? Then match 1–5 on the map to the places in the list.

Battle Bayeux Hastings
Norway Stamford Bridge

THE BATTLE THAT CHANGED ENGLAND'S HISTORY

Every year, on 14th October, a famous battle is re-enacted on the exact site where the original battle took place. Over 600 people dress up in period costumes and bring the story of an 11th-century battle to life. The Battle of Hastings, which was fought in 1066, is one of the best-known events of English history, when William of Normandy defeated the army of King Harold of England. This marked the end of the Anglo-Saxon era and the beginning of Norman rule.



1066 was a turbulent year for England. King Harold had succeeded his brother-in-law, Edward, as King of England, but he was being attacked by others who wanted to rule the country – the King of Norway and Duke William of Normandy (in what is now France). The Norwegians invaded in the north, and were defeated by the English army at the battle of Stamford Bridge on 25th September, but soon after, the Normans landed in Sussex on the south coast, and made their camp near the small seaside town of Hastings.

The English army immediately travelled south. On 13th October, after covering 275 miles, they arrived exhausted near Hastings, and on the morning of 14th, the two armies met in a field about 7 miles north-west of the town. Each army had between 5,000 and 7,000 men. They had similar armour and weapons, but William had over 2,000 cavalry, whereas the English fought on foot. William also had archers with powerful bows.

The battle lasted all day. The English soldiers used their shields to protect themselves against the Normans' arrows, but gradually the Normans gained control, and in the last attack, King Harold was killed. The English lost the battle, and on Christmas Day, William of Normandy was crowned King of England. He later became known as William the Conqueror.

In 1071, King William built an abbey on the site where the battle had taken place, as a memorial to all those who had died. Although no relics of the battle have ever been found there, we have very strong evidence that it took place, because an enormous tapestry was made – nearly 70 metres long – showing the story of the battle. This tapestry, which was completed in about 1077, is known as the Bayeux Tapestry, and it has been kept in France for nearly 1,000 years. It can be visited in a museum in the town of Bayeux, Normandy.

William's abbey was called Battle Abbey, and the town that grew up nearby was also called Battle. The whole of the town would once have been part of the battlefield; for example, Harold's soldiers almost certainly retreated up what is currently Battle High Street. Although the abbey was destroyed by King Henry VIII in the 16th century, the ruins and the battlefield remain one of the most atmospheric historical sites in Britain today.

Adapted from the English Heritage website





c Read the information again. Number the events in chronological order.

- Battle Abbey was built.
- Battle Abbey was destroyed.
- 1 Harold became King of England.
- King Harold was killed.
- The Bayeux Tapestry was finished.
- The Battle of Hastings was fought between the English and the Normans.
- The Normans landed in Sussex.
- The town of Battle was named after the battle that took place there.
- The Norwegians attacked the north of England.
- William became King of England.

d Look at the highlighted verbs related to wars and battles. Which one is irregular? What is the infinitive? Guess their meaning from the context.

3 SPEAKING

a Talk to a partner.

1 Have you ever visited a famous historical site? Where? When? What happened there?

2 In your country, are there any famous historical events that are re-enacted? Have you ever watched or taken part in one?

b **C Communication** Local history **A** *p.112* **B** *p.117* Role-play being a tourist and ask your partner about the history of your local area.

4 VOCABULARY & PRONUNCIATION
historic buildings; silent consonants



a Video Watch the video. Then complete the names of the buildings. Can you remember the extra fact about each building?

1 Buckingham _____
2 London Central _____
3 Westminster _____
4 Windsor _____
5 The _____ of London

b Read the definitions for parts of buildings. Then watch the video again. In which buildings can you see them?

courtyard /ˈkɔːtjɑːd/ an open space surrounded by buildings, e.g. in a large house or castle

column /ˈkɒləm/ a tall, solid, vertical post, usually round and made of stone

tunnel /ˈtʌnl/ an underground passage

dome /dəʊm/ a round roof with a circular base

minaret /ˌmɪnəˈret/ a tall, thin tower in a mosque

nave /neɪv/ the long central part of a church where most of the seats are

aisle /aɪl/ a side passage between rows of seats in a church or theatre

tomb /tuːm/ a large grave, especially one built of stone above or below the ground

arch /ɑːtʃ/ a curved structure that supports the weight of the building above it

moat /məʊt/ a deep, wide channel around a castle, filled with water

c Which consonants are not pronounced in these words? Cross them out. Then practise saying the words.

aisle castle column tomb

d 8.12 Listen and write five sentences which include common words with silent consonants. Be careful with your spelling!

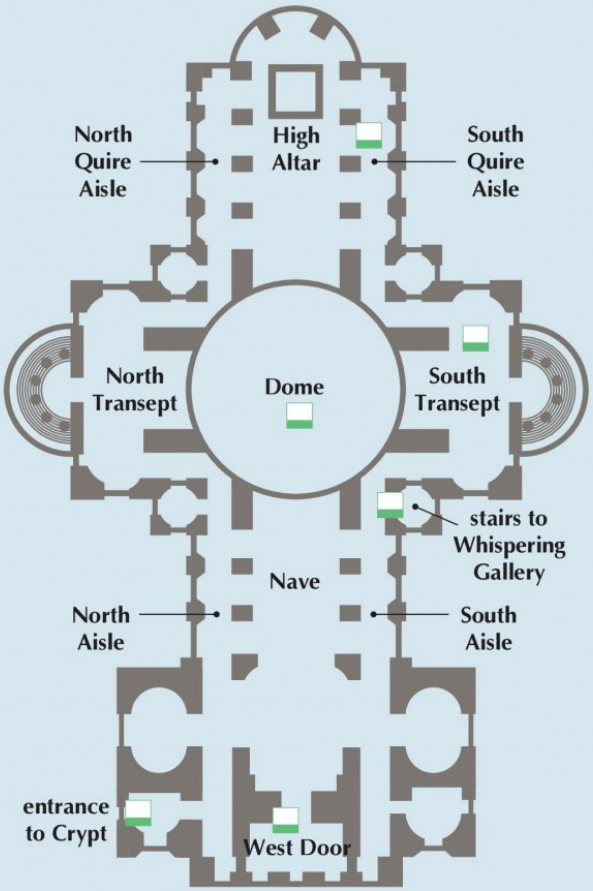
5 LISTENING

a Read about St Paul's Cathedral. Then find the highlighted places on the floor plan. Which one is a) above the ground, b) below the ground?

Welcome to
St Paul's Cathedral



When you come to St Paul's, we hope to give you a visit you will remember. With your sightseeing ticket, you can walk in the footsteps of royalty on the Cathedral floor, climb the dome to try the unique acoustics of the Whispering Gallery, go even higher to enjoy some of the most spectacular views over London, or head down to the crypt where our nation's heroes are buried. Guided tours available on request.







Adapted from the St Paul's Cathedral website

b 8.13 Listen to extracts from a guided tour of St Paul's Cathedral. Follow the route on the floor plan and number the places the guide talks about 1–6.

c 8.14 Now listen to the first part of the tour and complete the notes.

The West Door and the Nave

- The previous church burned down in [1]_____, in the Great [2]_____ of [3]_____.
- The new [4]_____ was designed by Sir [5]_____ Wren.
- The doors are [6]_____ metres tall and are only opened when someone very [7]_____ visits.
- The Nave is a good place to see the [8]_____ _____ of the cathedral.

d 8.15 Now listen to the rest of the guided tour. Pause after each area and take notes. What does the guide say about these people and things?

The Dome

- the cross
- the height of the Dome
- something that was true until the 1960s

The South Transept

- Horatio Nelson

The South Quire Aisle

- the statue of John Donne

The Whispering Gallery

- the number of steps you have to climb
- the reason the gallery gets its name

The Crypt

- the famous people in the tombs
- the Latin words on Wren's tomb

e Would you like to do the tour of St Paul's Cathedral? Are there any other historic buildings in London that you would like to visit?

6 SPEAKING & WRITING describing a building

a Tell a partner about a famous building you've visited. Use the questions to help you and add your own ideas. Include any interesting details or anecdotes that you can remember.

A famous building

- Where is it?
- When was it built?
- What was it used for originally?
- What is it used for now?
- What did you learn about it while you were there?
- How long did you spend there?
- How much did you have to pay to visit it?
- Would you recommend visiting it?

b Writing Bank 8 *p.126* Write a description of a building for a tourism website.

7 LISTENING



a Video Watch *The Globe Theatre*. Who was Sam Wanamaker? Why did he decide to rebuild the Globe Theatre?

b Watch again. Then, in pairs, complete the sentences with one or two words.

1 The first Globe Theatre was made completely of **w**_____.
2 The first theatre **b**_____ down during a performance in 1613.
3 It was rebuilt, but the second theatre was destroyed by the **Br**_____ **g**_____ because they thought theatres were immoral.
4 In 1950, American actor Sam Wanamaker came to the UK because he wasn't **a**_____ to act in the USA.
5 He moved to England, and started **p**_____ in Shakespeare plays.
6 Most people thought that rebuilding the Globe would be **i**_____.
7 Sam Wanamaker died **f**_____ **y**_____ before the new Globe opened.
8 In 2014, an **i**_____ **th**_____ opened, which is named after him.

c Video Watch some extracts from the documentary. Then, with a partner, say what the **bold** words mean.

1 And it has a **thatched roof**...
2 He was shocked when all he found was a dirty old **plaque**.
3 There are 857 seats in the stalls, and 700 people can stand in the **pit**...
4 All the lighting is provided by **candlelight**.

d Have you ever seen a Shakespeare play? Where did you see it? Was it in your language or in English? Did you enjoy it?

7&8 Revise and Check

GRAMMAR

a Circle a, b, or c.

1 I didn't know the answer, so I ___ online.
a looked up it b looked it up
c looked up

2 Tim's upset – he ___ last night.
a broke up with Anna
b broke with Anna up
c broke Anna up

3 He really doesn't get ___.
a on with his family b on his family
c on his family with

4 My new shoes don't fit. I need to ___.
a take back b take back them
c take them back

5 They decided ___ to a concert.
a to go b go c going

6 You should ___ more careful.
a to be b be c being

7 Please don't keep ___ that noise.
a to make b make c making

8 He wanted ___ him.
a me help b me to help
c that I help

9 My mother never used to let me ___ late.
a to stay out b stay out
c staying out

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

1 I'm going to pay someone to take my photo.
I'm going to have _____ _____ _____.

2 The hairdresser cut my hair last week.
I had _____ _____ _____ last week.

3 I'd like someone to paint my flat.
I'd like to have _____ _____ _____.

4 They built the cathedral in 1443.
The cathedral _____ _____ in 1443.

5 The government should pay nurses more.
Nurses _____ _____ _____ more.

6 I don't like it when people tell me what to do.
I don't like _____ _____ what to do.

VOCABULARY

a Complete the phrasal verbs. Use the correct form of the verb where necessary.

1 I tried to _____ out some cash, but the ATM was out of order.
2 She _____ away all her old clothes to the charity shop.
3 I lent him some money, but he never _____ me back.
4 Since our son was born, we've been _____ on one salary.
5 I'll _____ away next week. Can we postpone the meeting?
6 I'm just going out – I'll be _____ in 15 minutes.
7 The man took her bag and then ran _____.
8 She takes _____ her father – they're both very selfish.
9 I always feel nervous when the plane is taking _____.
10 I'm going to take _____ yoga – everybody says it's good for you.

b Write words for the definitions.

1 the place where theatre tickets are sold _____ _____
2 a short period of time separating parts of a play or concert _____
3 the events that form the story of a novel, play, or film _____
4 an afternoon performance of a play _____
5 the person that you are playing against in a game _____

c Complete the words.

1 She's had her hair **d**_____ red.
2 My nails look terrible – I need a **m**_____.
3 My mum used to put my hair in two **pl**_____ when I was little.
4 A **m**_____ is a very good way to relax.
5 It's important to do **s**_____ after you've been running.
6 King Charles III lives in Buckingham **P**_____.
7 The **d**_____ on top of the cathedral is really beautiful.
8 During the cathedral tour, we went down into the **cr**_____.
9 Lenin's **t**_____ is in Red Square in Moscow.
10 King Harold was **d**_____ in the Battle of Hastings in 1066.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds **Consonant sounds**



phone **owl** **clock** **boot** **house** **witch** **monkey** **thumb** **mother**

b P **Sound Bank** *p.174–5* Say more words for each sound.

c What sound do the **pink** letters have in these words?

1 cr**ow**d 2 **wh**istle 3 y**o**ga 4 ca**th**edral 5 t**o**mb

d Underline the stressed syllable.

1 per|for|mance 3 ae|ro|bics 5 co|lumn
2 au|di|ence 4 pe|di|cure

Can you understand this text?

a Read the extract from a website once. Would you like to visit the Roman Baths? Why (not)?

VISIT BATH

Things to do > Roman Baths



The spa city of Bath is situated on natural hot springs, and the water has played an important role throughout the city's history. The Roman Baths were constructed around 70 AD as a grand bathing and socializing centre. The Baths are now in the centre of the city, and are one of the best preserved Roman ruins in the world.

The Great Bath, which lies below street level, is situated at the centre of the building, and here you can walk on the ancient paths, as the Romans did 2,000 years ago. 1,170,000 litres of hot water, reaching 46°C, still fill the baths every day. The Romans believed that this was the mystical work of the gods, but we now know that the water, which comes out of the ground at the King's Spring, fell as rainwater around 10,000 BC. There are statues around the terrace, from where you can look down on the Great Bath, and see the tower of Bath Abbey above you. You can visit the Roman heated rooms and changing rooms, as well as the other smaller bathing pools which were filled with warm and cold water.

With an audio guide, you can listen to the fascinating commentary as you slowly walk around the site. These are available in 12 different languages, with a special one for children in English, German, and French. As well as walking around the ruins, you can explore the interactive museum, where you will find out about the lives of the people of Aquae Sulis, the Roman name for Bath.

Afterwards, try the spa water in the Pump Room, which is included in the admission price. The spa water contains 43 minerals and is believed to be very good for you. This is a unique opportunity to get a real taste (literally!) of Roman Bath. Then go for afternoon tea in the Pump Room restaurant, where you'll be accompanied by classical music from the Pump Room Trio.

During July and August, the Roman Baths are open until 10.00 p.m. You can explore them by moonlight, and by the light of torches placed around the site, which creates a magical atmosphere.

Glossary
spring a place where water comes up naturally from under the ground

Adapted from the Visit Bath website

b Read the extract again. Find the names for the descriptions below.

1 _____ a place where you can taste the spa water
2 _____ the Roman name for the city of Bath
3 _____ part of the building decorated with statues
4 _____ the largest bathing pool in the building
5 _____ / _____ the two months when you can visit the Baths at night
6 _____ a church near the Baths
7 _____ the place where the hot water rises out of the ground

Can you understand these people?



Diarmuid Victoria Keith Carolina Erin

Video Watch and choose a, b, or c.

1 Diarmuid would only go to a bank if ___.
   a he was having problems with online banking
   b he wanted to borrow money
   c he needed to transfer money
2 Victoria doesn't watch the LA Dodgers much because ___.
   a they're not very good this year
   b she doesn't live there any more
   c they're in a new Series
3 Cluedo is a board game that ___.
   a Keith prefers to Monopoly
   b Keith didn't use to like as a child
   c is similar to Monopoly
4 Carolina ___.
   a goes to the hairdresser's every week
   b only ever has her hair cut
   c once had her hair dyed super blonde
5 Erin and her husband ___.
   a hadn't planned to visit the Colosseum
   b couldn't find the Galileo museum
   c enjoyed both the Colosseum and the Galileo museum

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ explain how to use a self-service machine
2 ☐ talk about what you enjoy doing when you go out or stay in
3 ☐ talk about things you can have done at the hairdresser or a wellbeing centre, and which ones you sometimes do yourself
4 ☐ describe a famous building you know, including its history

9A Never remember, never forget

G reported speech
V word building
P word stress

"Happiness is good health and a bad memory."

Ingrid Bergman, Swedish actor

1 SPEAKING

a How easy or difficult do you find it to remember things? Do the questionnaire. Then compare with a partner. Give examples. Who do you think has the better memory?

I've got a good memory... or have I?

Tick (✓) each statement below that is true for you.

1 ☐ I find it difficult to remember where I've put things.
2 ☐ I usually remember faces, but I often forget people's names, even immediately after I've been introduced to them.
3 ☐ There are some English words that I find really difficult to remember, however hard I try.
4 ☐ I only remember people's birthdays because I get a social media reminder.
5 ☐ I often forget where I've parked my car or left my bike, and spend ages looking for it.
6 ☐ I find it difficult to remember things in my calendar – dates and things I've planned to do.
7 ☐ I have problems remembering my PINs and passwords and I often have to reset them.
8 ☐ I can never remember anyone's phone number because my phone does it for me.

Giving examples

I often forget where I've put things ***like*** */* ***such as*** *my phone and my car keys.*
I have problems remembering my passwords, ***for example*** */* ***for instance,*** *when I'm shopping online.*

b Which of the things in the questionnaire in **a** causes you the biggest problem?

2 READING

a Look at this bank card number for 30 seconds. Then close your book and write the numbers in the correct order. How many digits could you remember?

9674 5038 2142 6937

b You're going to read an extract from a book called *How to Develop a Brilliant Memory Week by Week* by Dominic O'Brien. First, look at the ten objects in the photo. With a partner, try to write the word for as many as you can.

c Read the extract once and check your answers to **b**. In pairs, decide if you prefer any different objects for the numbers 0–9.



How to remember numbers

We are surrounded by numbers – PINs, codes for credit card security, online accounts, or entry codes to buildings – and we are expected to memorize them all. Wouldn't it be great if we could remember these numbers instantly, whenever we needed them? I am not brilliant at remembering numbers, but I have trained my memory. Now I can [1]☐. How is this possible?

I use a method called the Number-Shape System. This is a great way to store any sequence of digits, such as PINs, calendar dates, telephone numbers, and much longer ones as well. First, for numbers 0–9, [2]☐. For example, '0' could be a ball, '1' could be a pencil, and so on. My suggestions for numbers 2–9 are: 2 a swan, 3 handcuffs, 4 a sailing boat, 5 a seahorse, 6 an elephant's trunk, 7 a boomerang, 8 an egg timer, and 9 a balloon on a string. You can use these ideas, or choose images of your own, for example, number 8 could also be a snowman.

Adapted from The Times

d Read the extract again and complete each paragraph with one of the phrases below.

A a story involving a chain of 20 linked number shapes
B think of an image similar to the shape of the number itself
C memorize a sequence of up to 2,000 digits within one hour
D the number picture to the thing you want to remember

e Look at the three highlighted verbs, which are all connected to the verb *remember*. Match them to their meaning.

1 _____ help sb to remember something
2 _____ remember sth from the past
3 _____ learn sth by heart

f Now do the task in the last paragraph of the extract. Then use the Number-Shape System and the Link Method to memorize the bank card number in **a**. Could you do it better than the first time?

g Do you think the author's method is a good one? Do you know any other good ways of remembering things like PINs and passwords?



Now you can start using the pictures. Connect [3]. So, to remind you that you have to catch a number 67 bus, imagine an elephant ('elephant trunk' = number 6) standing at the bus stop throwing a boomerang ('boomerang' = number 7); an unlikely scene, but certainly one you won't forget. Or if you want to remember that oxygen has the atomic number 8, imagine a snowman wearing an oxygen mask. Now, suddenly, numbers come to life and are instantly more memorable. This is called the Link Method. It works by linking one object to the next by creating an imaginary connection between the two items.

You're going to try to memorize the following 20-digit number.

79046213585994013276

First, using the Number-Shape System, convert each number into its equivalent shape (use either your own number shapes or mine). Then connect them together using the Link Method. So to start, imagine throwing a boomerang at a balloon on a string. Continue by connecting the balloon on a string to a ball, and so on. You should now have created [4], starting with a boomerang and ending with an elephant's trunk. Now try to write down the sequence of numbers. Score one point for each digit you can recall before making a mistake. **Maximum points: 20.**

3 GRAMMAR reported speech



a Video Watch the video about Sarah and her partner Rick. If you were Sarah or Rick, how would *you* feel?

b Who said the following, Rick or Sarah? Write **R** or **S**. Then watch again and check.

1 ___ 'Have you seen my car keys?'
2 ___ 'Where did you leave them last night?'
3 ___ 'You often leave them there.'
4 ___ 'I've looked there, but I'll go and have another look.'
5 ___ 'Can I go back to work?'

c Complete the reported speech for 1–5 in **b**.

1 Rick asked Sarah _____ she _____ _____ his car keys.
2 Sarah asked Rick _____ he _____ _____ them the night before.
3 Sarah said that he often _____ them there.
4 Rick told Sarah that he'd looked there, but he _____ go and have another look.
5 Sarah asked Rick _____ she _____ go back to work now.

d G **Grammar Bank** 9A *p.156*

e Work in pairs. Write down **three** questions to ask your partner. Then ask your questions and try to remember your partner's answers. Don't write them down!

What did you have for breakfast this morning?.

I had coffee and toast.

f Now test your memory. Tell a new partner what you asked your previous partner, and what he or she said.

I asked Luisa what she'd had for breakfast this morning. She told me she'd had coffee and toast..

4 LISTENING

a With a partner, look at the days and dates below. Can you remember where you were? What did you do? Try to remember as many details as you can.

yesterday morning

your last birthday

last Saturday evening

31st December last year

1st July 2010

b 9.3 Listen to Part 1 of a radio programme about Jill Price, who has **H**ighly **S**uperior **A**utobiographical **M**emory. Answer the questions.


Jill Price

1 What exactly is HSAM?
2 How old was Jill when the condition started?
3 How does she feel about her condition?

c Listen again and answer the questions.

1 What day of the week was each of these dates? What did Jill do on each day?
   - 24th January 1986
   - 29th August 1980
   - 10th January 1981
2 What is Jill's first memory? How old was she at the time?
3 What two things happened on 1st July 1974?

d 9.4 Now listen to the second part of the programme. Make notes to answer the questions.


Dr James McGaugh

1 How did Dr McGaugh test Jill's memory?
2 What does she remember happening on 16th August 1977 and 14th October 1977?
3 How was Dr McGaugh able to confirm that Jill's memories were accurate?
4 According to Dr McGaugh's research, what are the most memorable experiences?
5 What kinds of things is Jill good at remembering?
6 What kinds of things can't she remember?
7 What does Jill say are the two big problems with her condition?
8 What's the title of her autobiography?
9 Why hasn't her brother read it?
10 How many people are there with HSAM?

Glossary
Elvis Presley and Bing Crosby two famous American singers

e Would you want a memory like Jill's? Why (not)?



Glossary
The *Challenger* explosion On 28th January 1986, the US space shuttle *Challenger* broke in two 73 seconds into its flight, killing all seven crew members.

5 VOCABULARY & PRONUNCIATION
word building; word stress

a Look at some words from Jill Price's story. Complete the chart with nouns, adjectives, and adverbs formed from these words.

	Noun	Adjective	Adverb
1	memory		
2			confidently
3		emotional	
4		important	
5		accurate	
6			personally

b 9.5 Listen and check. Underline the stressed syllables in all the words. Practise saying them.

c Complete some common collocations with a noun, adjective, or adverb from the chart in **a**.

1 I'm reading a new book about _____ **intelligence**.
2 The witness gave a very _____ **description** of the suspect.
3 _____, **I think** you're making a big mistake.
4 The wedding last summer was **a** _____ **occasion**.
5 In half an hour, the press office is going to make **an** _____ **announcement**.
6 I **can** _____ **say that** the business is doing well.



d Can you remember these words? They have all come up in this lesson.

1 the adjective from **atom**
2 the noun from **enter**
3 the negative adjective from **likely**
4 the noun from **secure**
5 the noun from **connect**
6 the adjective from **autobiography**
7 the adverb from **easy**
8 the noun from **able**
9 the negative adjective from **pleasant**

6 SPEAKING

a Choose two of the topics below and think about what you're going to say. Add details and give examples.

someone you know who has an incredibly good or bad **memory**



a **memorable** moment from your school days

something from your past that you wish you could **remember** better

an **unforgettable** birthday or Christmas

something you were made to **memorize** as a child and found difficult



a time when you **forgot** an important date or appointment

b Work in groups of three or four. Talk about your topics, and listen and respond to the other people in the group.

I'm going to tell you about my brother, who has an incredibly good memory...

c From memory, tell the rest of the class about something someone in your group told you.

9B The big day

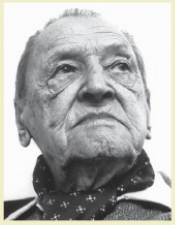
G third conditional and other uses of the past perfect
V weddings
P sentence stress

"An invitation to a wedding invokes more trouble than a summons to a police court."
William Feather, US author

1 READING & LISTENING

a You're going to read a short story by William Somerset Maugham. Read the information about him below. Do you think it was right or wrong of him to write about people he met? Why (not)?

William Somerset Maugham (1874–1965)



William Somerset Maugham (/ˈsʌməset ˈmɔːm/) was a well-known English novelist and short story writer whose stories were often set in China, Singapore, Myanmar (formerly Burma), Malaysia (formerly Malaya), and other East Asian countries. Maugham wrote at a time when many of these places were colonies of Great Britain. The language of his stories reflects the very different social and political context of the time; country and city names have since been changed and some ways of referring to people are not appropriate today. Many of the people in Maugham's stories were real, and they were often upset to recognize themselves in his books.

b 9.6 Read and listen to Part 1 of *Mabel*. Answer the questions with a partner.

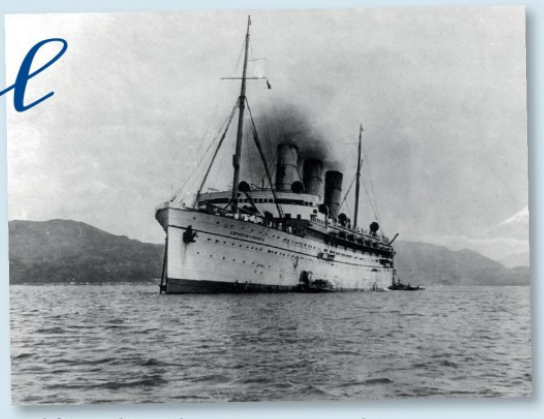
1 Who were George and Mabel?
2 Why couldn't they get married for seven years?
3 What do you think *his nerve failed him* in line 15 means? Why did it happen?
4 What was George's dilemma?
5 What did he decide to do?

What do you think of George's behaviour?
What do you think will happen next?

c 9.7 Listen to Part 2. Number the places 1–7 in the order George went to them. Where did he return to in the end?

Bangkok ☐ Hong Kong ☐
Manila ☐ Saigon ☐ Shanghai ☐
Singapore 1 Yokohama ☐

Mabel

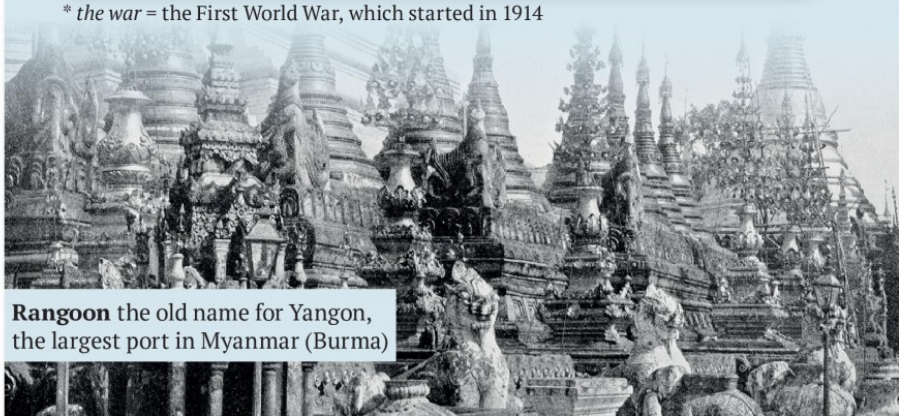


Part 1

George was working in Burma for the British colonial government. He and Mabel became engaged when he was back in England. When he returned to Burma, it was arranged that she would join him there in six months. But one difficulty came up after another. Mabel's father died, the war* came, then George was sent to a district which was unsuitable for a woman. In the end, it was seven years before she was able to start. He made all the arrangements for the marriage, which was going to take place on the day of her arrival, and went down to Rangoon to meet her. Then, suddenly, without warning, his nerve failed him. He had not seen Mabel for seven years. He had forgotten what she was like. She was a total stranger. He felt a terrible feeling in his stomach. He couldn't go through with it. He must tell Mabel that he was very sorry but he couldn't, he really couldn't marry her. But how could a man tell a girl a thing like that when she had been engaged to him for seven years and had come 6,000 miles to marry him? He didn't have the nerve for that either. There was a boat just about to sail for Singapore; he wrote a letter to Mabel, and without any luggage, just in the clothes he was wearing, he boarded the boat. The letter Mabel received said:

Dearest Mabel,
I have been suddenly called away on business and do not know when I will be back. I think it would be much wiser if you returned to England. My plans are very uncertain.
Yours loving George

* *the war* = the First World War, which started in 1914



Rangoon the old name for Yangon, the largest port in Myanmar (Burma)

d Listen again and complete Mabel's four telegrams.



How do you think George felt when he got the last telegram?

What do you think he will do now?

e Read Part 3 and complete the text with adverbs and adverbial phrases from the list.

after that ~~already~~ at last never one morning only

PART 3

No, no, she wasn't going to catch him so easily. He had [1]already made his plans. He could catch the last ship along the Yangtze river to Chungking. [2]_____, no one could get there until the following spring. He arrived at Chungking, but he was desperate now. He was not going to take any risks. There was a place called Cheng-tu, the capital of Szechuan, and it was 400 miles away. It could [3]_____ be reached by road, and the area was full of thieves. A man would be safe there.

George set out. He sighed with relief when he saw the walls of the lonely Chinese city. He could rest [4]_____. Mabel would [5]_____ find him there. The British consul was a friend of his and he stayed with him in his luxurious house.

The weeks passed lazily one after the other. [6]_____, George and the consul were in the courtyard when there was a loud knock at the door.

f 9.8 Listen and check. What do you think *he sighed with relief* in line 10 means?

How do you think the story ends?

g 9.9 Listen to Part 4 and check.

h Discuss the questions with a partner.

1 How do you feel about what Mabel did in the story? Do you have more sympathy for Mabel or for George?

2 Do you think Mabel and George had a happy life? Why (not)?

2 GRAMMAR third conditional and other uses of the past perfect

a Look at three extracts from *Mabel*. Which highlighted phrase...?

1 says how things could have been different in the past

2 describes something that happened earlier in the past

3 reports what someone said or asked in the past

a He went straight to the club and asked if he had received any telegrams.

b Then, suddenly, without warning, his nerve failed him. He had not seen Mabel for seven years.

c It would have been terrible if I hadn't been able to marry you after all.

b **Grammar Bank** 9B *p.157*

3 PRONUNCIATION sentence stress

a 9.12 Listen to four sentences. Complete the stressed words in the pink rectangles. Contractions count as one word.

1 When read email, understood left.

2 s h s a.

3 kn w b, w c.

4 s g a, r h l w.

b Look at the stressed words and try to remember what the unstressed words are. Write in the unstressed words.

c Listen again and check. Then listen and repeat the sentences.

d Complete the sentences with a verb phrase in the past perfect. Then take turns to say your sentence to your partner. Are they the same?

1 I would have been very annoyed if you had...

2 I was really surprised when I saw him because...

3 I was furious with my mum when she told me...

4 LISTENING

a 9.13 Listen to two stories about marriage proposals. Match three photos A–F to Tessa's story (**T**) and three to Iain's story (**I**). Were the proposals accepted?



b Listen again. Complete the sentences with one or two words.

Tessa's story

1 Tessa and her boyfriend decided to spend her _____ _____ in Edinburgh.
2 Tessa was planning to _____ near the river, at a place they'd been to before.
3 At Edinburgh Castle, they couldn't hear each other speak because of the _____ _____.
4 The restaurant wasn't very _____ because there was a noisy party there.
5 Back at the B&B, her boyfriend wanted to watch a _____ _____ on TV.

Iain's story

6 Iain and his partner decided to buy a French _____ to retire to.
7 Iain asked a _____ _____ to look at the contract.
8 While they were at the _____, Iain received the report on his phone.
9 Because of the law in France, couples should _____ _____ if they want to buy property together.
10 Iain thinks he's the only person who has proposed in a supermarket _____ _____.

c Which proposal do you think was less romantic?

5 VOCABULARY weddings



a Look at the wedding photo. Match people A–E to the words below.

- the bride
- the (bride)groom
- the best man
- a bridesmaid
- a pageboy

b Read the article about wedding costs and complete it with the words from the list.

best man bridesmaids couples
engaged guests invitations
married reception

c Now read the list of wedding expenses and in pairs, try to match the prices to the cost of each thing.

350 640 1,160 1,300
2,500 4,500 5,500 8,500

Venue (for the ceremony and the reception)	£_____
Five bridesmaids' dresses	£_____
Food	£_____
Flowers	£_____
Rings	£_____
Groom's suit	£_____
Wedding dress, veil, & shoes	£_____
Honeymoon	£_____

This is how much a wedding **really** costs!

After we got [1]_____ and started seriously planning our wedding, I read ALL the wedding magazines, and they all tell you that the average cost of a UK wedding is now £25,000. After the event, I can tell you that unless you are having the [2]_____ in your garden, and are only inviting ten [3]_____, this is just not true.

We didn't have an enormous wedding. We got [4]_____ in a country house in Surrey, and invited about 100 people, which I think is the average, judging by every other wedding I've been to. We saved money where we could. We were very lucky because friends designed the [5]_____, and did the music and photography for free. My sister made the cake, and my parents paid for the drinks. We bought the dresses for the [6]_____ and the suit for the [7]_____ ready-made from a department store.

Still, we ended up spending over £30,000, and if we hadn't had very kind and helpful friends, it would've been more like £35,000. Just to give other [8]_____ a little bit of guidance, I'm sharing some of our biggest expenses with you, so it'll hopefully be a bit less of a shock when you get the bills!



Adapted from Marie Claire

d 9.14 Listen and check. In your opinion, was this 'an enormous wedding'? Do you think couples nowadays spend too much money on their wedding?

e Talk to a partner about a wedding you've been to.

- Who were the main people?
- How many guests were there?
- Where was the wedding ceremony held?
- What kinds of things did people wear?
- Was there a reception? Where? What was it like? What kind of food and drink was there?
- Did people make speeches?
- What else happened?

6 SPEAKING

a Look at some controversial statements about weddings and marriage. Decide whether you agree or disagree. Think of reasons why and examples to support your opinion.

1 'You shouldn't invite people you don't like to your wedding, even if they are relatives.'
2 'If you want an expensive wedding, you shouldn't expect your parents to pay for it.'
3 'It's completely unacceptable to ask for money as a wedding present.'
4 'People shouldn't have their wedding in a place that's very expensive for family and friends to get to.'
5 'Parents choose better partners for their children than the children choose for themselves.'
6 'It's better to marry for money or security than to marry for love.'
7 'Married couples are happier than couples who live together.'

b In small groups, discuss each statement. Take turns to explain your reasons and give examples. Respond to what other students say. Use the language from the information box.

Agreeing
I agree with you 100%.
I couldn't agree with you more.
That's so true.
You're absolutely right.

Disagreeing
I see your point, but...
That's not always true.
I don't think you're right.
Let's agree to disagree.
I completely disagree.
No way!

7 WRITING a story

W **Writing Bank** 9 *p.128* Write a story describing a memorable event.

COLLOQUIAL ENGLISH 5

English File talks to...

Professor Giuliana Mazzoni

Psychologist



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Professor Giuliana Mazzoni.* What does she specialize in?

Part 1





a With a partner, number the species in the list in order from 1–3, according to how good you think their memory is.

dolphins ☐ elephants ☐ humans ☐

b Video Watch Part 1 of the interview and check. How good is Professor Mazzoni's memory?

c Watch again. Then complete five facts Professor Mazzoni tells us about memory. Use one to three words.

1 Memory is what makes us...
2 Humans have a better memory than all other...
3 Elephants go back to specific places to...
4 Dolphins need to have a good memory because they are...
5 Some people have a better memory because they pay more attention to...

Part 2



a With a partner, look at activities A–D that Professor Mazzoni refers to. Which two activities do you think help your memory to become more efficient? Which one does she think has the worst effect on memory and why?

b Video Watch Part 2 and check.

c Watch again. What is Professor Mazzoni referring to in the highlighted phrases?

1 If we train that muscle constantly, continuously, then we actually are able to remember much more.
2 And that is also a positive cognitive activity, of course...But this doesn't mean that they don't need to remember...
3 But in this case, really, it is excessive...My policy would be that if you enter a museum, you leave the phone...

Part 3

a Video Watch Part 3. What metaphor does Professor Mazzoni use to explain how people access memories about what happened on a particular date, and then how they come back to the present?

b Watch again. Then circle the correct options according to what Professor Mazzoni describes.

1 For some people who can remember everything, there is too *much* / *little* information for them to manage successfully, so they *can* / *can't* remember useful things they need in daily life.
2 For some special people who can remember everything, they *can* / *can't* see all past events in detail, but they *can* / *can't* control what they can remember.

Reading on screen

In pairs, explain the following sayings and idioms you read about in the video. Give an example if you can.

an elephant never forgets be flooded by sth
keep sth at bay

Looking at language

Common phrases

Professor Mazzoni uses a wide range of common phrases to help her to make her point.

Video Watch some extracts from the interview. Complete the gaps with the phrases Professor Mazzoni uses.

1 And _____ _____ _____?
(= this is surprising) It is not the elephant.

2 They indeed have a very strong memory because, _____ _____ _____
(= this is not new information), elephants behave in a way that demonstrates that they have a strong memory.

3 The animals that have a memory that,
_____ _____ _____ _____
(= in some ways), resembles human memory in terms of how good it is, it is dolphins.

4 And that is also a positive cognitive activity,
_____ _____ (= this is true),
you know, being able to find things online and choose things online.

5 My policy would be that if you enter a museum, you leave the phone to the usher
_____ _____ _____ (= that's the end).

6 ...there are some minuses about that because not being able to forget, _____
_____ _____ (= occasionally)
implies being flooded by memories.

Reacting to the interview

Talk to a partner.

- How would you describe Professor Mazzoni? Is there any one thing she talked about that you particularly remember?
- How would you rate your memory from 1–5 (1 = excellent)? Why?
- Do you do any of the things she mentions to train your memory on a regular basis, e.g. crossword puzzles, sudokus, or other mind games, or learning things by heart?
- Would you rather not be able to remember things or not be able to forget things?

2 THE CONVERSATION



Is it still important for children to memorize things at school?

a **Video** Watch the conversation. How do they respond to the question they are discussing? Choose the correct option.

1 They completely agree.
2 They partly agree.
3 They completely disagree.

b Watch again. Then tick (✓) the things in the list that are mentioned as worth memorizing:

- ☐ historical facts about your country
- ☐ geographical information, e.g. capital cities
- ☐ information about nutrition
- ☐ dates of world events
- ☐ information related to your job
- ☐ times tables (= multiplication tables)
- ☐ complex mathematical formulas
- ☐ speeches or presentations
- ☐ passwords and PINs
- ☐ poetry

Glossary
have sth at your fingertips (*idiom*) to have the information, knowledge, etc. that is needed in a particular situation and be able to find it easily and use it quickly

c **Video** Watch an extract and notice how the speaker emphasizes that something is her own personal point of view.

Emphasizing that something is your own opinion

Syinat But I would say that there are some things everyone should simply know. Part of this for me is in order to be a responsible citizen. So, for example, I do think you should kind of memorize and really know some facts about your own country's history, or, for example, something about our own societies.

d Now, in groups of three, have a conversation about the question in **a**.

10A Stars and stripes

- G *be*, *do*, and *have*: auxiliary and main verbs
- V British and American English
- P stress on *be*, *do*, and *have*

"England and America are two countries separated by a common language."

George Bernard Shaw, Irish playwright and critic

1 GRAMMAR *be*, *do*, and *have*: auxiliary and main verbs

a Do the quiz with a partner.

How much do you know about the USA?



Are these statements true (T) or false (F)?

1 ☐ The USA **has** more billionaires than any other country.
2 ☐ In American English, the words *colour* and *centre* **are** spelled the same as in British English.
3 ☐ Over 90% of Americans **don't** own a passport.
4 ☐ American men **do** more than two hours of housework each day.
5 ☐ The world's first skyscraper **was** in New York.
6 ☐ In 1950, only 22% of adult Americans **were** single; now the figure is about 50%.
7 ☐ English **has** always **been** the official language of the USA.
8 ☐ Texas used **to be** part of Mexico – it **didn't** join the USA until the mid-19th century.
9 ☐ The USA once **had** the world's biggest economy, but it **was** overtaken by China in 2014.
10 ☐ In the USA, football **is** known as *soccer*. This is the name which the sport **had** originally **been** called at British public schools in the 1860s.



b 10.1 Listen and check. Correct the false statements.

c Look at the **bold** verbs in **a**. With a partner, circle the ones which are **auxiliary** verbs.

d G **Grammar Bank** 10A *p.158*

2 PRONUNCIATION stress on *be*, *do*, and *have*

a 10.5 Listen and repeat the sentences. Underline the highlighted words if they are stressed.



1 The capital of the USA is Washington, DC.
2 When are your friends arriving?
3 The world's tallest skyscraper isn't in New York.
4 Anne does Pilates twice a week.
5 Where does your sister live?
6 My brother doesn't like dogs.
7 I have a house in New Jersey.
8 How long have you known your best friend?
9 We haven't seen our cousins for ages.



b Listen again. What vowel sound do *are*, *does*, and *have* have when they are unstressed?

c Circle the correct word to complete the rules.

When are *be*, *do*, and *have* stressed?

be

1 is usually *stressed* / *unstressed* in positive sentences or in questions.
2 is *stressed* / *unstressed* in negative sentences.

do* and *have

3 are *stressed* / *unstressed* when they are main verbs.
4 are usually *stressed* / *unstressed* when they are positive auxiliary verbs or in questions.
5 are *stressed* / *unstressed* when they are negative auxiliary verbs.

d C **Communication** More facts about the USA? **A** *p.113* **B** *p.117* Say sentences to your partner, who must decide if they are true or false.



3 LISTENING

a 10.6 Listen to six people who live in New York talking about life there. Match the speakers to the things they talk about. Which speakers are negative?

bureaucracy ☐ gun culture ☐ helpfulness
multiculturalism ☐ opportunity ☐ sport

b Listen again and complete the notes for each speaker with examples that they give.



1 **Yannis** from Greece
- on the subway you see different _____ and hear different _____
- nobody is surprised if you have a _____ _____



2 **Cristina** from Croatia
- the game is too _____ – didn't understand the _____
- the atmosphere is too _____



3 **Louisa** from the USA
- It's easy to:
  – change your _____ _____
  – renew your _____ _____



4 **Laura** from the USA
- in Germany, no one helped her with her _____ at the _____ _____
- in the USA, people _____ _____ for you, and carry things up the stairs in the _____



5 **Peter** from the UK
- as an immigrant, you can _____ _____ that you couldn't get back home
- likes the entrepreneurial _____

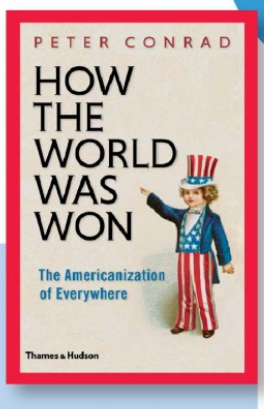


6 **Sarah** from the UK
- in Europe, people don't want to _____ _____ themselves
- it's up to the police to _____ _____ of people and make sure everyone is _____

c Is there anything they said that you already knew or thought about American culture? Is there anything that surprised you? Do you think people's opinions might be different in other parts of the USA?

4 SPEAKING

a Look at the cover and read the description of a book. What do you think 'Americanization' means? Do you agree that the world has been 'Americanized'?



Historian Peter Conrad tells the story of America's influence across the world since 1945, for better and for worse. He describes its unstoppable creativity: its great and bad art, its jeans and jazz, its cinema, fast food and fridges, its space travel and technologies that have all Americanized our world.

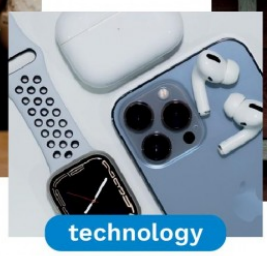
b Look at the photos and talk to a partner. How important do you think these aspects of American culture are in your country?

Many films and TV series that we watch are American, so, yes, I think they're very important here...


films and TV series


food and drink

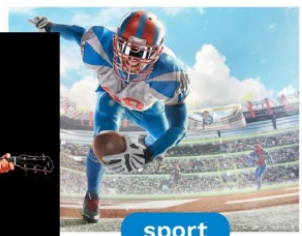

coffee shops


technology


clothes


language


music


sport

c Think of examples of the same kinds of things from your country. Which do you personally prefer: the American ones or the ones from your country? Which do you think people from your country generally prefer?

d What things about your country are you most proud of? Do you think any of them have had an influence in the world?

5 VOCABULARY
British and American English

a What do these American English words mean? Write the British word.

American	British
1 cell phone	_____
2 restroom	_____
3 movie theater	_____
4 high school	_____
5 sneakers	_____
6 elevator	_____
7 apartment	_____
8 zip code	_____
9 check (*noun*)	_____
10 garbage	_____



b 10.7 Listen and check.

c Match some more British and American words.

British	American
1 ▬ car park	a closet
2 ▬ mean (*adj*)	b stand in line
3 ▬ autumn	c faucet
4 ▬ petrol	d fall
5 ▬ queue (*verb*)	e parking lot
6 ▬ garden	f gas
7 ▬ wardrobe	g truck
8 ▬ pavement	h stingy
9 ▬ lorry	i sidewalk
10 ▬ tap	j yard



d 10.8 Listen and check.



e Video Work in pairs. Watch the video and write the words for each picture in British and American English. Then check your answers.

f 10.9 Listen. Are the speakers British or American? What would they say if they were the other nationality?

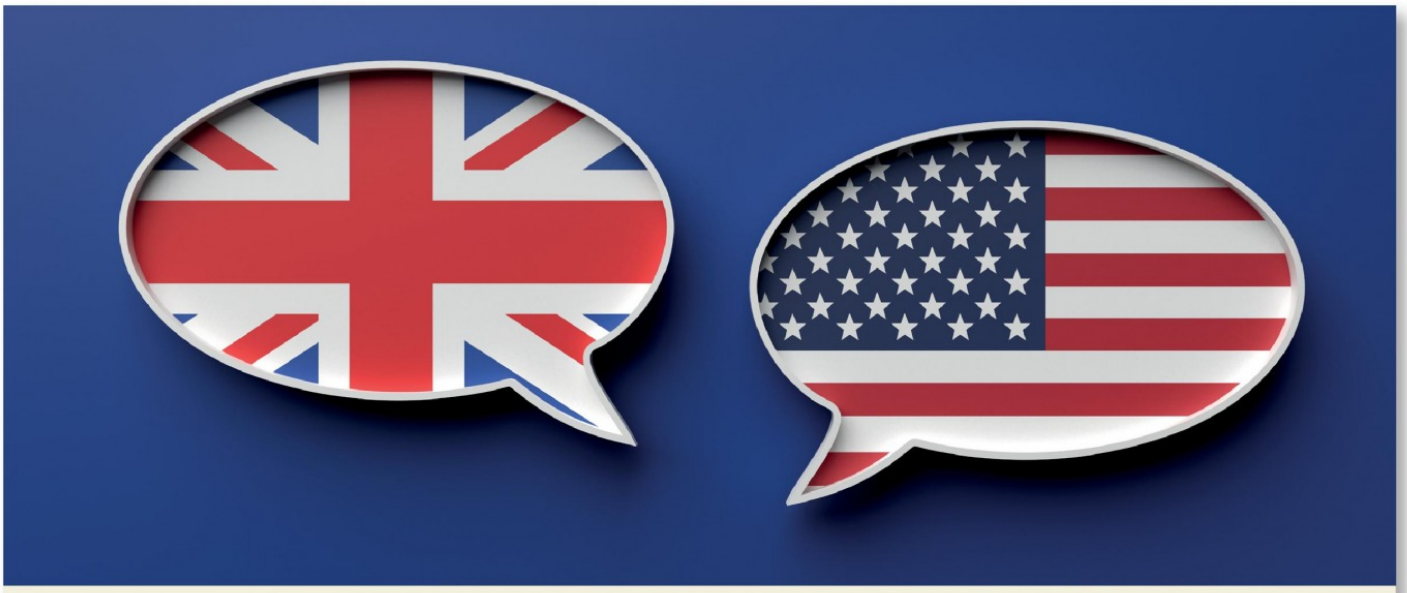
6 READING

a Look at six common British phrases used in conversations or discussions. With a partner, decide what you would understand for each one. Circle meaning a or meaning b.

1. *I was a bit disappointed that...* =
   a I don't really mind that... ▬
   b I was annoyed that... ▬
2. *With the greatest respect,...* =
   a I am listening to you. ▬
   b I think you're an idiot. ▬
3. *I'll bear it in mind.* =
   a I've forgotten it already. ▬
   b I will probably do it. ▬
4. *I hear what you say.* =
   a I accept your point of view. ▬
   b I disagree and don't want to talk about it any more. ▬
5. *That is a very brave proposal.* =
   a You have a lot of courage. ▬
   b You are insane*. ▬
6. *You must come to dinner.* =
   a I'm not inviting you, I'm just being polite. ▬
   b I'll send you an invitation soon. ▬

* **insane** very stupid, crazy, or dangerous

b Now read an article about misunderstandings between American and British people. For each phrase in **a**, write **Br** next to what the British mean, and **Am** next to what many Americans understand it to mean, according to the article. Did the answers surprise you?



What does it really mean?

British people like to think they have a 'special relationship' with the US, based on cultural, historical, and political ties and in particular, a common language. But, according to a survey by one of the UK's most respected polling companies, they don't always understand each other.

The survey was based on a popular online meme showing common British phrases with what Brits understand when they hear them, and what other nationalities understand. They showed a number of phrases with two possible meanings to about 1,700 Brits and 1,900 Americans, and asked people which meaning matched their own interpretation the most [1]. The results showed that, although not all phrases showed a difference in transatlantic understanding, there were some which many Americans [2] misunderstood.

There was some common ground, for example, a majority of people from both Britain and the US consider 'I was a bit disappointed that...' to be a polite way of saying 'I am annoyed that...' , but there were also many differences. The biggest difference was in the phrase 'with the greatest respect', which most Brits understood as 'I think you are an idiot', but [3] half of Americans interpreted as 'I am listening to you'. British people also use 'I'll bear it in mind' and 'I hear what you say' as strategies for ending a conversation, whereas Americans interpret it as meaning that what they have said will be remembered or is accepted. 44% of Britons think 'that is a very brave proposal' [4] means, 'You are insane', but Americans take it as a compliment. And when Americans hear, 'You must come to dinner', they believe that they are [5] being invited, which is usually not what is meant at all.

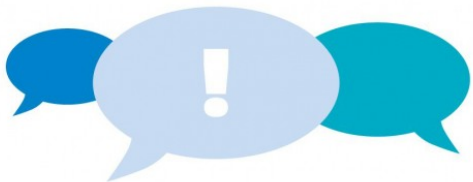
Plenty of Americans working in the UK have complained about how the British are not [6] direct; however, the British tend to think that they have a more sophisticated sense of sarcasm. You should [7] bear that in mind if you are spending any time with Brits!

Adapted from BBC News

c Read the article again. Choose the adverb which best completes the text for each gap.

1	a	openly	b	closely
2	a	completely	b	hardly
3	a	partly	b	nearly
4	a	actually	b	easily
5	a	genuinely	b	finally
6	a	usually	b	sufficiently
7	a	never	b	probably

d Do you think people from your country tend to be direct, or do they often say things in a more indirect way? Can you think of any examples?



10B Take the test

G revision of verb forms
V exams
P revision of sounds

"Give children healthy food and they behave better at school, concentrate more in class, and perform better in exams."

Angela Rayner, UK politician



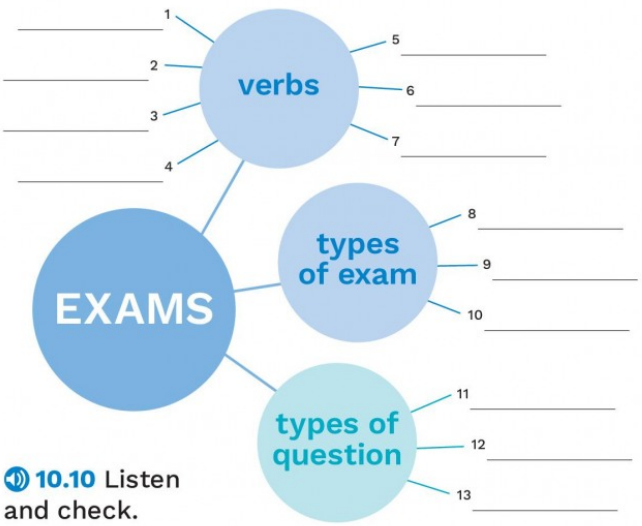
1 VOCABULARY exams

a Look at the photo and describe what's happening.

- Who are the people in the photo? How old do you think they are?
- Where are they? What are they doing?
- How do you think they are feeling?
- Who else is probably in the room?

b Complete the mind map with the words and phrases from the list.

cheat (in) do essay fail multiple-choice oral / speaking pass practical retake revise (for) take true or false written



c 10.10 Listen and check.

d C Communication Describing a photo A p.113 B p.117 Describe the photos and discuss the topic.

2 PRONUNCIATION revision of sounds

a Which word has a different sound? Say the three words aloud and then circle the one that doesn't match the sound picture.

1	revises prepares gives		6	essay thesis degree	
2	failed studied cheated		7	school good childhood	
3	marks answer exam		8	written idea practice	
4	work oral report		9	guess test result	
5	wrong professor college				

b Video Watch the video and check. What sound does the odd word have?

c Look at the sentences. What sound does each of the pink letters have? Practise saying the sentences.

1 I went to a very good school.
2 She answered all the exam questions.
3 My report said that I'd worked hard.
4 I need to practise for the written exam.
5 He cheated in the exam, but he still failed.
6 There are some excellent professors at my college.
7 I was really nervous when I got my test results.

3 LISTENING & SPEAKING

a Tell a partner about the last time you took an exam or test. Did you pass or fail? Why?

b Read about exams in England. What is the exam system in your country?

Exams in England

Age 11 – Most children go straight to a secondary school without taking an exam, but in some parts of the country, children can still take an exam called the 11+ if they want to go to a school which selects the most academic children.

Age 16 – Students take exams called 'GCSEs' in 8–12 different subjects. Before 1988, students took similar exams, called 'O levels'.

Age 18 – Students can take final exams called 'A levels' in three or four different subjects of their choice before leaving school. They need good results in these exams if they want to go to university.

c 10.11 Listen to Mark, Sophie, Diane, and Paul talking about their experiences with exams or tests. Who...?

1 mentions an exam or test that they failed
2 used to find exams stressful

TIP: Multiple-choice listening

- Read the questions carefully before you listen.
- After listening once, eliminate any answers that you are sure are wrong.
- Make sure that all of the information is correct in the option you choose. Don't choose it just because it contains a word or phrase that you heard in the recording.

d Listen again. Choose a, b, or c.



1 Mark had problems with his history O level because...
a he didn't have time to finish the questions.
b he hadn't prepared the right questions.
c he had drunk too much coffee the night before.



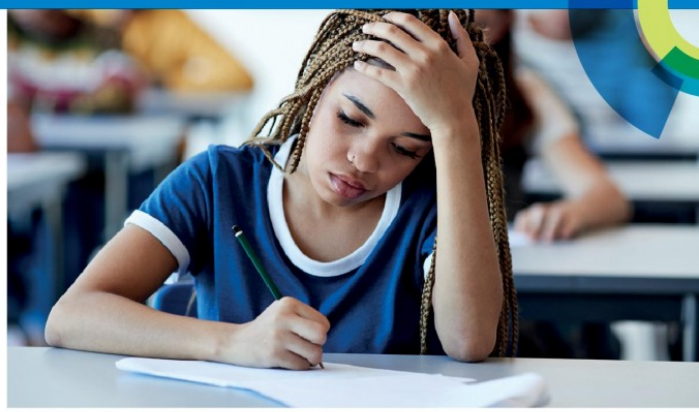
2 Sophie failed her driving test the first time because...
a she didn't follow the examiner's instructions.
b she didn't realize that what the examiner asked her to do was a trick.
c she stopped somewhere where it wasn't safe.



3 Diane 'froze' in her French oral exam because she...
a couldn't remember the right words.
b had told the examiner a lie.
c couldn't understand the examiner's questions.



4 Paul did badly in his GCSE chemistry...
a because he'd done very little work for it.
b because his memory failed.
c although he thought he'd done well.



e Ask and answer the questions with a partner.

If you are still studying	If you are no longer studying
How do you usually prepare for a big exam...? a) during the previous weeks b) the night before	How did you use to feel about taking exams? Can you remember any particularly bad ones?
What's the hardest exam you've taken recently? Why did you find it so hard? How did you do?	Did you use to revise a lot before exams? Did you revise right up to the last moment?
Have you ever done much better than you expected in an exam? What about one where everything went wrong? What happened?	Is there an exam that you're really proud of having passed?
	Do you think you will ever have to take any more exams in the future? Why (not)?
Do you think exams are a good way of testing how much people know? Why (not)?	

4 WRITING an exam task

Writing Bank 10 *p.129* Write a 200-word essay.



5 READING

a Is there a university entrance exam in your country? How difficult is it considered to be?

b Read the article about the *gaokao* (/gaʊˈkaʊ/), China's national university entrance exam. How does it compare with similar exams in your country?

A nation prepares for the *gaokao*

SHANGHAI, 5th June Tomorrow, cities throughout China [1]will close roads near schools, prohibit the hooting of car horns, and even change some plane flight paths, so that nine million students can concentrate on the *gaokao*, the three-day-long national university entrance exam.

University places are scarce in China, and most students [2]are not going to have a chance if they do not do well in the *gaokao*, a name which means 'high exam' in Mandarin Chinese. The stakes are very high indeed: a place in a top university will almost always lead to a high-paid job after graduation. For millions of Chinese students, the exam is an important chance to improve their lives, and because many families [3]have only one child, the pressure on candidates is intense.

We spoke to students who [4]hadn't been out with their friends for many months, and who [5]were studying all the time that they weren't sleeping. And while some cram, others use different methods. Each year, candidates [6]are caught with high-tech devices such as wireless earphones, as well as pens and watches with tiny scanners. James Bond would be proud.

Teachers' lives are difficult, too. One *gaokao* tutor [7]explained her schedule: morning exercises start at 6.10 a.m., evening classes end at 10.00 p.m., students get only one day off a month – and teachers must spend that day marking practice exams.





To prepare for the exam, students memorize past exam papers and try to guess what questions [8]will be asked this year. All candidates answer questions in Chinese, maths, and English, then choose three additional subjects, for example, history, geography, politics, biology, physics, or chemistry. The essays in particular are incredibly demanding. Here are some of the questions that [9]have appeared on past papers:

- Write 150 words on a Chinese classic.
- Write 800 words on 'An honest person may not be smart, yet a smart person may not have true wisdom.'
- Answer the question 'Why do we want to return to our childhood?'

It [10]has been claimed that the exam tests endurance rather than intelligence. Reforms [11]were made to the exam a few years ago and are in progress now, but it's still very challenging. Some Chinese parents who can afford it [12]have been sending their children overseas for university, or even secondary school. However, the number of candidates who sit the exam has risen in recent years, from 10.2 million in 2009, to nearly 13 million currently. At the same time, the *gaokao* [13]is beginning to be more widely recognized abroad. The University of Sydney has said it will accept *gaokao* scores from Chinese students in place of its own entrance exam. For the moment, it looks as though the *gaokao* is here to stay.

Adapted from The Financial Times

TIP: True / False reading

- Quickly read the text for the main ideas, then read the statements carefully.
- Re-read the text carefully and look for information that shows whether each statement is true or false.

c Read the article again. Mark the statements **T** (true) or **F** (false).

1 During the *gaokao*, nobody is allowed to drive in cities where the exam is being held.
2 Unless you do well in the *gaokao*, you probably won't get a place at university.
3 The exam gives young people the opportunity to do better in life.
4 Students preparing for the exam still have time for a social life.
5 Students are allowed to use wireless earphones in exams.
6 The *gaokao* was mentioned in a recent James Bond film.
7 *Gaokao* tutors only have one day a month when they don't have to work.
8 Science subjects are optional in the *gaokao*.
9 Some people don't like the exam because they don't think it shows how intelligent you are.
10 More Chinese students are taking the *gaokao* now than ever before.

d What do you think about the *gaokao*? What do you think is the best way to decide whether someone should get a place at university or not?

6 GRAMMAR revision of verb forms

a Look at highlighted verbs 1–13 in the article. With a partner, match them to the tenses and forms below.

- present simple (*I make...*)
- present continuous (*I'm making...*)
- present simple passive (*It is made...*)
- past simple (*I made...*)
- past continuous (*I was making...*)
- past simple passive (*It was made...*)
- past perfect simple (*I had made...*)
- future with *will* (*I will make...*)
- future with *be going to* (*I'm going to make...*)
- *will* passive (*It will be made...*)
- present perfect simple (*I've made...*)
- present perfect continuous (*I've been making...*)
- present perfect passive (*It's been made...*)

b **Grammar Bank** 10B *p.159*

7 LISTENING & SPEAKING



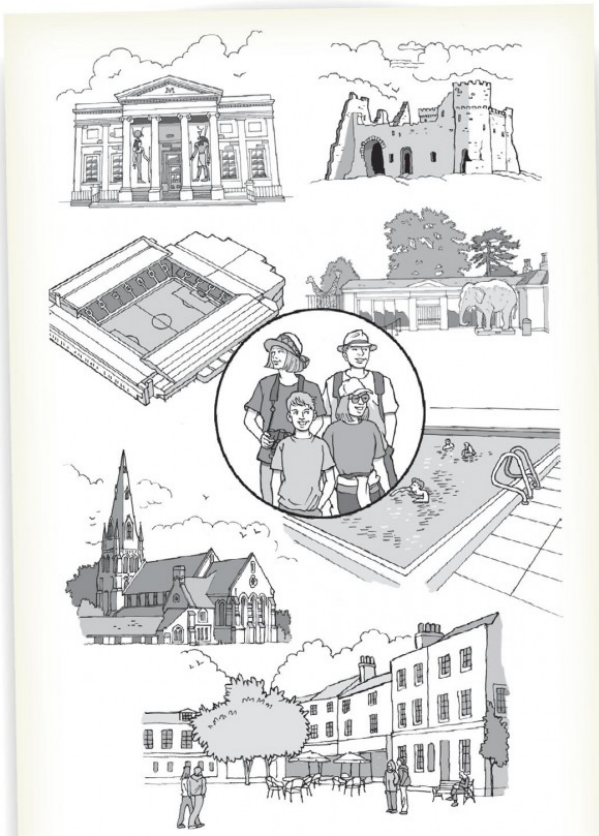
a Which part of an English exam is the most stressful, in your opinion: Reading, Writing, Listening, or Speaking?

b Video Watch *Speaking exams – top tips for success.* Why does the presenter say the speaking exam is stressful for many students? What is the very best way to prepare for the speaking exam?

c In pairs, try to complete the tips. Then watch again and check.

1 You should _____ at least half an hour beforehand, in order to feel _____.
2 Make eye contact, _____, and sit up _____ throughout the exam.
3 _____ _____ in what your partner is saying, respond to their suggestions, and ask for their opinion.
4 Always answer in _____ _____ and add more information.
5 _____ _____ if you don't understand a question. Just ask the examiner to repeat it.
6 Don't memorize _____ _____ or paragraphs.
7 Don't just say nothing – try to explain it in a _____ _____.

d Video Now watch *Speaking exams – exam task.* Discuss the picture below with a partner. Use some of the tips you heard in the documentary.



9&10 Revise and Check

GRAMMAR

a Circle a, b, or c.

1 They asked us how long ___.
   a did we live there
   b we'd lived there
   c had we lived there

2 She ___ she couldn't remember my name.
   a said b told c said me

3 He asked whether ___ British or American.
   a I was b was I c I am

4 We told them ___ make so much noise, but they didn't turn the music down.
   a not to b don't c that they didn't

5 I said that I ___ be late.
   a wouldn't to b won't c wouldn't

b Complete the sentences with the correct form of the verb in brackets.

1 He wouldn't have passed the exam if he _____ so hard. (not study)

2 If we'd had a smaller wedding, we _____ less money. (spend)

3 He _____ go to university if he'd had better exam results. (be able to)

4 I _____ much last weekend. (not do)

5 _____ you _____ your grandparents recently? (visit)

6 **A** I went on holiday to Ibiza last month. **B** _____ you _____ there before? (be)

7 She _____ too hard lately – she looks exhausted. (work)

8 We got to the reception late and the speeches _____. (finish)

9 Work on the new bridge _____ by the end of next year. (complete)

10 I ran to the bank, but it _____ already _____. (close)

11 Apple _____ more than 550 million tablets since 2010. (sell)

12 Why _____ you _____ biscuits? It's nearly lunchtime. (eat)

13 Alex _____ us his holiday photos when the boss came in! (show)

14 It's only 9.00 a.m., but she _____ already _____ at work for two hours. (be)

15 The film _____ in Japan in the 1960s. (make)

VOCABULARY

a Complete the sentences with the correct form of the word in brackets.

1 Her 60th birthday was a _____ occasion. (memory)

2 He told me very _____ that he was going to win. (confident)

3 Alan felt very _____ when he saw his newborn son. (emotion)

4 If you want to speak English well, both fluency and _____ are important. (accurate)

5 I don't like being asked _____ questions. (person)

b Write words for the definitions.

1 a woman on her wedding day _____

2 the holiday taken by a newly married couple _____

3 a male friend or relative who helps the groom _____

4 a formal social occasion to celebrate something _____

5 the people invited to the wedding _____

c Write **Br** or **Am**, and give the British or American alternative.

1 ___ movie theater _____
2 ___ tap _____
3 ___ sneakers _____
4 ___ lift _____
5 ___ garbage _____
6 ___ toilet _____
7 ___ stand in line _____
8 ___ apartment _____
9 ___ pavement _____
10 ___ petrol _____

d Complete the words.

1 Most of my friends passed the exam, but I **f**_____.

2 The questions were all **m**_____-choice.

3 In my English exam, I had to write an **e**_____ about the importance of recycling.

4 I passed my driving test the first time I **t**_____ it.

5 He **ch**_____ in the exam, so they gave him 0%.

PRONUNCIATION

a Practise the words and sounds.

Vowel sounds



boy ear chair car tourist

Consonant sounds



flower singer parrot

b Sound Bank *p.174–5* Say more words for each sound.

c What sound do the pink letters have in these words?

1 autobiography 2 luxurious 3 toilet 4 rather 5 weird

d Underline the stressed syllable.

1 se|cu|ri|ty
2 im|por|tant
3 pro|pose
4 brides|maid
5 prac|ti|cal

Can you understand this text?

a Read the article once. Do you ever do any of these things when you're preparing for an exam?

b Read the article again and complete it with verb phrases A–G.

A has only been done with mice
B choosing what memories to keep
C can visualize each route
D place what you want to remember along a 'journey'
E use them at intervals to test yourself
F walk, iron, drive, or wash up
G have to make them meaningful to you

Can you understand these people?



Victoria Jan Keith Royce Diana

Video Watch and choose a, b, or c.

1 Victoria finds it difficult to remember ___.
a people's names
b names of plants
c things she's eaten

2 Jan ___.
a really enjoyed her first wedding
b got married very recently
c met her husband eight years ago

3 Keith thinks that ___ has had a very positive influence in the world.
a British TV
b American drama
c the American dream

4 Royce thinks fast food is ___.
a convenient b unhealthy c tasty

5 Diana had a bad experience in an exam because she ___.
a was very nervous
b couldn't think of anything to say for a short time
c hates oral exams

Can you say this in English?

Do the tasks with a partner. Tick (✓) the things you can do.

Can you...?

1 ☐ remember three things somebody said to you or asked you to do yesterday, and report them
2 ☐ describe a wedding you've been to, or talk about the kind of wedding you'd like to have
3 ☐ talk about the influence of American culture in your country, and say what you think about it
4 ☐ talk about an exam you took that went really well, or didn't go well at all

How to boost your brain power



We forget a lot if we don't try to retain what we learn. You can improve your memory by practising at any time. 'Try it when you next get a coffee,' says one memory expert. 'Who were the people in the queue? What colour was that poster? What else was on the menu?'

Try these other techniques.

Get enough sleep Recent research suggests sleep plays a vital role in memory consolidation. Some sleep phases are crucial for [1]___ and what to discard.

Use flashcards If you are learning something concrete, flashcards are a great tool. You learn when you create the cards, then you [2]___. Medical students swear by the Anki Flashcards app, which works out which topics you need testing on more frequently.

Build a 'mind palace' This was first mentioned over 2,000 years ago, and the technique is still used today. Basically, you [3]___. 'Think of [...] rooms in your house, or places in your town,' says memory athlete Katie Kermode. 'Then put the things to remember in those locations. Then, when you want to recall them, you go through your journey and think, "What object was here?"'

Pump iron Osteocalcin, a hormone that can be boosted by weightlifting, appears to have a key role in retaining memories in old age, according to research from Columbia University. However, so far, the research [4]___!

Find a hook for names 'Names don't generally mean anything,' says Kermode, whose has memorized 224 names in 15 minutes. That means you [5]___. When you're introduced to someone new, 'Come up with something that's similar to that word, or something that rhymes with it: Brian could be brain, or Dave likes to rave.'

Learn a poem by heart Memory can be pure pleasure – remind yourself by learning a poem. Poetry 'lends itself super well to learning,' says Esther Sandys, an English teacher. Her tips? Learn in bite-size chunks, and choose a poem you love. Try retyping the poem with a helpful layout, recording it on to your phone with gaps between lines, and revising as you [6]___.

Improve – at any age London taxi drivers can learn the routes (25,000 streets and 20,000 landmarks) in their 40s; one current candidate is in their late 60s. 'There's no magic involved,' says former cabby Katie Chennells. 'It's about 'repetition, repetition, repetition,' she says, 'until you [7]___.' Research shows the process expands part of drivers' brains.

Adapted from The Guardian

Communication

1A Middle names quiz Students A+B

Do the quiz with a partner.

Middle names quiz

Many celebrities are better known by their middle names rather than their first names. Do you know what these middle names are? How do you pronounce them?

1 Christopher **A**_____ Kutcher
2 Laura Jeanne **R**_____ Witherspoon
3 William **B**_____ Pitt
4 David **J**_____ Law
5 Hannah **D**_____ Fanning
6 James **H**_____ Laurie
7 Rachel **M**_____ Markle (Sussex)
8 Michael **S**_____ Stallone
9 Robyn **R**_____ Fenty
10 James **P**_____ McCartney

1B The colour test Students A+B

Read about your chosen colour.

The colour test

grey You are quiet and thoughtful and you prefer watching to doing. You don't have strong opinions and you are afraid of commitment. You usually prefer to let other people make the decisions.

black You have strong ideas and you would like to be confident and ambitious, but you are a rather negative person and can be quite stubborn. You are afraid of trying new things and often say 'No'.

brown You would love to be charming and attractive to others, but in fact you are rather insecure. You don't like change and you often worry about your health.

green You like having nice possessions and you enjoy the good things in life. You are often successful in what you do, because you are quite persistent, and don't give up easily. However, you worry about making mistakes.

yellow You are optimistic about life. You are a happy and positive person who enjoys hard work and likes getting results. You are also very sociable and enjoy being with other people.

red You are passionate and energetic, and you live your life to the full. However, you are often too impulsive and sometimes make decisions without thinking enough. You focus a lot on your own happiness, and so sometimes you can seem rather selfish.

blue You are a loyal and reliable person who likes to be in a stable relationship. You are also a sensitive person and your feelings can be easily hurt.

purple You like excitement, but you are a bit immature and you can be moody. You are often restless and you dream of doing things which aren't likely to happen.

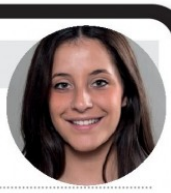
2A Caroline's holiday plans
Student A

a Ask and answer questions with **B** about Caroline's holiday. Use the information below and the correct form of the verb, present simple or present continuous.

What time does she leave London?

At eleven forty in the morning. What time does she arrive in Ibiza?

At five past three in the afternoon.



Thursday	
11.40 a.m.	**leave London Gatwick, flight EZ 8629**
3.05 p.m.	**arrive in Ibiza**
Friday	
_____	**have yoga class**
10.00 a.m.	**go waterskiing with Emma (meet at rental shop)**
Afternoon	**go sightseeing in** _____
Saturday	
8.30 a.m.	**go on guided tour of the island**
_____	**have dinner at Bambuddha (table booked in Emma's name)**
Sunday	
8.00 a.m.	**go on boat trip to Formentera**
6.00 p.m.	_____
Monday	
5.30 a.m.	**get bus to airport**
_____	**leave Ibiza, flight EZ 8630**
10.00 a.m.	**arrive at London Gatwick**

b Check your answers by comparing your notes.

3A A real grown-up? Student A

Carol Midgley Like many other people of my age, I do plenty of things that aren't really adult at all. Like a teenager, I never remember to charge my phone. And I'm terrified of being in a bar or restaurant alone, even for a few minutes. Why? I'm not five years old! So am I an adult? The laws about age don't help you to find out. At 16, you can work full-time, get married, and join the army, but you can't drive or buy an alcoholic drink. So when did I first really feel grown-up? Maybe when I first went abroad for work, in my early twenties. I was alone in France, driving in the middle of the night with a map on my knees and no phone. That felt quite a grown-up thing to do. But the time when I really became an adult was when my baby fell and hurt her head. When I was lying by her hospital bed in the dark, feeling very afraid, asking the doctors and nurses about her progress, I had never felt more grown-up.



a Read about Carol. Complete the sentences.

Carol

- does things that aren't very adult, for example...and...
- thinks that the laws about being an adult are confusing because when you're 16...but...
- first felt like an adult when...
- became a real grown-up when...

b Tell **B** about Carol. Use the prompts in **a**.

I read about Carol. She does things that aren't very adult, for example, she never.....

c Now listen to **B** tell you about Hugo.

d Which of the two people do you think is more grown-up?

3B Spot the differences
Student A

Describe the picture to your partner. Your partner has a very similar picture. Find nine differences between the pictures.

In my picture, there's a...in the foreground.

There isn't one in my picture. There's a...



5A Changing TV habits Student A

a You're going to describe your photo to **B**. Think about the setting, the people, and what's happening.

b Describe your photo in as much detail as you can.

c Listen to **B** describe their photo.

d What do you think the two photos show about how TV viewing habits have changed?



5A TV dramas Student A

a Read about the TV series and check your answers to **5b**.

b Read the texts again. Find the following information for each series, if it's available.

- what kind of series it is
- where it's set
- what it's about
- the name of the main character(s)

c Now work with **B** and take turns to tell each other about the series.

La Casa de Papel *is a Spanish crime drama. It's set in...*

A La Casa de Papel – Money Heist



A Spanish crime drama series.

The series is set in Madrid. A mysterious man called The Professor hires a group of eight people to get into Spain's Royal Mint (where money is produced). The team plans to stay inside for 11 days to print money, and the idea is to get €984 million...

B Borgen



A Danish political drama.

The series is set in Copenhagen, where, against all the odds, a minor politician in a centrist party, Birgitte Nyborg, becomes the first female prime minister of Denmark.

C Bron / Broen – The Bridge



A Swedish / Danish crime drama.

The first season begins with the discovery of a dead body exactly in the middle of the bridge that joins Sweden to Denmark, and further seasons continue to be set in both countries. One of the highlights of the series is the fascinating detective Saga Norén.

D L'amica geniale – My Brilliant Friend



An Italian coming-of-age drama.

Named after the first of four Neapolitan novels by Elena Ferrante, this series is set in Naples and tells the story of two friends, Lina and Lenu, as they grow up in a poor suburb of the city in the 1950s.

5B City or country? Students A+B

Ask and answer questions with a partner.

Do you know anyone who...

- has moved from the city to the country? Did they stay? Why (not)?
- has moved from the country to the city? Did they stay? Why (not)?



If you live in a large town or city...

Imagine you moved to a village or small town in the country. What do you think you would miss the most about the city?

What do you think you would enjoy the most about the country?

Do you ever go to the country? Why do you go? Do you enjoy yourself there? Why (not)?



If you live in a village or small town in the country...

Imagine you moved to a large town or city. What do you think you would miss the most about the country?

What do you think you would enjoy the most about the city?

Do you ever go to large cities? Why do you go? Do you enjoy yourself there? Why (not)?

6B What's it called? Student A

a You are a customer at a DIY store. You want to buy the things below, but you don't know the word. **B** is a shop assistant. Have a conversation with **B**, explaining what you want. They will tell you the names of the things you want to buy and where to find them. Write the names. **B** will start.



_____



_____



_____

Paraphrasing

Sorry, but I can't remember / don't know the word.

I'm looking for a thing / things that you use for + verb + *-ing.*

It's a kind of... *It's like...*

b Now you are the shop assistant. Listen to **B** explaining what they want to buy. Ask questions and decide which of the things below they are. Tell **B** what they are called (spell the words if necessary), and where to find them. You start: *Can I help you?*



string /strɪŋ/



Sellotape /ˈseləteɪp/



stapler /ˈsteɪplə/



padlock /ˈpædlɒk/



pegs /pegz/



glue /gluː/

8B Local history Student A

a Think about the area where you live and write down the information below. Write the names or places only. (Don't try to translate place names or names of festivals, etc.)

1 a famous person who has a connection here
2 an interesting or unusual historic building or site here
3 something that is or used to be made or grown here
4 a festival that is celebrated here every year
5 a typical dish which has been made and eaten here for many years

b Give your paper to **B**. **B** is a tourist. They will ask you about the names and places on your list. Give as much information as you can.

c Now you are a tourist. Look at **B**'s list of names and places, and ask **B** about them.

What's the Ponte della Costituzione?

It's a bridge which was finished in 2008. It was designed by Calatrava...



10A More facts about the USA? Student A

a Read sentence 1 to **B**. Try to use the correct stress. **B** will guess if it's true or false.

b Tell **B** if he / she is right, and explain why. Continue with sentences 2–5.

Texas is the largest state in the USA. True or false?

I think that's false.

That's right. Alaska is the largest. It's more than twice the size of the second largest state, which is Texas.

c Now listen to **B**'s sentences and say if you think they're true or false.

Are these statements true (T) or false (F)?



1 **Texas is the largest state in the USA.**
False. Alaska is the largest. It's more than twice the size of the second largest state, which is Texas.

2 **50% of Americans don't speak English at home.**
False. 20% speak a language other than English at home. About 8% don't speak any English at all.

3 **American workers have less paid holiday than workers in other countries.**
True. Most Americans have 10–20 days of paid holiday a year.

4 **Americans buy more Mexican salsa per year than ketchup.**
True. $680 million was spent on salsa last year, compared to $420 million for ketchup.

5 **No American has ever won the Nobel Peace Prize.**
False. Over 20 Americans have won the prize, including Martin Luther King, Jr. and Barack Obama.

10B Describing a photo Student A

a Describe your photo to **B**. Say who the people are, where they are, and what is happening.

b Listen to **B** describing their photo. What do the two photos have in common?

c Discuss the questions together.

1 Does this kind of thing often happen in exams or tests in your country? What methods do people use?
2 Do people usually get caught? Why (not)?
3 How do you think people should be punished for this behaviour?
4 If you saw a friend cheating in an exam or test, what would you do?



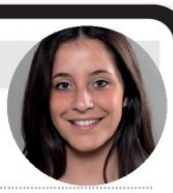
2A Caroline's holiday plans
Student B

a Ask and answer questions with **A** about Caroline's holiday. Use the information below and the correct form of the verb, present simple or present continuous.

What time does she leave London?

At eleven forty in the morning. What time does she arrive in Ibiza?

At five past three in the afternoon.



Thursday	
11.40 a.m.	**leave London Gatwick, flight EZ 8629**
3.05 p.m.	**arrive in Ibiza**
Friday	
7.30 a.m.	**have yoga class**
10.00 a.m.	**go waterskiing with _____ (meet at rental shop)**
Afternoon	**go sightseeing in Ibiza Town**
Saturday	
8.30 a.m.	_____
9.00 p.m.	**have dinner at Bambuddha (table booked in Emma's name)**
Sunday	
8.00 a.m.	_____
6.00 p.m.	**have massage at hotel spa**
Monday	
_____	**get bus to airport**
8.35 a.m.	**leave Ibiza, flight EZ 8630**
_____	**arrive at London Gatwick**

b Check your answers by comparing your notes.

3A A real grown-up? Student B

Hugo Rifkind I'm pretty sure I'm an adult. I'm in my late 30s, and I have two kids, a mortgage, and a pension plan. Recently, I had a 20-minute conversation, which I thoroughly enjoyed, about my car. Today, there are no longer important events that mean you are an adult. A few generations ago, when a boy turned 16, he started wearing long trousers instead of shorts, and left home to raise a family. Now we stay longer in the family home, find it difficult to become financially independent, still listen to pop music, and still wear T-shirts. It took my wife and I a very long time before we had our own house. As for having kids, well, that doesn't make you feel like a grown-up. It just makes you panic. Maybe I'll only really become an adult when I stop wanting a big night out once a month, or four days a year at a music festival, that sort of thing.



a Read about Hugo. Complete the sentences.

Hugo

- thinks he must be an adult because he has...
- thinks that it was clearer in the past when you became an adult because at 16 a boy...
- says that adults now still do teenage things like...
- says that having kids doesn't...
- thinks that he will become a real grown-up when...

b Listen to **A** tell you about Carol.

c Now tell **A** about Hugo. Use the prompts in **a**.

I read about Hugo. He's in his late-thirties. He thinks he must be an adult because he has...

d Which of the two people do you think is more grown-up?

3B Spot the differences
Student B

Describe the picture to your partner. Your partner has a very similar picture. Find nine differences between the pictures.

In my picture, there's a...in the foreground.

There isn't one in my picture. There's a...



5A Changing TV habits Student B

a You're going to describe your photo to **A**. Think about the setting, the people, and what's happening.

b Listen to **A** describe their photo.

c Describe your photo in as much detail as you can.

d What do you think the two photos show about how TV viewing habits have changed?



5A TV dramas Student B

a Read about the TV series and check your answers to **5b**.

b Read the texts again. Find the following information for each series, if it's available.

- what kind of series it is
- where it's set
- what it's about
- the name of the main character(s)

c Now work with **A** and take turns to tell each other about the series.

Lupin *is a French mystery thriller. It's set in...*

A Lupin – Lupin



A French mystery thriller series.

Set in Paris, the series tells the story of Assane Diop, the only son of an immigrant from Senegal and a professional thief. Diop is inspired by the adventures of the gentleman thief Arsène Lupin, a character created in the early 1900s. He sets out to get revenge on a rich family who had falsely accused his father of robbery.

B 오징어 게임 – Squid Game



A South Korean drama series.

Set in an imaginary future in South Korea, the series involves 456 very poor players who risk their lives to play a series of secret games in order to win a huge prize. In 2021, it was Netflix's most-watched series, and so far has been running for four seasons.

C La Casa de las Flores – The House of Flowers



A Mexican black comedy series.

The series is about the rich and dysfunctional de la Mora family who own a flower shop and also a cabaret. It is set mainly in Mexico, but also partly in Madrid. It has been described as a new genre, a satire on the Latin American *telenovelas* or soap operas.

D Bir Başkadır – Ethos



A Turkish drama series.

Set in Istanbul, Meryem, the main character, is a part-time cleaner from a conservative family. The series presents characters from very different backgrounds who are all connected with Meryem in some way and together represent the diversity of Turkish society.

6B What's it called? Student B

a You are a shop assistant at a DIY store. Listen to **A** explaining what they want to buy. Ask questions, and decide which of the things below they are. Tell **A** what they are called (spell the words if necessary), and where to find them. You start: *Can I help you?*



broom /bruːm/



nails /neɪlz/



drawing pins /ˈdrɔːɪŋ pɪnz/



bucket /ˈbʌkɪt/



mop /mɒp/



screwdriver /ˈskruːdraɪvə/

b Now you are the customer. You want to buy the things below, but you don't know the word. **A** is a shop assistant. Have a conversation with **A**, explaining what you want. They will tell you the names of the things you want to buy and where to find them. Write the names. **A** will start.







Paraphrasing

Sorry, but I can't remember / don't know the word.

I'm looking for a thing / things that you use for + verb + *-ing.*

It's a kind of... *It's like...*

8B Local history Student B



a Think about the area where you live and write down the information below. Write the names or places only. (Don't try to translate place names or names of events, etc.)

1 an interesting or unusual building, bridge, or monument that has recently been built here
2 a famous person who was born here
3 a special event that will take place here soon
4 typical souvenirs that are made or sold here
5 a popular tourist attraction here

b You are a tourist. Look at **A**'s list of names and places, and ask **A** about them.

Who's Joaquín Sorolla?

He's a famous painter who lived here in the 19th century and did lots of paintings of the beaches...

c Give your paper to **A**. **A** is a tourist. They will ask you about the names and places on your list. Give as much information as you can.

10A More facts about the USA? Student B

a Listen to **A** reading some sentences about the USA. Say if you think they're true or false.

b Now read sentence 6 to **A**. Try to use the correct stress. **A** will guess if it's true or false.

c Tell **A** if they are right, and explain why. Continue with sentences 7–10.

The USA has more national parks than Europe. True or false?

I think that's false.

That's right. The USA has 59 national parks, and Europe has a total of 366.

Are these statements true (T) or false (F)?



6 The USA has more national parks than Europe.
False. The USA has 59 national parks, and Europe has a total of 366. However, the US parks cover 210,000 km², a larger area than all the European parks.

7 The top holiday destination abroad for Americans is Britain.
False. Mexico is the number 1 destination for Americans travelling abroad on holiday.

8 The USA has 5% of the world's population, but 20% of the world's prisoners.
True. The prison population has increased by 700% since 1971, to almost two million.

9 The Declaration of Independence was signed in 1876.
False. It was signed in 1776.

10 Häagen-Dazs is an American company.
True. It was started by Reuben and Rose Mattus in New York in 1976. They chose the name because they thought it sounded Danish and they admired Denmark and its culture.

10B Describing a photo Student B

a Listen to **A** describing his / her photo.

b Describe your photo to **A**. Say who the people are, where they are, and what is happening. What do the two photos have in common?

c Discuss the questions together.

1 Does this kind of thing often happen in exams or tests in your country? What methods do people use?
2 Do people usually get caught? Why (not)?
3 How do you think people should be punished for this behaviour?
4 If you saw a friend cheating in an exam or test, what would you do?



Writing Bank

1 Describing a room

a Read Ana's description of her room. Would you like a room like this? Why (not)?

b Read the description again. Match paragraphs 1–4 to the information below.

- ☐ the size and colour of the room
- ☐ what furniture there is
- ☐ which room it is and where
- ☐ why she likes it

c Complete the description with prepositions from the list. Some prepositions are used more than once.

above ~~at~~ from in inside on with

d You're going to write a description of your favourite room. **Plan** the description. Use 1–4 in **b** to help you.

e **Write** the description of the room in four paragraphs. Use **Vocabulary Bank** Adjective suffixes *p.160* to help you.

f **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

p.13

My pink room



1 I've just finished university, so I'm living [1]at my parents' house at the moment, [2]_____ my old bedroom. It hasn't changed since I was a teenager.

2 It's quite a big room, with one window. The walls are pale pink and the door and the window frame are a much darker pink. We painted the room when we first moved there when I was 13, and I'm 23 now but I still love the colour. Along one wall there's a huge wardrobe with a full-length mirror [3]_____ the door, so I have plenty of space for all my clothes and shoes and jewellery. There's a glittery disco ball hanging [4]_____ the ceiling [5]_____ the middle of the room.

3 My bed is painted bright pink, and has lots of cushions [6]_____ it. I have the same desk I've had since I was really little. It's pushed right up against the wall and [7]_____ the desk there are some wooden shelves that my dad put up. That's where I keep my diaries, books, and some plants. There's also a big pink and yellow rug [8]_____ the floor. There's an armchair [9]_____ the corner which my mum didn't want any more. It's got yellow and blue stripes. It's really comfortable but quite ugly, and the colours don't match the rest of the room. I've covered it [10]_____ a blanket, which is also pink, to hide it.

4 Some people might think my room is quite girlie because it has so many pink things. It's a bit like me, I suppose, and that's probably why I still like it!



2 Holiday messages

a Read the holiday messages people have sent to their friends. Who is on holiday now? Who is going to have a holiday soon? Who has just finished a holiday?

b Read the messages again. How does each person feel? What words and phrases or symbols do they use to express their feelings?

c Read the information box. Then rewrite the last five messages using full sentences.

Writing messages

When people write messages, they often leave out words in sentences, for example, pronouns and auxiliary verbs like *I'm*, *I've*, *it's*, and *there is / are*. This is acceptable in messages and tweets, but not in formal writing.

Having the most amazing experience = I'm having the most amazing experience.

Another hard day = It's been another hard day.

3 noisy children sitting behind me = There are three noisy children sitting behind me.

d Imagine you're having a four-day holiday. **Plan** where you are going and what you are doing on the days and times below.

- the evening before your holiday
- the first morning of your holiday
- the second and third days
- the last evening of your holiday
- the day after your holiday is over

e **Write** short messages to friends for each of the days and times in **d**. Write them first in normal sentences and then try to make them shorter, like the messages in **a**.

f **Check** your messages to make sure they are clear. Can you make them any shorter?

p.21



Caroline
Having the most amazing experience in Ibiza! Met fantastic people, and the beaches are spectacular! 17.42

Mark
Another hard day: reading, having a nap by the pool, eating, and sunbathing. 😉 17.58

Michael
Oh no! 3 noisy children sitting behind me on my plane to LA. Going to be the longest flight of my life. 18.02

Haylee
48 hours until I'll be in Rio sipping a piña colada – or is it a caipirinha? Can't wait! 18.05

Sheila
Just got to Cuzco! So beautiful here! After 13 hours on bus, am ready for a shower! 18.33

Andrew
Packing bags. Holidays really stressful! Not sure I want to go! 😬 18.45

Danielle
Got back an hour ago – plants dead and no milk in fridge. So depressed! 19.11

Sam
Making the most of last glorious morning in sun. Going home this p.m. Back to work tomorrow. 😢 10.28

3 An article

a Look at the photos in the article from a photography website. Which of them do you like? How are they different from ordinary portraits of people?

Three tips for taking great portrait photos

1 _____

In most photos, the subject is looking at the camera. This is often a good idea, but there are other things you can try. You might ask the person to look at something outside the photo. This can make a photo more interesting – viewers want to know what the person is looking at. Or the person could be looking at something (or someone) that is in the picture.



2 _____

Many people are very uncomfortable when they are having their photo taken and don't know how to relax. One good idea to help them is to photograph them while they are doing something they enjoy, for example, working, or chatting to their friends or family. This will help them relax, and you will get better pictures. This is especially helpful if you are taking pictures of children.



3 _____

If you change the angle or the perspective of your photos, you can make them more interesting and unusual. Get up high, for example, stand on a table or chair, and look down on your subject. Another possibility is to sit on the floor and look up. Both of these angles will make the photo more original.



b Read the article and write the headings in the correct place. (There are two headings you do not need.)

Don't make them pose

Take a close-up

Try different angles

Don't look at me!

Move away from the centre

c Read the article again. Which tip do you think is the most useful? Have you ever used any of these tips yourself?

d You're going to write an article with three tips on one of the following topics:

- How to take good holiday photos
- How to plan a successful holiday
- How to use colour in decorating

With a partner, **plan** the content of each tip. Think of a heading and say why the tip is helpful.

Useful language: tips and instructions

Imperatives

Get *up high and look down on your subject.*

Don't make *people pose.*

Possibilities

The person ***could*** *be looking at something in the picture.*

You might *ask the person to look at something outside the photo.*

One good idea is *to photograph people while they are doing something...*

Another possibility is *to sit on the floor.*

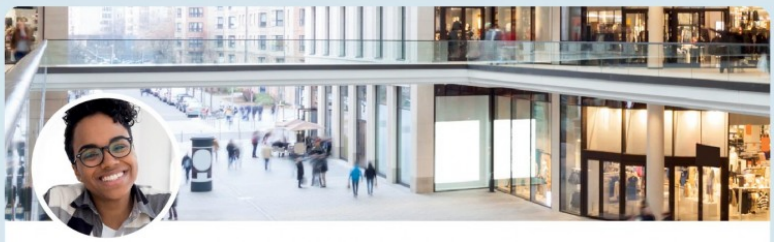
e **Write** your article. Use your plan and the **Useful language** to help you.

f **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

p.33

4 A LinkedIn profile

a LinkedIn is a website where you can connect with colleagues and school or university friends, who might be able to help you to find a new job. Read the beginning of Jasmine Archer's profile. What kind of company do you think Shopping Spy Ltd is? What qualification do you think Jasmine is studying for?



Jasmine Archer • 1st
Intern at Shopping Spy Ltd
London Retail
143 connections

Message More

Current
Shopping Spy Ltd
Previous
Zara

Education
Currently studying at
University College London

b Now read the rest of Jasmine's profile and check your answers to **a**.

Summary

I am currantly studying at University College London for a degree in Comunications and Marketing and will gradaute in June. I am looking for a position in retail or marketing in the fashion industry. I am enthusiastic and hard-working, and keen to start in my new profesion.

I already have some expierence working in fashion. At present, I am working part-time as an intern at Shopping Spy Ltd, which is a website that helps shoppers find great shops and sales in London. I work in the online team, which provides essential information to customers and collegues. I have direct contact with customers, which I really enjoy. I have also had a part-time sales job at the Zara store in Covent Garden. I greeted customers and asisted them with purchases. I also brouhgt out new stock, and worked at the till.

Experience

SS **Intern**
Shopping Spy Ltd, London
September – present (9 months)

Z **Sales assistant and cashier**
Zara, London
June – September 2024 (4 months)

c Read the profile again. The computer has found eight spelling mistakes. Can you correct them?

d Imagine you are thinking of looking for a job. **Plan** your own profile.

Introduction
Give your name, employer's name, current and previous jobs, and your education level.

Summary
Paragraph 1
Describe your present situation. Say what kind of job you are looking for and what kind of person you are.
Paragraph 2
Give details about your work experience.

e **Write** your profile for a site like LinkedIn. (Or go to www.linkedin.com and create a profile.) Use the **Useful language** and **Vocabulary Bank** Study and work *p.165* to help you.

Useful language: writing a CV, covering letter, or LinkedIn profile

I am currently working at / studying at...
I am looking for a position in the...industry.
I have...years' experience working in...

Punctuation
Use Capital letters for company names, countries, cities, and languages.

f **Check** your profile for mistakes (grammar, vocabulary, punctuation, and spelling).

p.45

5 An informal email

a Read an email from Bob to his daughter Sally, who is studying in London. What is the main subject of his email? How does he feel about it?

b Read the email again and complete it with verbs from the list in the present perfect continuous. Use contractions if possible.

do	listen	move	snow
not study	try	wait	work

c Find and underline three examples of sentences in which the subject pronoun (*I*, *you*, etc.) is missing.

d Imagine you're replying to an email from a friend or family member. **Plan** what you're going to write.

1 Thank them for writing, and react to the news in their email.
2 Say what your main news is.
3 Talk about other things that you've been doing lately.
4 Ask what the person you're writing to has been doing, and reply to any questions in the email.

e **Write** the email. Use the **Useful language** to help you, and follow 1–4 in **d**.

Useful language: informal emails

Thanking someone for an email
Thanks for your message / email.
Glad you're OK / well.
It was great to hear from you.

Mentioning previous emails
Great to hear that... / I'm so pleased / happy / sad / sorry to hear that...

Asking someone to reply
Message me / us when you can. / Write (back) soon!
Looking forward to hearing all your news.
I can't wait to hear from you.

f **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.55

Subject: What happened to spring? x Inbox

From: Bob Ayers 2nd April 13.05
To: Sally Ayers

Hi Sally,

Thanks for your message. Glad you're OK. Great to hear that you're enjoying London – hope you [1]_____ too hard, though!

When Mum and I woke up this morning, this is what we saw! It's 2nd April, but look at the weather!

It [2]_____ for about four hours non-stop now. We [3]_____ to clear the snow all morning, so that we can drive to Sainsbury's and buy some food. Luckily, I [4]_____ to the weather forecast – they say it's all going to melt tomorrow, phew!

Apart from the weather, there's not much news. Mum [5]_____ hard, as usual. This week I [6]_____ the sheep to a different field. We also had a problem with the tractor (again!) and we [7]_____ for the man to come and repair it. Fingers crossed he'll phone today...

What [8]_____ you _____ apart from working? Miss you lots. Message us when you can

Much love,

Dad



6 A restaurant review

a Read two website reviews of the same restaurant. What do they agree about? What do they disagree about?

Bistro Giacomo

Cuisine: Italian **Location:** Covent Garden, Central London



Reviews Overview Hours Location



Rafael
Barcelona



Value ●●●●● Atmosphere ●●●●○
Service ●●●●● Food ●●●●○

Great place for a pre-theatre dinner

My girlfriend and I had a lovely dinner here before going to the theatre.

The service was excellent. Although we hadn't booked and the restaurant was quite busy, we didn't have to wait long for a table. The atmosphere was lively, with great music and people chatting.

Our dinner was perfect for a summer evening. For our starter, we had a delicious brochette of cheese, mushrooms, herbs, and vegetables. For our main, we had tuna fusilli, then dessert and coffee. The bill was really very reasonable – quite a bit less than in other similar places – and we were able to get to the theatre in time for the performance. We'd definitely go back another time.



Zoe
Oxford

Value ●●○○○ Atmosphere ●○○○○
Service ●●●○○ Food ●●●●○

Good food, shame about the music

Pros: The service was friendly and helpful, and the food was very fresh and tasty. The house wine was also very good.

Cons: The music was too loud, so it was difficult for us to have a conversation. We asked our waitress to turn it down a little, but she said she couldn't. Also, there are a lot of tables for the size of the restaurant, so we felt a bit cramped. On top of that, it was a bit pricey – the bill was much higher than we'd expected.

Overall opinion: Did we enjoy it? Yes. Would we go again? Not sure. There are plenty of other restaurants in the area with a better atmosphere, good food, and quiet music.

b Read the reviews again. Which person...?

1 organizes their review into good points and then bad points
2 gives more details about what they had to eat
3 explains why they were there and who they were there with
4 summarizes their opinion

Which person do you think gives the most useful information?

c Look at the highlighted words in the reviews and work out their meanings. Then put the words in the correct place in the **Useful language** box.

Useful language: describing restaurants

	positive 🙂	negative 😕
the service	friendly helpful efficient excellent	unfriendly rude slow dreadful
the atmosphere	1 lively	dead
the room	cosy quiet spacious romantic	cold noisy 2 _____
the food	3 _____ 4 _____ 5 _____	overcooked tasteless nothing special
the prices	good value for money 6 _____	expensive 7 _____

d You're going to write a website review of a café, bar, or restaurant you've been to recently. **Plan** your review.

Either follow the style of the first review and give the following information:

1 Say which place you went to, and who with.
2 Say why you decided to go there.
3 Describe the service and atmosphere.
4 Describe the food.
5 Say what you thought about the prices.
6 Say whether you would go back or not, and if not, why.

Or follow the style of the second review and use the following headings:

Pros Cons Overall opinion

e **Write** your review. Use the **Useful language** and **Vocabulary Bank** At a restaurant *p.168* to help you.

f **Check** your review for mistakes (grammar, vocabulary, punctuation, and spelling). p.61

7 A report

a Read a report to the manager of a university library. Answer the questions.

1 Why is a new check-out system needed?
2 What are the advantages of the new system?
3 What problems might there be if the new system is introduced?
4 How many recommendations does the writer make? What are they?

b Complete the report with headings A–E.

A **Current situation**
B **Introduction**
C **Recommendations**
D **Potential advantages**
E **Possible objections**

c Look at the three highlighted words and phrases in the report. Are they used to introduce a) a contrasting point or b) an extra point?



Report on the proposal to introduce a new self-checkout system in the university library

1 _____

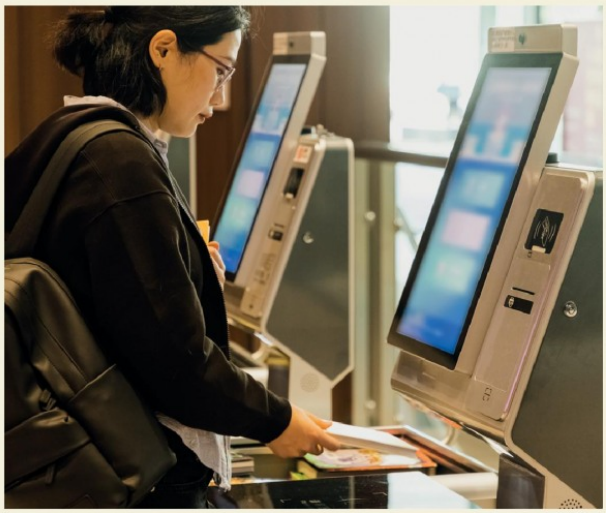
The purpose of this report is to summarize the outcome of our recent library staff meeting about the new self-checkout system.

2 _____

At the moment, library staff check out books by hand. There are usually only two staff on duty, which results in long queues for students, especially at busy times. Another issue is that students can only return books when the library is open.

3 _____

The self-checkout system will have several advantages. It seems that there will be four checkout machines, making queues less likely. Library staff will have more time available to offer expert advice and support. Furthermore, it is expected that the machines will be available 24 hours a day, so students can return books at any time of the day or night.



4

There are some concerns about the new system. Some library staff worry about losing their jobs. It is also possible that students may borrow more books than they are allowed if staff don't check them in person. In addition, it was suggested that there could be technical issues with the system.

5

Taking these points into account, we have several recommendations. Firstly, the old system should be retained until the new system has been in place for three months. Secondly, a member of staff with IT skills should be hired to support the library staff. Finally, all new students should be trained to use the system in the first week of their course.

d Imagine you are a receptionist at a local doctor's or dentist's and have just attended a meeting about the new self-check-in system for patients. Look at your notes from the meeting and decide which three are potential advantages and which three are possible objections.

- the new system will be cheap to introduce
- several of the receptionists don't think a new system is necessary
- some patients only want to deal with a real person
- the machine is simple to use; patients only have to type their name and date of birth
- some patients may find the machine hard to use
- patients won't have to queue at Reception behind somebody who is taking a long time

e **Plan** your report to the practice manager. Use the headings in **b** in the correct order. Number the notes in **d** in order of importance, in your opinion. Then think about your recommendations.

f **Write** the report. Give each section a heading and write in a formal style. Use the **Useful language** to help you. Include linking expressions that mean *also*.

Useful language: formal reports

Introduction

The purpose / aim of this report is to...
This report relates to...

Main sections

Currently,...
The present situation is that...
..., which results in...
..., making (something) more / less likely.
Another issue is that...
It seems / would appear that...
It is expected / thought that...
It was suggested / mentioned that...

Recommendations

Taking these points into account,...
We have / would like to make the following recommendations:...

g **Check** your report for mistakes (grammar, vocabulary, punctuation, and spelling).

p.69

8 Describing a building

a Read the description of the Hagia Sophia. In which photos can you see a) a minaret, b) a mosaic?

b Read the description again and match the questions a–e to paragraphs 1–5.

a ☐ When is it open? How much does it cost to go in?
b ☐ What does it look like outside?
c ☐ What does it look like inside?
d ☐ What's the most beautiful or interesting building in your town or city? Where is it?
e ☐ Who was it built by? When was it built?

c Look at the highlighted relative pronouns. Are they right (✓) or wrong (✗)? Correct the wrong ones.

d Which relative pronoun could be left out?

Defining and non-defining relative clauses

Relative clauses add information to a sentence about a place, person, or thing. They are introduced with a relative pronoun (*who*, *which*, *where*, *whose*, and sometimes *that*).

- In **defining relative clauses**, the information is essential, and *that* can replace *who* or *which*.
  St Paul's is the cathedral which / that has a huge dome.
- We can omit the relative pronoun when the verbs in the main clause and the relative clause have a **different** subject. *where* and *whose* can never be omitted.
  There's the man (who) I saw yesterday in the park.
- In **non-defining relative clauses**, the information isn't essential and the sentence makes sense without it. We use a comma before and after the clause (or a full stop if the clause comes at the end of a sentence). We cannot omit the relative pronoun, and *that* cannot be used instead of *who* or *which*.
  Christopher Wren, who designed St Paul's cathedral, is buried in the crypt.

e You're going to write a description of a building in your town or city for a tourism website. **Plan** what you're going to write. Answer the questions in **b** in the correct order. You may need to research some of the information.

f **Write** your description. Use the **Useful language** to help you.

Useful language: describing a building

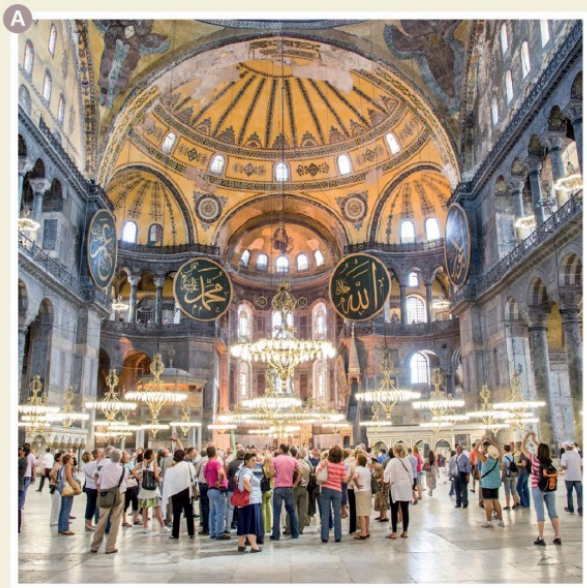
It is situated in...
It was designed / built by...
Construction began / was completed in...
It is famous for...
When you go in / Inside, you can see...
There is / are...

g **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

p.85

Hagia Sophia

A



1 The most beautiful building [1]which I've visited in my city is the Hagia Sophia. It is situated in a historic part of Istanbul called Sultanahmet.

2 The Hagia Sophia was constructed on the orders of Justinian I, [2]who was Emperor of Rome from 527 to 565 AD. It was built on the spot [3]which two other churches had burned down. Construction began in 532 and the building was completed in 537. In 1453, it became a mosque, and it has been a museum since 1935.

3 The Hagia Sophia was the world's largest cathedral for nearly a thousand years and it is famous for its large dome. It is surrounded by four tall minarets, each of [4]that is different. There is also a lovely park in front of the building, [5]where you can relax and enjoy the view.

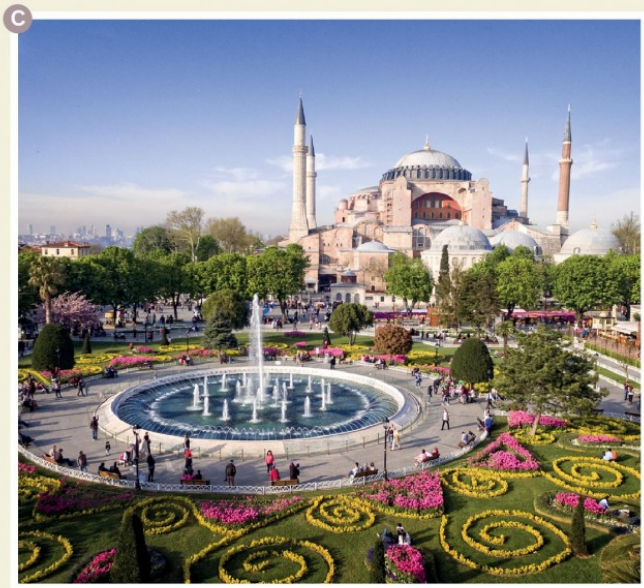
4 When you go into the Hagia Sophia, you can look up at the dome, [6]that has beautiful Arabic writing in the centre. On the second floor, there are wonderful mosaics on the walls. Some of them are more than a thousand years old. In the north-west of the building, there is a column [7]that has a hole in the middle called the Wishing Column, [8]who people think has special powers.

5 The building is open from 9.00 a.m. to 5.00 p.m. (7.00 p.m. in summer). It is closed on Mondays. There is an entrance fee of 850 Turkish lira (about 25 euros), but children under 8 are free.

B



C



9 A story

a Read Matt's story about his wedding day. What problem was there?

b Complete the story with an adverb or adverbial phrase from the list. Some can go in more than one place.

in fact in the end fortunately luckily unfortunately

Adverbs

- Adverbs can describe an action or modify adjectives or other adverbs. They can be one word or a phrase, and can help to make a story more vivid.
- Sentence adverbs refer to the whole sentence and not just part of it. They usually go at the start of a sentence and often show the writer's opinion.

c Correct the ten underlined mistakes (grammar, vocabulary, punctuation, and spelling).

d Look at the exam question below.

> Your English teacher has asked you to write a story.
>
> - Your story must have one of the following titles:
>
> **I won it!**
>
> **It was so embarrassing!**
>
> **A day I'd like to forget!**
>
> - Write your story.

You're going to write a story. Choose your title and think of some ideas for your topic.

e **Plan** your story. Think about:

1 where and when the event / moment happened
2 what was happening at the start of the story
3 what actually happened on that day
4 how you felt about it then, and how you feel now

f **Write** your story. Use the **Useful language** to help you.

Useful language: telling a story with sentence adverbs

Unfortunately / ***Sadly***, there was a big traffic jam before our wedding.
Fortunately / ***Luckily***, we had a map and found a faster way.
Eventually / ***Finally*** / ***In the end***, we arrived at the church just before the ceremony.
Surprisingly / ***Amazingly*** / ***Interestingly***, we were the first people to arrive at the church.
In fact / ***Actually***, we were the only ones there for 30 minutes.

g **Check** your story for mistakes (grammar, vocabulary, punctuation, and spelling).

p.95

The most important day of my life

I think the most important day of my life was my wedding day. My wife and I got married five years ago in a little church in the countryside. The weather was perfect – sunny and warm. It wasnt a very big wedding – we only have about 20 gests – but it was very beautiful. However, there was one problem. We were hired a woman to play the violin at the wedding ceremony but [1]_____ she lost and never arrived. That was a stressed situation for all of us. [2]_____, there was a piano in the church and one of the bridesmaids, my wife's niece, was an excellent piano player. She was prepared to play for us, but she didn't really know any wedding music. [3]_____, my brother had his iPad so we downloaded the score for some wedding music, and [4]_____, our niece played the music very good. [5]_____, I think she was better than a proffessional musician because she was part of our family, and of corse it is a great story. Now we have two small children who love to here the story of our wedding music.



10 An exam task

a Read the essay topic and the student essay. Does the writer agree or disagree with the statement?

> Your class has just had a discussion about exams and education. Your teacher has asked you to write an essay on the topic below. Write about 200 words.
>
> - Exams are not a good way of testing what students know. Do you agree or disagree?

1 In most countries around the world, students are tested on what they know through exams, both at school and at university.

2 In general, I think testing through exams is a good thing. Firstly, it is a fair system [1]_____ all students have to do the same thing in the same period of time with no help. Secondly, having exams makes students work harder. It is well known that many students only really work hard [2]_____ they know they have an exam in the near future. Thirdly, the only real alternative is continuous assessment. This system benefits young people whose parents are closely involved in their education and help them with projects, [3]_____ it isn't as fair as an exam. In continuous assessment, it is also much more difficult to stop students from cheating by using other people's work from the internet [4]_____ their own.

3 The only real disadvantage of exams is that some students get very nervous and don't do their best, [5]_____ learning relaxation techniques is a good way of helping with this problem.

4 In conclusion, [6]_____ the exam system is not perfect, it is, in my opinion, the best way there is of testing students' knowledge.

b Read the essay again. In which paragraph does the writer...?

Paragraph ▬	give their opinion and three reasons for it
Paragraph ▬	give a summary of their opinion
Paragraph ▬	give an introduction to the topic
Paragraph ▬	give a contrasting opinion

c Read the essay again and complete it with connecting words or phrases from the list.

although because but instead of so when

d You're going to write an essay for an exam. The topic is:

> - It is not a good idea to cram the evening before an exam.

Think about whether you agree or disagree with the statement. **Plan** your essay in four paragraphs. Use the sections in **b** to help you.

e **Write** your essay. Use the **Useful language** to help you.

Useful language: essays

Generalizing

In general,...
It is well known that...
Generally speaking,...
In most countries around the world,...

Giving your opinion

I think...
In my opinion,...

Organizing points

Firstly / Secondly / Thirdly,...

Contrasting opinions

The only real disadvantage of...is that...
One disadvantage of...is that...
On the other hand,...

Conclusions

In conclusion,...

f Check your essay for mistakes (grammar, vocabulary, punctuation, and spelling).

p.103

Listening

1.8

Interviewer Today we're talking to the Creative Director of a business that names companies and products. Welcome, John.

John Hello, Sarah.

Interviewer So, how do companies go about choosing their names?

John Oh, in all sorts of ways. Many, like Burberry clothes and accessories, and Ferrari cars, are named after the people who started them. Others are combination words, such as Vodafone, which is from letters in the words *voice*, *data*, and *telephone* – though actually, they changed the P-H in *telephone* to F. And Microsoft comes from the words *microcomputer* and *software*.

Interviewer Interesting...

John And other names come from phrases in the local language. A good example of that is Samsung, the big Korean electronics company. In Korean, *samsung* means 'three stars'. The name was chosen back in the year 1938, and at that time, three stars was the most impressive rating that people could imagine for hotels and things like that.

Interviewer So if they'd started the company today, they would probably have called it 'five stars' – whatever that is in Korean.

John Absolutely. Some names even come from Latin – the name of the cosmetics company Nivea comes from the Latin word *niveus*, which means 'snow white'. And talking of Latin, there's another famous brand name with a classical connection, which is Nike.

Interviewer I think I know this one. Nike is the Greek goddess of victory. Is that right?

John Yes, exactly. However, Nike wasn't the company's original name. When it started in 1964, its original name was Blue Ribbon Sports. They changed their name to Nike a few years later in 1971.

Interviewer I didn't know that.

John And a name ideally needs to have a strong sound. Take the coffee chain Starbucks, which was founded by two teachers and a writer, who decided to set up a business selling high-quality coffee beans and roasting equipment. Their advertising agency advised them that the letters S-T were powerful, and so they brainstormed words beginning with these letters and thought of a character called Starbuck from a 19th-century novel. The name didn't have anything to do with coffee, but they said that 'the sound seemed to make sense'.

Interviewer And do you have a favourite brand name?

John Well, one of my favourites is Bluetooth. This one comes from the name of a Viking king, Harald Blatand, so called because he had a dead tooth which had turned blue – *Blatand* means 'blue tooth' in Danish. This king believed in good communication between people, which is an excellent model for developing new communication technologies. But also, the logo for Bluetooth on your phone screen, the 'B' shape, is made up of the two Viking letters for the King's initials – the symbols for H (Harald) and B (Blatand). I love that.

Interviewer Thank you so much, John, for speaking with us this afternoon.

John You're very welcome.

2.6

In reverse order, here's the list of the things that the British most often leave behind when they go on holiday.

At number ten, we have: passports.

At number nine, flip-flops. Number eight, mobile phones. At number seven, toothbrushes, and at number six, toothpaste. At number five, sunglasses, and at number four, a good book.

So, to the things people forget the most often. At number three, sunscreen. At number two, phone chargers. And finally, the number one thing people forget to bring is...comfortable shoes!

2.8

The holiday season is here, and many of you will be about to travel, and that means that you need to start thinking about packing. Packing is often something we do at the last minute, and we frequently get it wrong – we take too much and then have to pay for extra luggage, or we forget some really important items. Often when we arrive and unpack, our clothes need ironing before we can wear them. So, to make things easier, here are my top eight tips for perfect packing.

My first tip is 'Don't pack too much'.

Put all the clothes you think you want to take on your bed. Then put a third of them, yes, a third, back in the cupboard. And only pack things you really love, otherwise you probably won't wear them.

Now to my second tip: 'Keep some space in your suitcase for shopping.'

If you're planning to do some serious clothes shopping when you're away, or if you love buying souvenirs, or you want to buy presents for the family, make sure there's some empty space in your case. Think about what you might want to buy, and how much space you'll need.

My third tip is 'Pack in the right order'.

Think about your itinerary, and put your first day's clothes at the top and your last day's clothes at the bottom. Then, if you don't have space to unpack everything, you can just leave your suitcase under the bed, and every morning you'll easily find what you want to wear.

OK, tip number four: 'Make sure your clothes arrive looking good.'

Learn to pack your clothes like a professional. Roll your jeans, T-shirts, and pyjamas. The only things you really need to fold are shirts and jackets. Where possible, travel with clothes that don't need ironing.

My fifth tip is 'Keep your chargers and adaptors together'.

We all need chargers for our gadgets these days. Pack them all together in a separate small bag, with adaptors if you're going to need them. It's also a good idea to put this bag in your hand luggage, and not in your checked-in luggage, to avoid losing it.

Tip number six: 'Use shoe bags.'

Never allow your shoes to have direct contact with your clothes – use shoe bags to keep them separate, and put socks and underwear inside your shoes.

Tip number seven: 'Think about airport security.'

If you're travelling with hand luggage only, put your wash bag at the top or in an outside pocket of your case, so you can easily take it out at security. The same is true of laptops, tablets, and anything you might need to put on a separate tray.

And finally, my eighth tip: 'Buy a travel wallet.'

It's a good idea to print out all your important documents, like your itinerary or travel insurance, and keep them with your passport in a special wallet. It's true that nowadays you can keep a lot of documents on your phone, including boarding passes. But you might lose your phone, or it may run out of battery just when you need it.

So now you're ready to go. Have a great holiday!

2.19

1 Carol

I do a lot of shopping online. I love how convenient it is. You know, I can be in my pyjamas and do the food shopping for the week or clothes shopping, but one thing I hate about it, though, is how difficult it is to sort out any problems because, you know, if you buy something in a shop, you go back to the shop and you sort it out, but if you've bought

something online, returning it can be a pain, especially getting something replaced or changed if it's broken – it's just a huge nightmare.

2 Alex

I love online shopping. I guess because it's so convenient, because I can do it at any time of day or night and I can do it from home. I don't particularly like going shopping, so that's a real bonus for me. But I hate having to send things back, particularly shoes. They never seem to fit when I buy them online.

3 David

I do quite a lot of shopping online. Mainly food – I usually do my supermarket shopping online. What I like best is that I don't have to take the shopping home. I live at the top of a hill and I used to have to walk up the hill with a whole load of shopping bags. It was a real pain. The only thing I really don't like is that online it's easy not to notice what size the packets are, so you can end up with a huge packet of things when you only want a tiny amount. For example, I ordered a box of tea bags and I wanted a small box of 40 bags, but I didn't read the description properly and I ended up with a huge box with 460 tea bags.

4 Anna

I do a lot of online browsing, looking for things I might buy. Not really for clothes, more shopping for, kind of, cooking things, or things on Amazon, presents for friends, that sort of thing. I love the fact that you have access to all kinds of shops, and access to brands that you can't necessarily find in shops that are near where you live. But I don't like not being able to feel things or know exactly what the colours are – they're often different from what you see online.

5 Chris

I do a lot of shopping online because I'm not very keen on going to places where there are crowds of people and it's really busy. It's great being able to avoid the big department stores and shopping streets, especially at weekends, where you can hardly walk on the pavement because there are so many people there. The only thing I hate is people delivering things when I'm not in. Some companies are really good and give you a one-hour delivery window, but with others they say they'll deliver between eight in the morning and seven in the evening, so you stay in all day, but then just when you need to go out for an hour, that's when they come. That's so annoying.

3.12

You don't need expensive photographic equipment to take amazing photos. The camera on your phone can be just as good. Here are my top ten tips for taking great photos on your phone.

Tip 1

Be ready. It may be an obvious thing to say, but remember to charge your phone and to keep your lens clean. I carry a charger with me most of the time. Also, keep your phone in your hand, not in your bag. I always keep my phone in camera mode so that when I unlock it, it's ready to take pictures.

Tip 2

Don't think twice. Take photos whenever you want and of whatever you want! There's nothing to lose. Some moments will never be repeated. If you don't like your picture, you can always delete it, but you can't turn back time.

Tip 3

Learn about your phone camera. Read your phone manual, and make sure you're using your camera in the best way. Sometimes little tips can really help you to improve your photos. Learn how you can control the exposure, or focus on the objects better. Know the strengths and weaknesses of your phone camera. My iPhone isn't good at night photography, so I try to use it only in the daytime.

Tip 4

Don't use zoom. Don't forget that this is just a phone. It doesn't work like a camera with a DSLR lens. If you want to take a close-up of something, use your legs and move nearer!

Tip 5

Light is important. Good photography is all about using light well. Even the most boring composition will be saved by a good use of light, whether it's day or evening.

Tip 6

Use the grid. Imagine your picture is divided into nine equal squares. This is called 'the grid'. The important parts of your photo should be positioned where the lines cross. Learn to use the grid, and then, just as importantly, learn to do without it.

Tip 7

Choose unique angles. Try looking at objects from a new perspective. Take a picture from the dog's view!

Tip 8

Don't stick to one style. A lot of people nowadays try to take photos in the same style or colours. Don't do this! Show your creativity. Take any photos you like, landscapes, portraits, or unusual compositions. Your own unique style will develop.

Tip 9

Select and edit. Be selective! Choose only your best pictures and then edit those. There are many apps that will help you to do this. But remember that sometimes a picture can be better without any filters.

Tip 10

Make your pictures come alive. Print your pictures, send them as postcards, give them to your friends, and hang them on your walls. Holding your photos in your hands is such a lovely feeling, much nicer than looking at them on a screen.

3.17

1 Chris

I took this photo last year when I was in Uganda. I was there working for three weeks and, before going back to London, the two friends I was working with and I decided to go and see the mountain gorillas which live in the rainforest on the border of Uganda. On the day of the trek, I was feeling very nervous because I wasn't sure whether I would manage it. I'm not very fit, and we basically had to walk up the mountain in the rainforest until we found the gorillas, which could take as long as five or six hours. Luckily, after two hours, just when I was wondering if I could carry on, we found them. The first gorilla we saw was this Silverback, which is the large dominant male in the group. I couldn't believe my eyes – he was so close, only about a couple of metres away. I'll never forget that moment. We stayed with the gorillas for an hour, and then walked back down again. I love this photo because it reminds me of that moment, how proud and relieved I was to have got there, and probably the most amazing wildlife experience I've ever had. I keep it on my computer as my desktop background and when I'm sitting working in rainy England, it reminds me of another world.

2 Tom

So, I took this photo in Australia, when I was visiting my girlfriend, Roz. She was studying out there for a year. It was taken in Byron Bay, which is the most easterly point of the Australian mainland. We were out walking along the beach, and in Byron, when the sun sets, it's a really special occasion, lots of people go out onto the beach and watch the sun set over the bay, and so I took this photo just as the sun was setting. I really like the photo because I have some great memories of Byron Bay and Australia, because I'd been there before on my own, and I was really glad to go there with Roz. It was a really happy time of my life and we were having a lovely holiday. And I like that you can see the silhouettes of people on the sand and in the water, and I love the way the light comes off the sea and sand. It's one of several photos, actually, from that trip, that we printed and it's in a frame on a wall in our house.

3 Kate

This is a photo I really like. Me and my partner, David, were staying with friends who live on the edge of Dartmoor, a really wild and beautiful place in Devon, in the south west of the UK. We had a big lunch, and then we all decided to walk up to the top of the hill behind their house. The weather wasn't very good on most of the walk, in fact at one point it rained quite hard, but when we got to the top, the sun came out and

there was a glorious blue sky, and we could see the most fantastic view of the countryside. We asked another walker up there to take the photo for us. That's me and David in the middle, in red and green, with our little black dog. I like this photo because it's so colourful and we all look really happy – it was just a lovely, memorable day. I have the photo on my phone and my iPad – at the moment, it's my Facebook profile photo.

4.7

Part 2

Interviewer So how did you come up with the idea?

Tessa Well, I've always been worried about food waste. My parents have a farm in the north of England and I learned as a child how much hard work goes into producing the food that we all eat. And so I grew up with the belief that food should be eaten; it ought not to be thrown away. But I got the idea for the app when I was living in Switzerland and I was packing up my flat because I was going to move back to the UK. When the removal people came to take all my things, I still had some potatoes, a cabbage, and some pots of yogurt. The men told me to throw away the food, but it seemed such a terrible thing to do, to throw away good food. The removal men didn't want it and my neighbours were out, and I thought to myself, 'This is absolutely crazy...this food is delicious. Why isn't there an app where I can share it with someone nearby who wants it?' And so the idea for Olio was born...When I told my friend Saasha about it...

Interviewer You co-founded Olio with your friend Saasha, is that right?

Tessa Yeah. Saasha has always been passionate about sustainability, and when I told her my idea, her eyes immediately lit up – she got very excited. Um, in just an hour of talking, we'd come up with a name and made a plan.

4.8

Part 3

Interviewer So what happened next?

Tessa The first thing we did was some research, in order to understand how big the problem of food waste was, and what we discovered truly shocked us. For example, did you know that in the UK, the average family throws away £1,000 worth of food each year? That adds up to...£14 billion that's going straight in the bin! But our research also showed that one in three people feel really terrible when they throw away good food. But just because people hate throwing away food, that doesn't mean they'll take the next step, which is to share food. Ah, we needed a cheap and quick way to test whether our food sharing idea would work.

Interviewer How did you do that?

Tessa Well, we invited 12 people from our research survey who said they hated throwing away good food, and we put them all in a closed WhatsApp group. We asked them to post photos of any surplus food they had into the group for two weeks, and see if anyone wanted it. Eventually, someone posted an item – half a bag of onions! And then more and more items of food were shared. Then, when the trial was over, we met face-to-face with everybody who took part, and asked for feedback. The conclusion was unanimous – 'It's an amazing idea'.

Interviewer So when did you actually launch the app?

Tessa Er, we launched it on 9 July 2015. The very first version of the app could only be used in North London. But now it's being used in 63 countries.

Interviewer So people love it and are using it?

Tessa Absolutely. We've had over 185 million portions of food shared via the app so far. We get loads of emails, and there was one the other day from this guy – I'm going to read it to you – he said, 'I had some vegetables I knew I wouldn't have time to eat and within an hour they'd been collected and I suddenly felt like a hero!' That's so great. People are helping each other, and helping the planet, and feeling good all at the same time. It's been so successful that we've expanded the app so people can share other kinds of unwanted goods, like furniture, clothes, and books.

4.14

Part 1

Interviewer Recently in the news, students and graduates have been complaining about how interns are treated, basically about the fact that many people doing internships are either very badly paid or not paid at all. We asked Jake Butler from the website savethestudent.org to give us the facts. Hello Jake, nice to have you on the programme.

Jake Hi there.

Interviewer So what's the current situation with interns getting paid?

Jake Well, I'd like to make it clear that at Save the Student, we're strongly against unpaid internships. And um, thankfully, the situation is better than it used to be.

Interviewer But are unpaid internships actually legal?

Jake Um, they can be. It all depends on your status as an intern: that is, whether you qualify as 'a worker' or not. And the law isn't completely clear about what being 'a worker' means.

Interviewer So how do you know if you should be getting paid?

Jake Um, well, if you're promised a contract for future work once the internship period is over, then you are an employee, so you're entitled to the National Minimum Wage – um that's er £10.00 an hour – or the National Living Wage if you're over 21, which is £12.21 an hour.

Interviewer Are there any other situations in which you should definitely be paid?

Jake Yes. If you spend your day doing jobs that would usually be done by a paid employee, then you should also be paid the Minimum or Living Wage.

Interviewer So when is it legal for an employer not to pay an intern?

Jake Er, you don't have to be paid if you're doing an internship as part of your university course, or if you're doing school work experience. And of course, if you're volunteering for a charity.

Interviewer Any other situations?

Jake Yes, you also don't have to be paid if the role you have is similar to work experience or shadowing – where you are in an office or another workplace just to observe and learn about what's going on rather than actually working. But, and this is very important, um if you're not getting paid for doing an internship, you shouldn't be given fixed working hours.

Interviewer So the important thing is to know your rights?

Jake Absolutely!

Interviewer Thank you very much, Jake.

4.15

Part 2

Interviewer We're now asking people who either are interns, or have just been interns, to phone in and tell us about their experiences. Our first caller is Rosie. Hi Rosie, and thanks for calling. So, what's your experience?

Rosie Well, I wanted to work in fashion, making hats, to be precise, and in the fashion industry it's almost impossible to get a job unless you do an internship first, so I did several.

Interviewer And did you get paid?

Rosie The most I got was about £15 a day for lunch and transport. Companies get so many applications for internships that they don't need to pay you.

Interviewer So it wasn't a good experience?

Rosie Er, actually, it was. It was very hard work, but I learned loads about designing and making clothes. I sometimes worked later than 11 p.m., and that wasn't easy, but then I'd look in the newspapers and I'd see a model wearing a hat that I'd helped to make, and then I felt great.

Interviewer But it can't have been easy to survive, financially?

Rosie No, it wasn't. My parents were able to help me a bit, but I had to earn money by working in a bar as well.

Interviewer Would you recommend doing an internship?

Rosie Oh yes. Overall, I think they're brilliant. I'd definitely advise someone to do one – despite the hard work and

the debt, you learn so much that it's worth it.

Interviewer Thank you, Rosie. Our next caller is Lauren. Hi, Lauren.

Lauren Hello.

Interviewer So what was your experience like?

Lauren I've done four internships in Publicity. My last one was two months at a small Public Relations agency. They paid for my travel expenses and lunch, and I learned a lot. It really helped me when I applied for jobs because I knew what I was talking about.

Interviewer So, a good experience.

Lauren Absolutely. But in the other three, I worked ten-hour days, six days a week, and I got no money at all, so I also had to work in a pub to support myself. And each time they told me, 'Do well and there'll be a job at the end of it.' But then there were no jobs. It made me so angry.

Interviewer And were you working during these internships, or was it more observing others?

Lauren I was working really hard. In fact, during one of those internships, the manager went on holiday for a month and I had to manage everything. And in another one, I worked from home, using my own phone, and I wasn't paid a penny, not even to cover the phone bill. I only met the boss once – it was all done by email. She promised me a job after three months, but it never happened.

Interviewer So you felt you were being exploited?

Lauren Yes, totally.

Interviewer I'm really sorry to hear that, Lauren...

4.16

1

Interviewer Well, Simon, your qualifications are excellent and you've got a lot of great experience.

Simon Oh, thank you. I'm glad to hear it.

Interviewer If we offer you the job, when will you be able to start?

Simon How about tomorrow?

2

Interviewer OK, Andrew. You have some of the qualifications we're looking for, but not enough experience.

Andrew I understand.

Interviewer If we offered you the job, you would need a lot of training. I'm afraid we don't have the budget for that at the moment.

Andrew I see. Well, thanks very much for considering me.

5.5

1

Interviewer How do you watch TV, on a television or on another device?

Speaker 1 Er, it depends. What I most watch on my actual TV is films because watching on a big screen really makes a difference. I watched *Barbie* last week, which I loved, to my surprise! Otherwise, I often watch things on my iPad in bed, and I occasionally watch something on my phone if I'm out and about and something interesting has happened on the news.

2

Interviewer Do you 'two-screen' while watching TV? What kinds of things do you do on your other device?

Speaker 2 Yeah, so if I'm watching something on TV I often look up information about something that I see, so if I'm watching a film I often check the film rating on IMDb, that sort of thing. Or, the other day we were watching *House*, it's that medical drama with Hugh Laurie, and so I googled him and it turned out he grew up in Oxford, which is where I used to live, so that was interesting. I didn't know that.

3

Interviewer Do you ever watch live TV or do you mostly use catch-up?

Speaker 3 Both, though nowadays I probably watch more catch-up. The only thing I always watch live is sport: football, or tennis – Wimbledon – things like that, because I don't like knowing the result of a match in advance and if you watch on catch-up it's almost impossible to avoid knowing who's won.

4

Interviewer Have you ever binge-watched a TV series? How many episodes did you watch in one go?

Speaker 4 I haven't done it for a long time, but I did once watch three episodes in one go of the American series *Succession*. It was the last season and I was desperate to know what was going to happen. Brilliant series, I wish it hadn't ended.

5

Interviewer Do you use any streaming services? Which do you use the most?

Speaker 5 I have Netflix, er, Amazon Prime, and Now TV. I don't really use them for films, more for TV series, like old ones I missed when they first came out. For example, a few months ago, I watched the first series of *Bridgerton*, from 2020 or whenever it was, because I didn't see it then and people had told me it's really good. It was on Netflix, in fact I think that's the one I use most.

6

Interviewer How often do you watch YouTube, or other video-sharing sites? Do you ever upload videos yourself?

Speaker 6 I sometimes watch YouTube – it's usually if I have a problem with my laptop or my phone and I want to find out how to fix it, and I sometimes, I sometimes use it for watching people cook recipes. In fact, I've just watched someone preparing a fish dish, because I'm going to cook it this evening. I've never uploaded a video though.

7

Interviewer Do you ever interact with TV shows by voting for contestants?

Speaker 7 Not very often, but I do like *Strictly Come Dancing* and I have voted several times for contestants, when they've done a really good dance. And once, I was addicted to a TV show where the contestants were auditioning for a part in a West End musical and I really liked one young singer, so I voted for him every week. And eventually, he won, and I remember shouting and jumping off the sofa when the results were announced!

8

Interviewer Do you ever watch foreign TV channels?

Speaker 8 Er, only when I'm abroad, and then I sometimes watch the news on CNN. It's not so easy to watch foreign TV channels. You can often only watch them if you're in the country.

5.8

I used to live in a village in the province of Sakarya, in Türkiye. It was an amazing place to live – just so beautiful. There's a large lake nearby and the hills are covered with pine trees – people go to picnic there. The coast is also not far away. When I lived there, it was as if time had stood still. People worked in the fields.

Some things were annoying...there was no running water or electricity – we had our own well and generator – and there was only one shop. We had to wait for a minibus from the nearest town to bring fresh bread and the newspapers every morning!

I worked in a school in a nearby town. I used to think, when I was living there, that there wasn't much choice of things to do, things to buy, but I made my own entertainment – I played tennis, went for walks, played the piano.

In the end, I had to move for work, to Istanbul, which is the biggest and noisiest city in Türkiye, and now I really miss the fresh food, especially the fresh fish, the peace and quiet.

5.15

Liz

When I moved in, the house was cold and absolutely filthy, and the cooker didn't work. I discovered everything in the countryside is more expensive: you have to drive miles to find a shop where everything costs twice as much as in my local supermarket in London. Local restaurants are really expensive and there's never more than one vegetarian option on the menu. I never fitted in. Another thing I hated was the shooting! I love animals,

I had two horses and two dogs, and I just couldn't pass a group of men with guns, shooting rabbits and deer, without getting out of my car and saying, 'Do you really have nothing better to do on a Saturday morning?' That didn't make me very popular. I became so lonely, I often used to sit in my car and listen to the kind voice of the satnav lady. After five years, I decided to go back to London. I'd learned that an amazing view and a pair of nesting herons were not enough to make me happy. On my last night in the country, I sat outside underneath millions of stars and I thought to myself, 'I've come to the end of a five-year prison sentence.'
I promised myself I would never, ever go back.

Bob

The first thing we had to do was find new jobs. Jean got part-time work with a local company that sells meat products, and I did work as a lawyer. Two years later, we had a barn built, and my wife always wanted to have a donkey or a horse, but in the end we thought sheep were less destructive to the land, so we kept with the sheep, better for the land. So, we started with four sheep, which we kept in the garden at first, and then we bought a field, and then we bought ten more sheep and sold six for meat, and that was the start of our sheep business. Now we've got 68 sheep and seven fields. At the moment, we've got 25 sheep that are expecting lambs, ready for the next season. In addition to that, we've got free-range hens which we rescued from battery farms.
It hasn't all been easy. Um, it rains a lot where we live now, and, um, it gets incredibly muddy, and of course the work with the animals – it can get physically very hard. At first, we had a little bit of resistance – there were some local farmers who didn't really like newcomers – but we've always employed local people and we buy food in the local shops, and we try and engage with the local community as much as we possibly can. We sell our meat and eggs to neighbours and friends, and we produce wool from the sheep as well now. We haven't really ever considered moving back, because we really enjoy it. We loved life in the city, but we would never think about going back now.

6.6

1

I remember we once went to a restaurant in Portugal, beautiful location, upstairs overlooking the River Douro. We ordered some grilled sardines to share, and after a few minutes, the waiter came with a big plate of fried sardines and put them down on our table. And we thought, well, we'd ordered grilled sardines but hey, they're really busy and these look really nice. So we each took a fried sardine and ate it, at which point the waiter came back, and said, 'These aren't yours,' and took them away, and in a few minutes came back with a plate of grilled sardines. So this was all fine, and we had a nice meal, but when we got the bill we saw that we'd been charged for both the fried sardines and the grilled sardines. So we complained to the waiter and then to the manager and said, you know, 'This was your mistake.' But the manager said, basically, 'You ate them, so you have to pay for them,' and we had quite a long argument. Eventually, when we said that we wanted to make a formal, written complaint, very reluctantly he agreed to take them off the bill. We didn't leave a tip.

2

We went to lunch one Sunday in a well-known Parisian brasserie – I won't say the name. We hadn't been there before. It's a beautiful place, it's from about 1900 with wonderful old furniture, mirrors, and all that, really nice. We ordered very simple things like lasagne, which is easy to just heat up, but we waited and waited and it didn't come. The place was crowded, but not completely full, and there were quite a few waiters, but when we realized that we had been waiting for two hours, we went to speak to them and we asked them, 'What about our food, have you forgotten us?' And instead of apologizing, they were really aggressive with us, so we became more and more angry with them. And finally, we got our dishes and ate them and left. We should have left earlier, but we kept thinking that the food would come and also it was too late to find somewhere else. But it was a terrible experience, because it was a very famous place, very, with a good reputation, where all the famous people go. But that's the type of service they offer. First I thought, maybe they were treating us like that because we're not famous, but in fact, I heard lots of other people complaining.

3

I had a table recently at the restaurant I'm working at in London and I went to all sorts of trouble with them. It was a group of six and there was a vegan and a coeliac – you know, someone who can't eat wheat – and anyway, I went through the menu with them and explained what they could have. There was even a woman who said she didn't like onions, so I had to check all the dishes to make sure they didn't have any. There was also a little boy and I got the kitchen to make a plain omelette for him. Anyway, one of them, an elderly woman, asked for the bill, and she paid in cash, and when I came back with the change, she said, 'Don't worry about that, you've been great. Keep it.' It was 16p! I mean, I know service was included, but in that case, much better not to tip at all. I left the 16p on the table.

6.11

Tipping in the USA is a complicated business. Here's my quick guide on who to tip and how much.
Taxi drivers: OK, so, in the past, it was usually 10% or you would just round up, so if the fare was $17.50 and you had a $20 bill, you would just give them that, and tell them to keep the change. However, now with Uber and Lift, which are all on apps, you just add the tip at the end of the ride on your phone. It usually suggests some amounts like $1 or $2.
For servers and bartenders in restaurants, cafés, I'd say the main big difference in the US to places like the UK and Europe is the fact that what restaurant workers and bartenders earn depends on them getting tips. Sometimes up to 30% of their wage comes from tips, so if they aren't getting good tips, they often aren't making enough money to live off. This is why you're expected to tip, even when the service isn't very good. You're expected to leave 20% of the bill these days, and in some cities like New York and San Francisco, where I'm from, 25% can be the norm, especially in nicer restaurants. If you don't leave a tip, or leave a really bad tip – and, just so you know, 10% is considered bad – your server will ask what the problem was, and if you think you can just leave without giving a tip or giving a low tip, they might run after you. Really, it's a really big statement in the US if you don't leave a tip. For drinks at a bar, or coffee place, it used to be the norm to leave a dollar per drink, but now it's gone up to $2 or even $5 per drink, which sounds amazingly expensive, and this also applies to coffee, so you'd better tip your barista or he or she will be chasing you down the street.
OK, so, hotel valets and cleaners, I'd say, in the past it was considered polite to give a hotel valet $1 per day if they helped you into the lobby, and up to $5 if they took your bag up to the room. But now that many people don't carry cash any more, I think that the expectation is that you'll leave a tip for the staff when you settle your bill at the end of your stay – maybe, for a valet, $10 for a weekend stay. For cleaners for your room, it's not necessarily expected to leave anything, but it is good practice to leave $5 per day during your visit, that's really appreciated. As with the waiters and other servers, their wages depend largely on these tips.
For beauticians and masseuses, 10% is the norm, but if you really like your provider, 20% is greatly appreciated, and will pretty much guarantee you good service the next time you come. Hairstylists: again, 10–20% is normal. I think a good hair stylist is worth her money in gold, or his money in gold, so I always add 20%. I get a surprised look when I do that here in the UK, but I can't help it, it's a habit. And I always get great service!

6.19

1

I love IKEA. Especially the bookshelves. We have several. And I'm usually pretty good at putting their stuff together. But I have had a few problems over the years. I remember I once had some trouble with a wardrobe. After hours and hours, and a lot of swearing, I finally managed to put it together. But I'd assembled it in my study, next to the bedroom, which was where the wardrobe was going, because I had more space there. And when my husband and I tried to move it into the bedroom, we couldn't get it to fit through the door. So I had to take it to pieces, move all the bits into the bedroom, and start all over again. I suppose it was my fault though, not IKEA's. And the wardrobe looked very nice and has lasted for ages.

2

About three years ago, my girlfriend and I went to IKEA to buy a kitchen. The units were cheap and cheerful, but they also looked quite well designed, and we were very excited by how good it was all going to look. The guy in the store said they were easy to put up, that it wouldn't take long, etc., etc., and I'm quite handy, quite practical, so I thought, no problem, though I admit my girlfriend was a bit sceptical. Anyway, when we got home, I thought I'd assemble one cupboard, just to see how easy it was going to be. It was a nightmare. The instructions were incomprehensible – it took me the whole afternoon just to do this one cupboard and when it was finished, I realized I'd put the door handle on the wrong way round. In the end, we had to pay someone to come and do it all for us. But at least they looked good.

3

I have lots of things from IKEA – it's great for students because, generally speaking, it's pretty cheap. Anyway, I bought a table there with my boyfriend not long ago. We started putting the table together and at one point we had three legs screwed in. Then we reached for the screws to attach the fourth leg – and realized there were no more screws. We had to take off the other three legs, take one screw off every one of them and reassemble the table. So now at least it has four legs, but it's rather wobbly, and I'm not very happy with it. It does annoy me when they don't give you the right number of nails or screws or whatever, and it's not the first time it's happened to me. Now I always check before I bring stuff home.

7.1

First, you need to open your fuel cap. Then, put your card in the machine and type in your PIN. Um, wait while it checks your card details, and then take your card out. Now put the nozzle in your petrol tank and start filling. So, when it's full, you hear a click, so then take out the nozzle and put it back. Don't forget to close your fuel cap. If you want a receipt, touch YES on the screen, and the receipt comes out. That's it!

7.2

Tonight, we're going to start with a good news story – well, good news for some people! Yesterday, bank customers in a village in Hampshire were thousands of pounds richer after an ATM started giving out double the money people had asked for.

When people heard the news, they rushed to take money out of the faulty machine, and long queues formed. For two hours, around 200 residents continued to withdraw money. It was mostly middle-aged people, but a few children arrived on their bikes with their parents' bank cards. One villager, who asked not to be named, said that some people had used five or six bank cards and had got £300 free with each card. At first people thought it was funny, but then some people became a bit aggressive when other people started pushing into the queue.

Finally, after two hours, the police arrived and switched off the ATM. They even posted a message on social media to stop more people arriving. They warned that receiving too much money from a cash machine might be a crime, and that the bank would ask people to pay back the money. However, later, the bank said that it wasn't the customers' fault and that no one would have to return the money.

7.12

1

Hi. Yeah, not bad...Yeah, it's half time... One-all. Yeah, there's a really good crowd. The stadium's packed...No, no trouble. The Liverpool fans are making a bit of a noise, but nothing major...OK, I'll call you when it's over. With a bit of luck, we'll be in the semi-final in an hour's time.

2

A So, tell me all about it!
B It was absolutely brilliant. We were in the second row, just near the stage, and when he was singing, I swear, a few times he looked right at me!
A Did he sing *Baby Baby*?
B Of course! All the best songs. It was just an amazing performance.
A Were Sandy and Annette there?
B Yeah, we met for a drink in the interval.
A Gosh, you're so lucky you got tickets!

3

A OK, I'm looking for tickets now...There's a matinee at 3 o'clock and then it's on again in the evening at 8.00.
B Let's go at 8.00 if we can get seats.
A Well, there aren't any in the stalls, but there are two upstairs in the circle, in the second row.
B OK. Go for it. It's a small theatre anyway, so we should have a good view wherever we sit.
A OK. Right, we've got them. We can pick them up at the box office.

7.20

Candy Crush is a video game where you have to move pieces to make a row or column of at least three matching pieces.

Dungeons and Dragons is a role-playing game in which you control a single character and have adventures by interacting with other players' characters.

Poker is a card game where you bet on the values of the cards people hold in their hand.

Scrabble is a board game in which you have to score points by putting letters onto a board to make words.

Sudoku is a brain-training game where you have to complete a grid of 81 squares with the numbers 1–9.

8.5

Interviewer Dino, what made you choose hairdressing?

Dino Er, I always liked it from when I was child. I remember being taken to the barber's by my dad when I was a child in Greece, and I really loved the atmosphere there.

Interviewer He wasn't a barber himself though?

Dino No, but my aunt was a hairdresser.

Interviewer What sort of training did you do?

Dino When I came to London, I went to the Vidal Sassoon Academy. It was a two-year course – absolutely fantastic, very intense. I loved it!

Interviewer What sort of things do you love or hate doing in hairdressing?

Dino I love everything. There really isn't anything I don't like. And I do everything – cut, colour, highlights, straightening. Nowadays, some hairdressers specialize in maybe just colour, or just styling, but I think it's important to do everything.

Interviewer What do you think are important qualities for a hairdresser?

Dino Well, as I just said, I think being able to do everything – colour, styling, cutting – is very important. I don't believe in specializing in just one area.

Interviewer Any other important qualities?

Dino I think you need to be sociable, to be able to talk to people, calm them down if they're stressed, listen to them if they want to talk.

Interviewer Do you enjoy that?

Dino Yes, I do. The sociable side of hairdressing was one of the things that attracted me to it. Even women who want to tell me all their problems – I don't mind it at all, it doesn't distract me.

Interviewer What do you do if a client doesn't like the results?

Dino I try to correct it immediately. That's easy if it's the colour, less easy if it's a cut.

Interviewer Have you ever had a really bad experience, I mean one where you couldn't correct it?

Dino Only once, when I was still at college. I cut a woman's hair shorter than she was expecting it – not much, only about one centimetre shorter, but she burst into tears – and I couldn't correct that.

Interviewer Is it true that hairdressers always want to cut off more hair than their clients want?

Dino I think maybe it is. Many hairdressers want to make the hair healthier, and cut off all the parts that are, you know, damaged. Or sometimes they have a style in mind and they just want to do it. But obviously, normally I try to do what the customer wants. You have to be flexible. That's another important quality in a hairdresser.

Interviewer So, if you completely disagreed with what a client wanted, would you still do it?

Dino Well, if a client wanted a treatment that I thought was going to damage her hair, for example, if she wanted to have her hair bleached when it was already in bad condition, then I would say no. But if it was a question of style, I would do it. It's her choice after all.

Interviewer Do you have any tips for having good hair?

Dino Yes – use good products, ones which are right for your type of hair. I notice that a lot of people take a lot of trouble choosing the right face cream – you know for dry skin, or problem skin. For day, for night, and so on. But with shampoo, they just buy the first one they see in the supermarket.

Interviewer Thank you very much, Dino. I won't forget that.

8.9

The body polish

Joanna So? What did you think?

Stephen It was just horrible! Horrible. First, they covered me in fruit puree, then they wrapped me in plastic film, then in blankets, and then I was left on a water bed. I mean, come on! Fruit's for eating, not for putting on your body. It was hot and sticky, and incredibly uncomfortable. And I felt so stupid. I'd never have that again. I give it zero out of ten.

Joanna Sticky? It was fruit, for goodness' sake! I thought it was wonderful. It smelled amazing, and the head massage was divine. I mean, how could anybody not like it? That was one of my favourite spa treatments ever. Ten out of ten.

The foot treatment

Stephen Wow!

Joanna Don't tell me – you liked it!

Stephen It was wonderful!

Joanna I must say, your feet look...well, better. Clean anyway.

Stephen Well, I've never liked my feet much, to be honest, but now they look great. Definitely worth the time and money. Nine out of ten. What do you think?

Joanna Yes, it was great. A real luxury. And I love the colour they painted my nails. I agree – nine out of ten. You see...?

8.13

1

Good afternoon, everybody, everyone, and welcome to St Paul's, which, as you probably know, is one of the most famous and most historic cathedrals in Britain. Just behind you is the Great West Door, you can see the Great West Door. The magnificent doors are nine metres tall. And now in front of you, you see the Nave, which gives you the most wonderful view of the full length of St Paul's Cathedral.

2

We're now in the centre of the cathedral. Look up above you, and you can see inside the wonderful Dome. It's one of the largest domes in the world, and I personally think the most beautiful.

3

We are now in the area called the South Transept. Over there you can see the monument to Britain's great naval hero, Horatio Nelson, who died at the Battle of Trafalgar in 1805.

4

We're now in the South Quire Aisle, and we're just going to stop for a moment to look at this marble statue of John Donne.

5

Now, are you all feeling energetic? I hope so, because we're going to go up these stairs here, to the Whispering Gallery, which goes around the inside of the great Dome, and I do need to tell you that there are 257 steps...

6

We're now going to go back along the Nave, and then down into the Crypt to see some of the tombs of famous people who are buried in St Paul's...

8.14

Part 1

Guide Good afternoon, everybody, everyone, and welcome to St Paul's, which, as you probably know, is one of the most famous and most historic cathedrals in Britain. The previous church on this site burned down in 1666, in the Great Fire of London, and the famous architect Sir Christopher Wren was asked to design a new cathedral. It took nearly 40 years to build and was completed in 1710.

Just behind you is the great West Door, you can see the Great West Door. The magnificent doors are nine metres tall.

Spanish tourist *Ha dicho nueve metros?*

Guide They're normally closed, except when someone very special arrives. And now in front of you, you see the Nave, which gives you the most wonderful view of the full length of St Paul's Cathedral.

German tourist *Wie schön...*

Guide OK, now please follow me. We're going to walk down the Nave, and you'll see the north and south aisle on either side...

8.15

Part 2

Guide Right. Can we just stop here? Could we stop here? We're now in the centre of the cathedral. Look up above you, and you can see inside the wonderful Dome. It's one of the largest domes in the world, and I personally think the most beautiful. Now, you remember the outside of the Dome, which you saw when you arrived, can anyone tell me what was on top of the Dome?

US tourist A cross?

Guide Yeah, that's right, a cross. In 1710, the year the cathedral was finally completed, Christopher Wren was 81 years old, and he was lifted up in a basket and was able to watch his own son place the cross on the top of the Dome. Another thing about, fascinating thing about the Dome is that from the top of the Dome to the floor, down where you're standing, is exactly 365 feet, one foot for every day of the year.

Foreign tourist How much is that in metres?

Guide Approximately 1-1-1, 111 metres. In fact, St Paul's was the tallest building in London right up until the 1960s, because until that time, no one was allowed to build anything taller near St Paul's. We're going to move on shortly, but just spend a few minutes now looking at the magnificent paintings...

We are now in the area called the South Transept. Over there you can see the monument to Britain's great naval hero, Horatio Nelson, who died at the Battle of Trafalgar in 1805.

French tourist *C'est lui qui est sur...*

Guide Yes, yeah, he's the one on top of the Nelson's column in Trafalgar Square. We're now in the South Quire Aisle, and we're just going to stop for a moment to look at this marble statue of John Donne. Donne was a Dean of the Cathedral and one of Britain's finest poets – he died in 1631. But this statue is also important because it's one of the few monuments that survived the Great Fire of London. And you can still see the burn marks at the bottom of the statue there...

Now, are you all feeling energetic? I hope so, because we're going to go up these stairs here, to the Whispering Gallery, which goes around the inside of the great Dome, and I do need to tell you that there are 257 steps...

Spanish tourist *Yo no voy...*

Guide ...so if there are any of you who don't think you can manage it, just wait for us here.

So, that wasn't too bad, was it? We're now in the Whispering Gallery. The

gallery gets its name because if you whisper, talk very quietly, on one side, your voice can be heard very clearly on the other side. When there are a lot of tourists, it doesn't always work, but as there aren't so many of us today, why don't you try it...?

So, did any of you try out the whispering? We're now going to go back along the Nave, and then down into the Crypt to see some of the tombs of famous people who are buried in St Paul's. Right, now, the tomb over there is Lord Nelson's – you remember you saw his monument earlier – and then here we have the tomb of the Duke of Wellington, who defeated Napoleon at the Battle of Waterloo.

And finally, this tomb here belongs to the great man himself, Sir Christopher Wren, the architect of St Paul's. It's just a simple stone monument, but can you see the Latin words on it? Anyone speak Latin here? No, well, I'll translate it for you. It says, 'Reader, if you seek his monument, look around you.' Because of course, the whole of St Paul's is really Wren's monument.

9.3

Part 1

Continuity announcer Can you remember exactly what you did on any day 10, 20, or even 30 years ago? Now it's *Mind Matters*, and we're going to hear about a woman who can do just that.

Presenter Ask Jill Price to remember any day in her life, and she can usually come up with an answer. When I met her, she asked for my date of birth, which is 24 January 1986.

Jill OK, 24 January 1986 was a Friday. It was four days before the Challenger explosion. I was working in an ice cream shop. I hated my job. That night, I went out with some friends, Tim and Candace.

Presenter Jill could also tell me what she ate and what time she got home that evening. I tried another date. What did she do on 29 August 1980?

Jill It was also a Friday. I went to Palm Springs with my friends Nina and Michelle and their family.

Presenter Then I asked her, 'When was the third time you drove a car?'

Jill That was 10 January 1981. A Saturday.

Presenter Jill Price has HSAM, or 'Highly Superior Autobiographical Memory', which means she can remember exactly what happened on most days in her life. She remembers the day of the week for every date since 1980 – what she was doing, who she was with, where she was. She can recall a memory of 20 years ago as easily as a memory of two days ago.

Jill was born on 30 December 1965 in New York. Her first memory is when she was eighteen months old and she lived with her parents in an apartment in Manhattan. She remembers the traffic, and staring out of the window down 9th Avenue. When she was five, her family moved to New Jersey, and then when she was eight, they moved to a rented house in Los Angeles. That was 1 July 1974 – and on that day, she says, her 'brain snapped', and she began to be able to remember everything that happened to her in great detail. Her memories come without her trying to recall them.

Jill People have called it a gift, but for me it's a nightmare. My entire life goes through my head every day – it drives me crazy.

9.4

Part 2

Presenter So what do we know about how Jill's superior memory works? Dr James McGaugh, who is an expert in memory research, met her for the first time in June 2000. He first tested her memory using a big history book. Jill answered the questions quickly and confidently.

Dr McGaugh What happened on 16 August 1977?

Jill Elvis Presley died in his Graceland bathroom. It was a Tuesday.

Dr McGaugh When did Bing Crosby die?

Jill Friday, 14 October 1977, on a golf course in Spain. I heard it on the radio while my mom was driving me to soccer practice.

Presenter It's often difficult for scientists to confirm whether autobiographical memories are accurate, but Dr McGaugh was able to check with Jill's detailed diary. He also checked Jill's memories with her mother.

Dr McGaugh's research was focused on showing that strong emotional experiences are the most memorable ones, and Jill had the most vivid memories that McGaugh had ever encountered. However, her memory only stores the things that she finds important. When it comes to remembering things that don't relate to her personally or to her interests, Jill is no better than the average person.

Jill At school, I couldn't remember facts and figures, and I can't memorize a sequence of random numbers.

Presenter People with HSAM often say that there was a specific point in their lives that triggered their ability to remember in such detail. For Jill, it was her family's stressful move to Los Angeles.

Most people would think that having HSAM is an advantage, but Jill says there are two big problems.

Jill The first is that there's so much information running through my head all the time, and the second is that I find it difficult to forget unpleasant things. For example, I can remember bad moments from my childhood as if they'd just happened, and they make me feel unhappy all over again.

Presenter No one else in Jill's family has a memory like hers. She's published an autobiography, *The Woman Who Can't Forget*, but her brother hasn't read it. He says that there might be things in it that he doesn't want to know.

Experts have now diagnosed around 100 people with HSAM. New research is ongoing, and some scientists now think as many as 700,000 people with HSAM could exist.

Understanding why people have extremely good memories will, it is hoped, help us to understand conditions that affect the memory such as Alzheimer's or other kinds of dementia.

9.7

Part 2

When George arrived at Singapore he found a telegram waiting for him.

'Quite understand. Don't worry. Love Mabel.'

'My God, I believe she's following me,' he said. He checked the passenger list of the next ship on its way to Singapore, and sure enough – her name was on it. There was not a moment to lose. He jumped on the first train to Bangkok. But he was uneasy; she would have no difficulty in finding out that he had gone to Bangkok. Fortunately, there was a French boat sailing the next day for Saigon. He took it. At Saigon he would be safe. It would never occur to her that he had gone there. It was five days' journey from Bangkok to Saigon and the boat was dirty, crowded, and uncomfortable. He was glad to arrive and went straight to the hotel. A telegram was immediately handed to him. It contained only two words:

'Love Mabel'.

He started to tremble.

'When is the next boat for Hong Kong?' he asked. He sailed to Hong Kong but was afraid to stay there. Then he went to Manila, and from there he went on to Shanghai. Shanghai made him feel nervous; every time he went out of the hotel he expected to run straight into Mabel's arms. No, Shanghai would never do. The only thing was to go to Yokohama. At the Grand Hotel in Yokohama a telegram awaited him.

'So sorry I missed you at Manila. Love Mabel.'

Where was she now? He went back to Shanghai. This time he went straight to the club and asked if he had received any telegrams. One was handed to him.

'Arriving soon. Love Mabel.'

9.9

Part 4

One morning, George and the consul were in the courtyard when there was a loud knock at the door. The doorman opened it. Mabel walked in. She was neat and cool and fresh. There was nothing in her appearance to suggest that she had just come in after two weeks on the road.

George was terrified. He was as pale as death. She went up to him.
'Hello, George. I was so afraid that I'd missed you again.'
'Hello, Mabel,' he said.
He did not know what to say. He looked this way and that: she stood between him and the doorway. She looked at him with a smile in her blue eyes.
'You haven't changed at all,' she said. 'I was afraid you'd got fat and bald. I've been so nervous. It would have been terrible if I hadn't been able to marry you after all.'
She turned to George's host.
'Are you the consul?' she asked.
'I am.'
'Good. I'm ready to marry him as soon as I've had a bath.'
And she did.

9.13

Tessa's story

I'd planned to propose to my boyfriend on a trip to Edinburgh – we'd booked a B&B for my birthday weekend and off we went, and I wanted to do it, to propose, at a really pretty place by the river, it's where we said, 'I love you' to each other for the first time. Unfortunately, the weather was quite bad when we arrived, so I thought, well, he's going to think it's really strange if I suggest a long walk in the wind and cold – I knew it would be too suspicious. So then, my Plan B was, I'll propose in front of Edinburgh Castle – so we walked there, but by the time we got there, the wind was so strong we couldn't even hear each other talk. The ring would have been blown away in a second. So then I had to come up with Plan C – I decided to propose during dinner. We went to a Chinese restaurant – the food was lovely, but there was a huge group there having a birthday celebration – not romantic at all! So I was left with Plan D – I'd do it back at the B&B, where nothing could go wrong. We got back to our room, he turned on the TV, and *Countdown* was on – his favourite quiz programme. I didn't want to leave it to the next day because it was my birthday and he would have to say yes, and I didn't want to put that kind of pressure on him. So in the end I proposed in front of a TV quiz show in a not-so-great B&B room. Thankfully, he said yes.

Iain's story

My partner and I – we've been together for years – we decided that we wanted to buy a home in France to retire to, and we liked the idea of somewhere in the south of France. So we did a lot of research and finally we found an apartment in Nice and made an offer, and it was accepted. Anyway, I sent a copy of the contract to a British lawyer. We were back in the UK and I received the lawyer's report one morning on my phone just when we were in the supermarket shopping. I was reading it through, reading bits of it out to my partner as we were going through the checkout. And in the report, the lawyer said it was very important, because of French inheritance law, that couples who buy property together should be married. So I was reading this bit out loud to my partner, and I added, without really thinking about it, 'It looks like we'll have to get married, then.' There was a stunned silence from my partner and the cashier, they both stared at me in amazement. I must be the only person to ever propose by accident in a supermarket checkout queue! My partner's now my wife, by the way!

10.6

1 Yannis

Um, so I've lived in New York for, uh, 12 years now, and one thing that I think I will always appreciate is the diversity of the place and the people. And every time I go away, it's so nice to come back here and, and be on the subway and see all the different faces and hear different accents. Erm, and, you know, my English is pretty good, but I have never felt judged here, you know, for having a foreign accent, and nobody is surprised, you know, if you have a strange surname, um, or if you sound different. I have never felt that. And I could say that sometimes in Europe, I did, so...This is one thing that I will always appreciate about living here.

2 Cristina

Um, one thing that, um, I don't particularly like here is the culture around American football. And maybe this has something to do with me being European and liking, uh, European football, or soccer, um, more than American football. And I did try, um, but I think, uh, the game is way too complicated – though I tried to understand the rules. And I find the atmosphere around American football, I...I just...I find it a bit too aggressive? For example, recently the Philadelphia Eagles won the Superbowl and, um, the celebrations, so to speak, if we can call them celebrations, were more like riots.

3 Louisa

I know from having travelled a lot and having lived overseas, having an Italian husband, it's very complicated to get sort of bureaucratic tasks done in places like Italy. So I think the one thing that I like most about living in the United States is that things are pretty easy to do and even living in a big city it's, um, it's easy to get things done. So it's pretty easy to, you know, change your phone company, and it's easy to renew your driver's licence.

4 Laura

Um, something that I like about America is that I find people are very keen to help, even without being asked. 'Cause I lived in Germany for four years and I remember every time I flew there, at the airport, I would always really struggle to get my bag off the luggage carousel and no one would ever help me. And every time I flew back home to the US, immediately someone would come over and offer to help. And I've noticed the same thing with opening doors, with helping people carry things up the stairs in the subway.

5 Peter

Something I really like about America is the sense of opportunity here. Um, I feel like as a new immigrant I've been able to come into the country and get jobs that I couldn't get back home in the UK because I don't think I would have had the same opportunities there. I think that you can move here and make something of yourself very quickly, and I really like the sort of entrepreneurial spirit there is here, um, the feeling that if you have a good idea and you work hard, you can be successful. I think it really is the land of opportunity and I really like that.

6 Sarah

I've lived in the US for three years, and something that I really dislike about American culture has to be the fascination with guns. Er, growing up in the UK, growing up in Europe, I've never seen people really want to own guns themselves. For me, it's up to the police to take care of people and to make sure everyone's safe. I can't understand why a civilian would want to own their own gun and keep it in their house. For me that means that the country is less safe, not more safe, so that's something I don't think I'll ever be able to understand.

10.9

1 Excuse me, can you tell me the way to the subway?
2 I'm so excited – we're going to Paris in the fall.
3 There were so many people in town today. I had to queue for ages at the post office.
4 I only live on the first floor, but I always take the lift.
5 That brown shirt doesn't go with those blue pants.

10.11

1 Mark

Interviewer What's the hardest exam or test you've ever taken?
Mark My A level physics exam – I didn't understand at least half the questions.
Interviewer Have you ever done an exam where everything went wrong?
Mark I'm afraid so. For a history O level there were five questions – all short essays. I'd prepared five questions from previous exam papers, but nothing else. So I was gambling that at least three of the questions would come up. But none of them did, so obviously I failed it.
Interviewer How did you usually prepare for a big exam?

Mark I remember it generally involved a lot of coffee and late nights!

Interviewer Did you find exams stressful?

Mark No, I never got that stressed about exams, but that may have had a negative effect on the results, come to think of it. I was never the world's best at exams. I usually passed, but the results were never brilliant.

2 Sophie

Interviewer What's the hardest exam or test you've ever taken?

Sophie I think the hardest was probably my driving test – the practical part. I got so nervous each time I just couldn't drive. In fact, I failed three times before I finally passed.

Interviewer Have you ever done an exam or test where everything went wrong?

Sophie In the beginning of my first driving test, I refused to stop where the examiner asked me to stop. I just didn't think it looked safe and I thought it was a trick – I mean, I thought that he was asking me to do something dangerous, to test me. Anyway, it wasn't a trick and he wasn't happy at all.

Interviewer How did you usually prepare for a big exam?

Sophie I used to spend a lot of time writing notes; I probably spent more time making them look nice, using different coloured pens and so on, than I did actually learning the information. But I found it really helpful to stick the notes up on posters all over the house so that I could see them every day.

Interviewer Did exams use to stress you out?

Sophie Yes. I hated exams and used to get very nervous and stressed beforehand. But once the exam had started, I usually relaxed.

3 Diane

Interviewer What's the hardest exam or test you've ever taken?

Diane I think it has to be the Eleven-Plus because that was the first time I had ever felt any pressure to succeed.

Interviewer How did you do?

Diane I passed it.

Interviewer Have you ever done an exam where everything went wrong?

Diane Yeah, my A level French oral exam went horribly wrong. Some friends had said, 'Whatever you do, don't say that you've been to France, otherwise they'll expect your French to be quite good', and so what happened was, I got in there and the examiner said, 'Have you ever been to France?' (in French) and I said, 'Non' and then I started talking about driving to Gibraltar with my parents, and then the examiner said, 'Well, how did you manage to drive from the UK to Gibraltar without driving through France?', at which point I just completely froze and couldn't say anything else at all! But I guess I'd spoken enough previously, so I passed.

Interviewer How did you usually prepare for a big exam?

Diane Well, for literature exams I used to memorize loads and loads of famous passages from the books we were studying, so I could put them in my answers, and that seemed to work, because I passed.

Interviewer How did you usually feel about doing exams?

Diane Not great, but I was usually reasonably confident, I'd say.

4 Paul

Interviewer What's the hardest exam or test you've ever taken?

Paul Probably the exam at the end of the first year of my geography course at university. Not because the questions were very difficult, but because I'd done so little work for it.

Interviewer Have you ever done an exam where everything went wrong?

Paul Oh yes. I thought I'd done quite well in my GCSE chemistry exam, but I failed it. So something must have gone very wrong.

Interviewer How did you usually prepare for a big exam?

Paul I used to read notes over and over again, right up till the last possible minute. Yeah, I relied heavily on short-term memory, I think.

Interviewer Did exams use to stress you out?

Paul Not really, though they probably would now. When I was at school and university, it was just part of life – so not particularly stressful.

pronouns

direct / indirect object pronouns and word order

1 He bought **me** a rose. 1.4
I'm going to lend **her** my camera.
They showed **us** their new flat.
I'll send **you** the document.
We brought **him** some books.
2 He bought **it** for me.
I'm going to lend **it** to her.
They showed **it** to us.
I'll send **it** to you.
We brought **them** for him.

1 Some verbs can have two objects, usually a thing (the **direct object**) and a person (the **indirect object**). If the direct object is a noun (*a rose*, *my camera*, etc.), we usually use verb + **indirect object** + **direct object**.

- The order can also be verb + **direct object** + *for* or *to* + **indirect object**, e.g. *He bought a rose for me, I'm going to lend my camera to her.* See list of verbs in 2.

2 If the direct object is a pronoun (*it*, *them*), we usually use verb + **direct object** + **indirect object**, with either *for* or *to* before the indirect object. Some common verbs which can have two objects are:

- With *for*
  bring sth for / to sb, buy sth for sb, cook sth for sb, find sth for sb, get sth for sb, make sth for sb
- With *to*
  give sth to sb, lend sth to sb, offer sth to sb, read sth to sb, sell sth to sb, send sth to sb, show sth to sb, take sth to sb, write sth to sb
- If the indirect object is a pronoun, we use the object pronoun, not the subject pronoun:
  I'm going to lend it to her. **NOT** ~~*I'm going to lend it to she.*~~

Gender-neutral pronouns

Ask your partner what they think is going to happen. 1.5
Kai lives with their partner in a flat in Manchester.

- *They*, *them*, and *their* are sometimes used either to replace *he / she* when the gender is unknown, or by people who don't use gender-specific pronouns. The verb form is still plural, even when the meaning is singular.

a **Check what you know.** Circle the correct form.

My cousin's name's James, but we call *his* / *him* Jim.

1 My brother doesn't have a tablet. *He* / *She* prefers to use *his* / *her* laptop.
2 **A** Are these *your* / *yours* books here?
B Yes, they're *my* / *mine*.
3 Most people are happy with *theirs* / *their* names, but Sarah doesn't like *her* / *hers*.
4 **A** What are *hers* / *her* children called?
B I don't know, she's never told *me* / *my*.
5 I gave *them* / *their* my phone number, but they didn't give me *theirs* / *their*.
6 **A** Are these *ours* / *our* coats?
B No, *ours* / *our* are on the bed.
7 This is *your* / *yours* pen, so that one must be *my* / *mine*.
8 She'll call *us* / *we* when *her* / *hers* flight arrives.
9 Can you send *he* / *him* the information? I can give you *his* / *him* email address.
10 *It's* / *They're* a really good restaurant, but I can never remember *his* / *its* name.

b Rewrite the highlighted phrases. Replace the **bold** words with a pronoun and use *for* or *to*.

I gave you **that pen** for your birthday. *I gave it to you.*

1 They sent me a **new password** yesterday.
2 I gave my mum **some flowers**, but she's still angry with me.
3 She found me **some hotels** online.
4 My grandmother wrote me **these letters** when I was at boarding school.
5 Will you lend him **the money**?
6 My son made me **a birthday card** at school.
7 Our car broke down, so my parents offered us **their old one**.
8 We didn't buy our daughter **a phone** because we think she's too young.
9 I read the children **the first Harry Potter book** last week.
10 A friend sold me **these headphones** for £20.

c Right (✓) or wrong (✗)? Correct any mistakes in the sentences or questions with pronouns.

1 Please give to me all your essays.
2 Maya has forgotten her crayons. Could you get her some on the way to school?
3 If you have his email, please send it to me as soon as you can.
4 Granny wants to know all about your trip. Show the photos to her when you next see her.
5 It's Anna's birthday tomorrow. Can you make a cake to her?
6 If anybody saw the accident, could they please contact the police?
7 We finally bought to him a puppy, because he'd wanted one for ages.
8 Could anyone who has brought her phone into class please switch it off?

p.10

adjectives

adjective + *one* / *ones*

1 I've lost my suitcase. It's a **big blue one**. 1.14
Expensive laptops are usually more reliable than **cheap ones**.
2 I'm looking for white bread, but I can only find **brown**.
We don't have any skimmed milk, only **semi-skimmed**.

1 We use *one* / *ones* after an adjective instead of repeating a singular or plural noun.
2 We don't use *one* with uncountable nouns.

a bit and *much* + comparative adjective

1 It's **a bit cloudier** today than yesterday. 1.15
This phone's **a bit more expensive** than that one.
2 Your job is **much more stressful** than mine.
The airport is **much busier** than it was a few years ago.

1 We use *a bit* + comparative adjective to say that a difference is small.
2 We use *much* + comparative adjective to say that a difference is large.

more rules for comparatives and superlatives

1 I'm **less busy** this week than I was last week. 1.16
Alan is **the least interesting** person in the office.
2 She's **the cleverest** girl in the class.
The old road was much **narrower** than the new one.
It would be **simpler** to go back to the beginning.

1 We can use *less* and *the least* with adjectives of any number of syllables.
2 Some two-syllable adjectives can make comparatives and superlatives with *-er* and *-est*. Common examples are *clever*, *narrow*, *polite*, *quiet*, *simple*, *stupid*. A good dictionary will tell you the usual comparative and superlative form for a two-syllable adjective.

a **Check what you know.** Circle the correct word or phrase.

He was very miserable, but he's *happier* / *more happy* now.

1 She's *a person very ambitious* / *a very ambitious person*.
2 That's the *most bad* / *worst* film I've ever seen.
3 I like that shop because it sells lots of *different* / *differents* brands.
4 I'm not as sporty *as* / *than* my brother.
5 Apparently, the weather's going to be better on Saturday *than* / *that* on Sunday.
6 It's the *difficultest* / *most difficult* exercise in the book.
7 This exercise is *easyer* / *easier* than that one.
8 This is the *bigest* / *biggest* room in the house.
9 The blue whale is the largest creature *of* / *in* the world.

b Are the highlighted forms right (✓) or wrong (✗)? Correct the wrong ones.

1 I always lose my phones, so this time I bought a cheap.
2 Cats are much selfisher than dogs.
3 We can't decide between Mexico and Sicily. Mexico is further to travel, but the hotels are less expensive.
4 I sometimes drink red wine, but I don't really like white.
5 Going by bus is the least comfortable way to travel.
6 It's bit warmer today than it was yesterday.
7 Our house is in most quietest road in the village.

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

Adam is friendlier than Chris.
Chris isn't as friendly as Adam.

1 Ricardo isn't as lucky as his brother.
Ricardo's brother _____ he is.
2 Their house is much bigger than ours.
Our house is _____ theirs.
3 My new password is easier to memorize than my old one.
My old password was _____ to memorize than my new one.
4 This flat is nicer than the other two we've seen.
This flat is _____ of the three we've seen.
5 My sister's children are more helpful than mine.
My children aren't _____ my sister's.
6 The weather wasn't as good as we'd expected.
The weather was _____ we'd expected.
7 The film was a bit less dramatic than the book.
The book was _____ the film.
8 Yellow will look better than red for your kitchen walls.
Red won't look _____ yellow for your kitchen walls.

p.14

present tenses

action and non-action verbs

1 **A** What **are** the children **doing** now? 2.9
B Mark**'s playing** tennis and Anna**'s reading**.
A Hi, Marta. **Are** you **waiting** for someone?
B Yes, I**'m waiting** for Tim.
2 I **like** vegetables now, but I didn't use to.
Oh, now I **remember** where I left my glasses.

1 Many verbs describe actions. These verbs are used in the present continuous to talk about actions happening now or in the future.

2 Some verbs describe states and feelings, not actions. Examples are *agree*, *be*, *believe*, *belong*, *depend*, *forget*, *hate*, *hear*, *know*, *like*, *look like*, *love*, *matter*, *mean*, *need*, *prefer*, *realize*, *recognize*, *remember*, *seem*, *suppose*, *understand*, *want*. These verbs are normally used in the present simple, not the continuous, even if we are referring to now.

verbs which can have action and non-action meanings

Do you **have** any sunscreen? = possession (non-action) 2.10
He**'s having** a shower at the moment. = an action
Do you **think** we should have lunch in the hotel? = opinion (non-action)
They**'re thinking** of going on a cruise. = an action
I **see** what you mean. = understanding (non-action)
I**'m seeing** the hotel manager tomorrow morning. = an action

- Some verbs have two meanings, an action meaning and a non-action meaning, e.g. *have*, *think*, *see*. If they describe a state or feeling, not an action, they are not usually used in the present continuous. If they describe an action, they are used in the present continuous.

present continuous for future arrangements

I**'m leaving** tomorrow and I**'m coming back** on Tuesday. 2.11
We**'re seeing** our grandparents this weekend.
When **are** they **coming** to visit us?
Ella **isn't going out** tonight. She**'s staying in**.

- We often use the present continuous where there is an arrangement to do something in the future.

present simple for 'timetable' future

The train **leaves** at 6.30 in the morning. 2.12
Our flight **doesn't stop** in Hong Kong. It stops in Singapore.
What time **does** your flight **arrive** in New York?

- We use the present simple to talk about things which will happen according to a timetable, especially travel times. We are usually referring to things which always happen on certain days at certain times, like flight times or classes, and are not people's personal plans or decisions.

a **Check what you know.** Circle the correct word or phrase.

1 She *go* / *goes* abroad a lot.
2 *Do* / *Does* he know Paris well?
3 We *don't like* / *not like* camping.
4 *They never go* / *Never they go* swimming.
5 *He's always* late / *Always he's* late.
6 I *go for a walk every morning* / *go every morning for a walk.*
7 *He's working* / *He working* from home today.
8 *They not* / *They aren't* watching TV, they're playing a video game.
9 *You are* / *Are you* going away this weekend?

b Tick (✓) the verbs which are correct in the present continuous. Cross (✗) the ones which should be present simple.

We're going ✓ to New Zealand on Saturday. The flight [1]is leaving ___ at 6.50 in the morning. [2]We're needing ___ to check in two hours ahead, so [3]we're going ___ to the airport the night before, and [4]we're staying ___ in an airport hotel (£200 a night, but it's better than getting up at 2.00 a.m.!). The first part of the flight, to Singapore, [5]is taking ___ 14 hours, and [6]we're breaking ___ the journey there for a couple of days. Then it's on to Auckland. The flight [7]is arriving ___ at nearly midnight, but our friends [8]are meeting ___ us at the airport, and [9]they're looking after ___ us for a week or so. Then [10]we're travelling ___ round North and South Island – [11]we're renting ___ a camper van. [12]We're having to ___ be back in Auckland on 22nd February, but I don't think I'll want to come home!

c Complete the sentences with the present simple or present continuous form of the verbs in brackets.

Do you know Andrew's sister? (know)
1 _____ you _____ camping or staying in hotels? (prefer)
2 We _____ of going on a safari next year. (think)
3 _____ we _____ to pack insect repellent? (need)
4 She _____ to Frankfurt for a business meeting next week. (fly)
5 **A** Can I help you?
B Yes, I _____ a charger for my phone. (look for)
6 **A** This hotel _____ a restaurant. (not have)
B It _____, we can eat in town. (not matter)
7 **A** Hi. Can you hear me? What _____ you _____? (do)
B I _____ by the pool and Tanya _____ a spa treatment. Where are you? (read, have)
8 **A** What time _____ our flight _____? (leave)
B It _____ at 9.50 and it _____ at 12.10. (leave, arrive)

p.20

possessives

more rules for possessive 's

1 I asked **Chris'** advice. / I asked **Chris's** advice. 2.13
2 This is a photo of my **parents'** house.
That's the **children's** bedroom.
3 We spent the weekend at **Paul's**.
I went to my **grandmother's** yesterday.
Can you get me some aspirin when you go to the **chemist's**?
4 We saw **Tom and Mary's** parents.
Is that **Kate and David's** house?

1 If a name ends with *-s*, we form the possessive with *'* or *'s*. Both are pronounced /ɪz/.
2 Possessives are different for regular and irregular plurals.
- After a plural noun ending in *-s*, we form the possessive with a final *'* (but no extra *s*).
- After an irregular plural not ending in *-s*, we form the possessive with *'s*.

3 We can use *name / person* + *'s* to mean that person's house or flat.
- We also use *'s* after words for certain jobs to refer to their shop or business, e.g. *chemist's*, *hairdresser's*, etc.

4 When we are talking about something belonging to two people or things, we put the *'s* only after the second name.

Compound nouns

With places and things, we tend to use a compound noun rather than an *'s*, e.g.
a street lamp, a garden table, the kitchen window

more rules for *of* to show possession

That man over there is **a friend of mine**. 2.14
This is **an interesting book of Sarah's**.
Tell me about **this plan of theirs**.
Where's **that husband of yours**?

- We often use noun + *of* + possessive pronoun or name / noun + *'s* after *a / an* or *this / that*.

own

I'd love to have **my own** business. 2.15
That's my magazine. Why don't you buy **your own**?
Our town is going to get **its own** shopping centre.
Small bakers often sell **their own** bread and cakes.

- We can use *own* after a possessive adjective for emphasis.
- We can also use *of my / his / her*, etc. + *own*, e.g. *I'd love to have* ***a business of my own***.

a Check what you know. Choose a, b, or c.

1 That's ___ jacket.
a Mark's b Marks c Marks'
2 My ___ names are Ella and Danielle.
a sisters b sister's c sisters'
3 These are the ___ bedrooms.
a children's b childrens' c childrens
4 What's ___ where you live?
a the name street's b the street's name
c the name of the street
5 They sat at ___ .
a the bus's back b the back of the bus c the buses' back

b Circle the correct form.

What's *the name of the shop* / *the shop's name* where Suzy works?
1 That's *the car of my friend* / *my friend's car* over there.
2 My *brother's* / *brothers'* names are Carlo and Giovanni.
3 I live in the flat at *the top of the building* / *the building's top*.
4 The only *travel agents* / *travel agent's* in our village closed down last year.
5 I can't remember *Jim and Marie's* / *Jim's and Marie's* address – do you have it?
6 **A** Who's Keira? **B** She's *my husband's sister* / *my sister's husband*.
7 We often have lunch at *my parents'* / *my parent's*.
8 Tim's a colleague *of my* / *of mine*.
9 Not many people live in *the centre of London* / *London's centre*.
10 I quite like supermarket pizza, but I prefer to make *my own* / *mine own*.

c Are the highlighted forms right (✓) or wrong (✗)? Correct the wrong ones.

We went to Martas for dinner last night. ✗ to Marta's
1 There are lots of expensive womens' clothes shops round here.
2 James's brother is much younger than him.
3 They'd really like to have his own flat.
4 **A** Who are those women?
B The blonde one is my sister Alice, and the dark one is a colleague of her.
5 There's been a hairdressers on that corner for years.
6 Two of my friend's mothers run online businesses.
7 Simon is a distant cousin of ours.
8 If you want to work from home, you need to have a study of your own.
9 Kai's and Sara mother works in the shop with them.
10 There was a beautiful painting of Monet's at the exhibition.

p.22

past simple, past continuous, or *used to*?

past simple and past continuous

1 I only **saw** him for a few minutes before he **left**. 3.2
Most people **didn't own** a computer until the 1980s.
Where **did** you **grow up**?
2 What **were** you **doing** at 7 o'clock yesterday evening?
He **was texting** a friend when the accident **happened**.
While we **were having** our picnic, it **started** to rain.
Sorry, what **did** you **say**? I **wasn't listening**.

1 We use the past simple for finished past actions or states (when we say, ask, or know when they happened). We can use the past simple for things which happened at any time in the past – very recently or a long time ago. The important thing is that we see them as finished.

- For irregular past simple verbs, see **Irregular verbs** p.173.

2 We use the past continuous:

- to talk about an action or situation in progress at a specific time in the past.
- to describe a past action in progress which was interrupted by another action (expressed in the past simple).

used to and past simple

1 I **used to be** very shy when I was a child. 3.3
Tim **used to go** to the theatre a lot when he lived in London.
We **used to live** in Rome.
2 I **was** very shy when I was a child.
Tim **often went** to the theatre when he lived in London.
We **lived** in Rome for ten years.

1 We use *used to* (not the past continuous) to describe a habit or state that was true for a significant period in the past, and that has now finished.

2 We can also often use the past simple instead of *used to*, especially with an adverb of frequency, e.g. *usually*, *often*, etc.

- We use the past simple (not *used to*) when we specify how long we did an action **NOT** ~~*We used to live in Rome for ten years.*~~

a **Check what you know.** Complete the missing forms in the chart.

	+	−	?
Past simple *be*	I *was* you *were*	I _____ you _____	_____ I...? _____ you...?
Past simple *work*	he _____ they _____	he _____ _____ they _____ _____	_____ he _____...? _____ they _____...?
Past simple *have*	she _____ we _____	she _____ _____ we _____ _____	_____ she _____...? _____ we _____...?
Past continuous *study*	he _____ _____ you _____ _____	he _____ _____ you _____ _____	_____ he _____...? _____ you _____...?
used to	I _____ _____ they _____ _____	I _____ _____ _____ they _____ _____ _____	_____ I _____ _____ _____ they _____ _____...?

b Are the highlighted forms right (✓) or wrong (✗)? Correct the wrong ones.

Where did you use to go on family holidays? ✓

1 This time last week I was sitting on a beach.
2 When did they use to get married?
3 I worked in a café when I first met Eve.
4 We used to love going to concerts when we were students.
5 I used to travel round Asia for a year before I decided to go to university.
6 My brother and I didn't used to get on very well when we were young.
7 Ali was never studying much at school.
8 **A** Where did you go to school?
B In a village near Valencia.
9 Sorry, I didn't hear what you said, I watched TV.
10 I used to be much thinner when I was a teenager.

c Complete the sentences with the correct form of the verbs (past simple, past continuous, or *used to*). Sometimes more than one form is possible.

I *grew up* in a little village. (grow up)

1 They _____ dinner when I _____. (already have, arrive)
2 When we were young, our parents _____ us to the beach every weekend. (take)
3 We _____ when the taxi _____. (still pack, come)
4 _____ your brother _____ you to play the guitar when you were young? (teach)
5 When I was a child, I _____ vegetables. (not like)
6 He _____ a beard when he _____ at university. (have, be)
7 We _____ all day playing together when we _____ children. (spend, be)
8 He _____ on his phone when the police _____ him. (talk, stop)

p.30

prepositions

prepositions of place

3.14

She sat **in** the square and watched the tourists.
There's a box **under** your bed.
You'll find some cash **inside** my purse.
The cups are **on** that shelf there.
There's a man standing **in front of** the gate.

- Prepositions that describe place, like *in* and *on*, can be used with different verbs and places, and the meaning doesn't change.

prepositions of movement

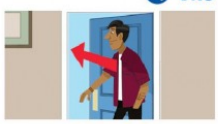
3.15



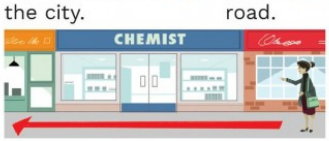
The plane flew **over** the city.



He ran **across** the road.



He walked **through** the door.



Go **along** the street, **past** the chemist's.



Don't run **down** the steps. You'll fall.

- Prepositions that describe movement, like *over* and *through*, can be used with different verbs of movement and the meaning doesn't change.

dependent prepositions after verbs and adjectives

3.16

1 We **waited for** the film to start.
Everybody **laughed at** me.
2 I'm **worried about** my camera – the flash isn't working.
Lily's **interested in** astrology.
3 Tony's **good at spending** other people's money.
She **believes in taking** lots of pictures and then **choosing** the best.

1 Some verbs are always followed by the same preposition.
2 Some adjectives are always followed by the same preposition.
3 If there is a verb after the preposition, we use the *-ing* form, not the infinitive.

The verbs *ask*, *discuss*, *enter*, *marry*, and *tell* have no preposition, e.g.

I **asked Jack** a question. **NOT** ~~*asked to*~~
We **discussed the situation**. **NOT** ~~*discussed about*~~
The police officers **entered the building**. **NOT** ~~*entered in*~~
She **married her personal trainer**. **NOT** ~~*married with*~~
The photographer **told everyone** to smile. **NOT** ~~*told to everyone*~~

- For a list of **prepositions after verbs and adjectives**, see p.172.

a Complete the story with the correct prepositions from the list.

across between ~~down~~ in into (x2) next to off on onto round towards under

The mouse ran *down* the stairs, [1]_____ the corridor, and [2]_____ the kitchen. It jumped [3]_____ the table, and ran [4]_____ the salt and pepper and [5]_____ the coffee pot. There was some cheese [6]_____ a plate. The mouse took a piece, jumped [7]_____ the table, and disappeared [8]_____ the door. Then it ran [9]_____ the garden and stopped [10]_____ the gate. But unfortunately, two cats were hiding [11]_____ the grass, and they started to creep [12]_____ the mouse...



b Complete the sentences with the correct preposition. Write – if no preposition is needed.

She paid *for* my flight home.

1 I'm tired _____ all this work – I'm ready _____ a holiday!
2 I'm not looking forward _____ apologizing _____ what happened.
3 He's very proud _____ his new phone.
4 We need to discuss _____ the problems with our IT department.
5 Mum! Josh won't share his sweets _____ me!
6 You can't always rely _____ the buses here – they're often late.
7 I don't know what you're talking _____.
8 The pilot told us not to worry _____ the turbulence.
9 Who's responsible _____ updating the website?
10 Let's not argue _____ it now – let's wait _____ the boss to get here.
11 Sarah married _____ Anthony in July this year.
12 I'm interested _____ photography, but I'm not very good _____ taking photographs!

p.34

future forms: *will / shall* and *be going to*

will / shall

1 **Predictions** 4.9
Who do you think **will win** tomorrow's game?
The climate probably **won't change** much in the next five or ten years.
2 **Future facts**
I**'ll be** at work on Monday. The election **will be** on 6th May.
3 **Instant decisions**
A Do you want coffee or tea? **B** I**'ll have** a coffee, please.
4 **Promises**
A Have you been using my laptop? You didn't turn it off.
B Oh sorry. I**'ll remember** next time.
A The battery's almost run down!
B Sorry. I promise I **won't do** it again.
5 **Offers and suggestions**
I**'ll cook** dinner tonight.
Shall I **throw away** this bread?
What **shall** I **do** with my old phone?
Where **shall** we **go** for lunch today?

- We use *will / won't* + infinitive:

1 to ask for or make predictions about what we think or believe will happen.
2 for future facts which are beyond our control.
3 for instant decisions that you make at the time of speaking.
4 to make promises.
5 to offer to do something. If the offer is a question, we use *Shall I / we...?*

- We also use *shall* with *I* and *we* to make suggestions.

be going to

1 **Plans and intentions** 4.10
I**'m going to buy** a new phone this weekend.
Tom**'s going to make** pizza for dinner.
2 **Predictions**
You **aren't going to like** this film – it's very violent.
It's a bit cloudy – the weather forecast says it**'s going to rain** this afternoon.

- We use *be going to* + infinitive:

1 when there is a plan to do something – a decision has been made.
2 to make predictions when we have visible or other evidence of what is going to happen.

- We can often use either *will* or *be going to* for predictions.

The future in the past

When we talk about the future from the point of view of a time in the past, we use *was / were going to*. This often describes failed plans.

I was going to call you, but I forgot.
We were going to go shopping, but we didn't have time.

a Are the highlighted forms right (✓) or wrong (✗)? Correct the wrong ones.

A Is that the doorbell?
B Yes, it is. I'm going to get it. ✗ I'll get

1 **A** What are your plans for the weekend?
B I'm going to do lots of gardening, and we're going to see my parents on Sunday.

2 **A** This cardboard box is empty. Will I put it in the recycling bin?
B No, I'm going to use it.

3 **A** I've decided to buy a new camera. I'll get one with a good zoom.
B Will I help you choose one? I know a lot about cameras.

4 **A** Is Katie going to be at the party?
B I don't know. Pass me my phone and I'm going to text her.

5 **A** Did you finish all the biscuits?
B Yes, sorry. I'll buy some more this afternoon.

b Complete the sentences with the correct form of *will*, *shall*, or *be going to* and the verb in brackets.

We've decided that we 're going to stay in the UK for our holiday this year. (stay)

1 **A** It's really hot in here!
B I _____ the air conditioning. (turn on)

2 Can I borrow £10? I _____ you back tomorrow. (pay)

3 **A** What are you planning to do with these old books?
B I _____ them to the charity shop. (give)

4 **A** _____ I _____ some more bread when I go out? (buy)
B Yes, please. I've decided I _____ sandwiches for lunch. (make)

5 Are you going home by bus? I _____ you a lift if you like. (give)

6 **A** Let's go to the cinema tonight.
B OK. What film _____ we _____ ? (see)

7 **A** What _____ you _____ with all those old bottles and jars? (do)
B I _____ them to the bottle bank for recycling. (take)

8 After 2040, diesel cars _____ in most European countries. (not sell)

p.40

first and second conditionals

first conditional

1 If I **have** time, I'**ll write** my CV tonight. 4.17
If you **don't work** hard, you **won't get** promoted.
2 If he **does** well at school, he **can go** to a good university.
I **might** (**may**) **go back** to college if I **can't find** a job.
If you **apply** for a job, you **must prepare** an up-to-date CV.
If you **want** to do well in the exam, you **should work** hard this weekend.
3 If you **get** an interview, **think** carefully about what to wear.

- We use the first conditional to talk about a possible future situation and its consequence.

1 The first conditional normally uses *if* + present simple, *will* / *won't* + infinitive.

2 We can also use other modal verbs instead of *will*, e.g. *can*, *might*, *may*, *must*, or *should*.

3 We can also use an imperative instead of *will*.

unless

We can use *unless* instead of *if...not* in conditional sentences.
I won't go unless you go, too. (= I won't go if you don't go, too.)

second conditional

1 If I **had** more money, I **wouldn't need** to work overtime. 4.18
If they **offered** you a part-time job, **would** you **take** it?
2 I **might meet** more people if I **lived** in a hall of residence.
You **could apply** for a scholarship if you **got** a place to study in the USA.
3 If John **was** (**were**) here, **he'd k**now what to do.
I'd take it back to the shop if I **were** you.

- We use the second conditional to talk about a hypothetical or imaginary present / future situation, or one that we *don't* think is a possibility.

1 The second conditional normally uses *if* + past simple, *would* / *wouldn't* + infinitive.

2 We can use *might* or *could* instead of *would*.

3 When we use *be* in the *if* clause, we can use *was* or *were* after *I* / *he* / *she* / *it*.

- However, in the phrase *if I were you*, which is often used to give advice, only *were* is used. **NOT** ~~*If I was you.*~~

First or second conditional

The conditional we use depends on how likely the condition is. Compare:
If I have time, I'll help you. (I think it's a real possibility that I'll have time.)
If I had time, I'd help you. (I think it's unlikely or impossible that I'll have time.)

a Circle the correct form.

If I go to university, *I'd study* / *I'll study* engineering.

1 If she had her own car, she *doesn't* / *wouldn't* need to borrow yours.
2 If I *got* / *get* a good degree, I'll find a better job.
3 I'd take the job if I *am* / *were* you.
4 We can't help you unless you *tell* / *told* us what the problem is.
5 If you *think* / *thought* you're going to be late, please text me.
6 *You might* / *You'll* give a better impression if you wore a suit.
7 I *won't* / *wouldn't* go there unless I really had to.
8 Dana would enjoy life more if she *didn't* / *doesn't* study all the time.
9 If I can't find a cheap bike, I *won't* / *wouldn't* buy one.
10 If I *earned* / *earn* more, I could afford to rent a flat.

b Complete the sentences with the verb in brackets.

I wouldn't do research if I didn't enjoy working on my own. (not do)

1 If I _____ to stay at university, I'll probably do a PhD or a master's degree. (decide)
2 If you didn't spend so much on clothes, you _____ borrow money all the time. (not have to)
3 I think my sister and her boyfriend _____ sooner if they could afford to pay for the wedding. (get married)
4 If I have time over the summer, I _____ for an internship. (apply)
5 I think Andres might get a scholarship if he _____ on working hard. (keep)
6 If we _____ a bigger house, we could rent a couple of rooms to students. (buy)
7 I might enjoy my job more if I _____ to commute so far. (not have)
8 If I don't like the job after six months, I _____. (not stay)
9 My tutor says I must attend all the seminars if I _____ to fail my exams. (not want)
10 I'd get more job offers if I _____ better qualified. (be)

p.43

present perfect simple

1 I**'ve used** Netflix, but I **haven't used** Amazon Prime. 5.7
Have you **ever watched** a foreign TV series?
She**'s never liked** quiz shows.
2 I don't believe it! We**'ve won** £500 on the lottery!
He**'s just sent** me a text – I'll tell you what it says.
3 **Have** / **Haven't** you **started** work **yet**?
I **haven't talked** to her **yet** – I'm going to call her later.
4 **A** **Have** you **started** painting the kitchen?
B Yes, and I**'ve already finished** it.
5 Sally**'s known** him **for 20 years**.
We**'ve** only **had** a smart TV **since last month**.
I**'ve been** out **all morning**.

1 We use the present perfect simple for past experiences if we don't say when they happened. If we say when they happened (*five minutes ago*, *yesterday*, *last week*, etc.) we use the past simple, e.g. *I**'ve watched** a lot of foreign TV series. I **watched** three episodes of* Lupin *last weekend.*

2 We use the present perfect simple to give news. If something has happened very recently, we often use *just*.

3 We use the present perfect simple with *yet* to ask if something has happened, or to say that it hasn't happened, but that it will.

- Negative questions *Haven't you...yet?* often express surprise or criticism.

4 We use the present perfect simple with *already* to say that something has happened, sometimes earlier than expected.

5 We can use the present perfect simple, especially with non-action verbs, to talk about situations that started in the past and have continued to the present. We don't use the present simple or the present continuous, e.g. *I've lived here for three months.* **NOT** ~~*I live here for three months.*~~ / ~~*I'm living here for three months.*~~

- To express a period of time we often use *for* or *since*.
- We use *for* + a period of time, e.g. *for two minutes / ten years / ages / a long time.*
- We use *since* + a time in the past, e.g. *since this morning / 5.00 / September / 2010 / I was a child.*
- We can use phrases with *all* to express a period of time, e.g. *all my life*, *all day*, *all year*, etc. We don't use *for* with *all*, e.g. *I've been here all day.* **NOT** ~~*I've been here for all day.*~~
- For irregular past participles, see **Irregular verbs** p.173.

a Circle the correct form.

Oh no! We're late! The film *has already started* / *hasn't started yet*.

1 This programme's been on *for* / *since* an hour.
2 *I've already had* / *I haven't had* breakfast, so I'm not really hungry.
3 I've been to Tokyo, but *I never went* / *I've never been* to Kyoto.
4 We've known them *since we were at university* / *since five years*.
5 I've only been at work for an hour, but I've *just* / *already* done a lot.
6 They got married in May, so *they're married* / *they've been married* for six months.
7 You'll love Copenhagen – *have you been* / *did you go* there before?
8 He's lived here *since all his life* / *all his life*.
9 We've never been to Sweden, but *we went* / *we've been* to Norway last year.
10 Sorry, I can't meet you after work. I've *just* / *yet* had an email from my boss.

b Complete the sentences with the present perfect or past simple form of the verbs in brackets.

Have you ever been to the Edinburgh Festival? (ever / be)

1 **A** _____ you _____ that wildlife documentary last night? (see)
B No, I _____ it. (miss)
2 **A** When _____ you _____ here? (get)
B I arrived at the weekend, so I _____ here for a few days. (only / be)
3 **A** _____ you _____ the match results? (check)
B It _____ yet. It _____ late. (not finish, start)
4 **A** Bad news – Ben _____ a bike accident. (have)
B Oh no! When _____ that _____? (happen)
5 **A** Where's Linda? She isn't at her desk.
B I think she _____ for lunch. (just / go out)
6 **A** _____ you _____ him at tennis? (ever / beat)
B No, but I _____ a set last time. (win)
7 **A** _____ Marcus _____ his new job? (already / start)
B Yes, his first day _____ last Monday. (be)
8 **A** How long _____ you _____ a motorbike? (have)
B Not long! I _____ it six months ago. (buy)

p.49

present perfect continuous

1 **A** What **have** you **been doing** lately? 5.16
B I**'ve been studying** for my exams.
She**'s been going** for a walk every morning this week.
John**'s been working** very late recently.
2 **A** You look tired.
B I**'ve been working** in the garden.
A You're covered in paint.
B Yes, I**'ve been decorating** the kitchen all day.
3 How long **have** you **been looking for** a new job?
We**'ve been living** here since last year.
It**'s been raining** all day.

1 We use the present perfect continuous with action verbs for repeated actions that started in the past and have continued till now. We often use time expressions like *recently / lately*.

- With non-action verbs we use the present perfect simple, e.g. *I've known them for 10 years.* **NOT** ~~*I've been knowing them for 10 years.*~~

2 We use the present perfect continuous for continuous actions which have visible present results.

3 We use the present perfect continuous to ask or talk about situations which started in the past and are still happening now. We often use *for / since* or time expressions like *all day / all morning / all week*. We don't use the present continuous or the present simple, e.g.
I've been waiting since 10 o'clock.
NOT ~~*I'm waiting since 10 o'clock.*~~
~~*I wait since 10 o'clock.*~~

- If you say *when* something happened, use the past simple, not the present perfect continuous, e.g. *I've been watching a lot of TV lately. I* ***saw*** *a great programme* ***last night***. **NOT** ~~*I've been seeing a great programme last night.*~~

work* and *live

These verbs can usually be used in either the present perfect simple or the present perfect continuous with no difference in meaning, e.g. *I've been living here for three months.* **OR** *I've lived here for three months.*

a **Complete answers a–i with the present perfect continuous. Then match them to questions 1–8.**

Why are your clothes so wet? d
1 Why are you so late? ___
2 Do you want a coffee? ___
3 Are you going to move to London? ___
4 Are the children hungry? ___
5 Is her English good? ___
6 How's your new camera? ___
7 Why is Sally crying? ___
8 Do you think it's safe to drive? ___

a She _____ a sad film on Netflix. (watch)
b No, thanks. I _____ too much caffeine lately. (drink)
c I don't think so. It _____ very heavily. (snow)
d I've been washing the car. (wash)
e No. They _____ biscuits all afternoon. (eat)
f I hope so. We _____ a flat we can afford. (look for)
g Yes, she _____ it for a long time. (learn)
h It's great – I _____ pictures all day. (take)
i I _____ in a traffic jam for two hours. (sit)

b **Circle the correct form.**

I've been working / *I'm working* too hard lately.
1 *I've been living* / *I'm living* in a small village for five years.
2 Ania is really tired – *she's travelling* / *she's been travelling* a lot for work since February.
3 *I haven't been doing* / *I'm not doing* much exercise lately.
4 I arrived yesterday and *I've been staying* / *I'm staying* for two weeks.
5 He's not answering his phone – maybe *he's driving* / *he's been driving*.
6 At last! *I'm waiting* / *I've been waiting* for you for ages.
7 I can't stand this weather – *it's raining* / *it's been raining* all week.
8 Be quiet! *I've been trying* / *I'm trying* to concentrate.
9 *I've been seeing* / *I'm seeing* a lot of my family recently.
10 We need to get someone to look at the central heating. *It isn't working* / *It hasn't been working* properly for ages.

p.55

obligation, necessity, prohibition, advice

obligation and necessity

1 I **have to** work every evening. 6.7
Do we **have to** leave a tip?
They **had to** wait for two hours at the airport.
2 You **must** be more careful.
Must I show ID at the door?
You **must** pay him back as soon as possible.
3 I **need to** buy some food for tonight.
Do we **need to** book a table?

1 We use *have to* to talk about all kinds of obligation. *have to* can be used in all tenses.
2 We also use *must* to talk about obligation. *must* is only used in the present tense. The meaning is similar to *have to*, but *must* is especially used when the speaker sees something as a personal obligation. Compare:
*I **have to** start work at 9.00.* (an external obligation, the rule where I work)
*I **must** remember to book a table.* (a personal obligation, one that I impose on myself)
3 We can use *need to* to talk about things that are necessary. *need to* can be used in all tenses.

no obligation / no necessity

1 You **don't have to** pay me now. 6.8
2 We **won't need to** take the car – it's walking distance from here.
3 You **needn't** hurry. We have plenty of time.

1 We use (*not*) *have to* when there is no obligation to do something.
2 We use (*not*) *need to* when it is not necessary to do something.
3 We can also use *needn't* + infinitive without *to* to say that it is not necessary to do something.

prohibition

You **mustn't** be rude to customers. 6.9
You **mustn't** serve alcohol to people under 18.

- We use *mustn't* when something is prohibited, dangerous, or wrong.
- *mustn't* and *don't have to* are completely different. Compare:
*You **mustn't** drive. You've been drinking. = Don't drive.* (It's dangerous / wrong to do it).
*You **don't have to** drive. We can get the bus. = It's not necessary to drive.* (There's no obligation or necessity.)

advice

1 You **should** try that new Vietnamese restaurant. 6.10
He **shouldn't** drink so much coffee.
2 You **ought to** get a new phone.
She **oughtn't to** spend so much on clothes.
3 When you're in Venice, you **must** / **have to** have a drink at Harry's Bar!

1 We use *should* / *shouldn't* to give someone advice, or to say what we think is the right thing for ourselves or for someone else to do.
2 We can also use *ought to* / *oughtn't to* to give advice. The meaning is the same as *should* / *shouldn't*.
3 We can use *must* and *have to* to give strong advice when we think it's very important that someone does something.

a Circle the correct form. Tick (✓) if both are possible.

I *had to* / *must* buy a new fridge last week.
1 We *don't have to* / *mustn't* be at the airport until 5.00. Our flight isn't until 7.00.
2 You *needn't* / *don't have to* worry about getting a ticket in advance – you can pay on the train.
3 He *shouldn't* / *doesn't have to* have any more cake. He's already had three pieces.
4 *You'll have to* / *You'll need to* book a table if you want to go to Gino's on Saturday evening.
5 I *should* / *ought to* try to eat more vegetables.
6 We *don't need to* / *mustn't* leave yet. The show doesn't start until 7.30.
7 You *mustn't* / *don't have to* spill anything on the sofa – it's leather.
8 We *must* / *have to* go to the supermarket later. We've run out of coffee.
9 You *don't need to* / *needn't* phone me unless your train is delayed.
10 You *oughtn't to* / *don't have to* arrive late on your first day at work.

b Complete the sentences with one word. Contractions count as one word.

I definitely think you should sell your house. It would be a really good idea.
1 You _____ turn your phone on until the plane has landed.
2 Here's the form. You _____ to sign it at the bottom.
3 I think perhaps you _____ to buy a new table, and maybe you should get some chairs as well.
4 We _____ have to leave until 2.30. It'll only take an hour to get there.
5 She _____ come if she doesn't want to. Nobody will mind.
6 Our journey back was a nightmare. We _____ to wait hours for the bus.
7 You _____ read his new book! You'll love it.
8 You _____ to drink so many fizzy drinks. They're really not good for you.
9 Do I _____ to write a thank-you letter or can I just send an email?

p.60

can, *could*, and *be able to*

ability, possibility, and permission

1 You **can** use a toothbrush to clean jewellery. 6.12
I **can't** understand these instructions.
We **can't** park here. It's a no-parking zone.
She **could** swim when she was three years old.
They **couldn't** come to the concert last night.
2 **Can** you give me a hand?
Could I borrow your car?
3 I**'ve been able to** drive since I was 17.
The technician **will be able to** fix it.
I'd love to **be able to** ski.
I like **being able to** try clothes on, so I never buy things online.
4 Unfortunately, we **are not able to** supply the missing parts.
I'm very sorry that I **wasn't able to** attend the interview on Friday.
5 I **couldn't** find the book I wanted in the shops, but I **was able to** buy it online.
The mark on the carpet was really bad, but in the end I **was able to** get it out.

1 We use *can* to talk about ability, possibility, and permission. *can* is a modal verb, and it only has a present form (which can be used to talk about the future) and a past / conditional form (*could*).
2 We often use *Can you / I...?* or *Could you / I...?* to make requests or ask for permission. *Could...?* is more polite.
3 For all other tenses and forms, we use *be able to* + infinitive.
4 We sometimes use *be able to* in the present and past if we want to be more formal.
5 If we want to talk about ability on **one specific occasion** in the past, we can use *couldn't* but not *could*. Instead, we use *was / were able to*.
- We can also use *managed to* instead of *was / were able to*, e.g. *I managed to buy it online.*

deduction

It **can't** be broken! I only bought it last week. 6.13
They **can't** be back yet. They said they were coming home on Sunday.

- We use *can't* to say we are sure that something is impossible / not true.
- In this sense, the opposite of *can't* is *must*. Compare:
  She can't be at work yet. It's only 7.30 a.m. (= I'm sure it's not true.)
  She must be at work now. It's 9.30 a.m. (= I'm sure it's true.)

a Are the highlighted forms right (✓) or wrong (✗)? Correct the wrong ones.

I'm afraid it's broken and I won't can mend it. ✗
I won't be able to mend

1 He can to sew really well – he makes all his own clothes.
2 The office is closed now, but you will can phone them on Monday.
3 He loves music – he could play the violin when he was four!
4 You couldn't be serious! The ball was definitely out.
5 I love this shopping centre. It's great to be able to buy everything in one place.
6 Ask the shop assistant – she might can help you.
7 I tried to phone the bank, but I wasn't able to speak to the manager.
8 Will I be able use my UK credit card when I'm in Chile?
9 I bought a new bike yesterday – I could get 10% off by paying cash.
10 This camera's really cheap – it can't be very good.

b Complete the sentences with the correct form of *can*, *could*, or *be able to*.

I got a puncture, but I *was able to* change the wheel myself.

1 This screw is much too short – it _____ be the right one.
2 I prefer real clothes shops to shopping online. I hate not _____ try things on.
3 If we _____ afford it, we'd eat out every week.
4 _____ you see if they have these jeans in my size?
5 If it doesn't fit you, you should _____ change it.
6 They _____ find the book anywhere in the UK, so they ordered it from a US website.
7 I've never _____ pronounce her name correctly.
8 Fifty pounds for two pairs of socks? They _____ cost that much!
9 I spent ages looking for the right paint, and in the end I _____ find the perfect colour.
10 She's got a beautiful voice. I'd love _____ sing like that.

p.63

phrasal verbs

Type 1 – phrasal verbs with no object

I **get up** at 6.00. 7.6
I'm going to **be away** for three days next week.
What time are you **coming back** tonight?
They **set off** early in the morning.
The plane **took off** late, but we still arrived on time.

- Some phrasal verbs have no object. The verb and the particle can't be separated. **NOT** ~~*I get at 6.00 up.*~~

Type 2 – phrasal verbs with an object – separable

1 Can you **fill** this bank form **in**? 7.7
Can you **fill in** this bank form?
Please **put** your clothes **away**.
Please **put away** your clothes.
Did you **switch** the computer **off**?
Did you **switch off** the computer?
2 Can you **fill** it **in**?
Please **put** them **away**.
Did you **switch** it **off**?

1 Some phrasal verbs have an object and can be separated – we can put the object before or after the particle.
2 If the object is a pronoun (*it*, *them*, etc.), it *always* goes between the verb and the particle. *I switched it off.* **NOT** ~~*I switched off it.*~~

Type 3 – phrasal verbs with an object – inseparable

1 My sister and I both **take after** our father. 7.8
A Where's your phone?
B I don't know. I'm **looking for** it.
A How are you managing until you find a job?
B We're **living on** my wife's salary.
2 My boyfriend doesn't **get on with** his parents.
Jane's **looking forward to** her holiday.

1 Some phrasal verbs have an object but can't be separated – the verb and the particle must stay together, even if the object is a pronoun.
We take after our father. We take after him.
NOT ~~*We take our father after. We take him after.*~~
2 Some phrasal verbs have two particles – they are never separated.

a Circle the correct form. Tick (✓) if both are possible.

Shall I *switch on the air conditioning / switch the air conditioning on*? ✓

1 I went to the cashpoint and *took out €100 / took €100 out*.
2 The pasta was cold, so I *sent back it / sent it back*.
3 Could you *turn down the music / turn the music down*? It's very loud.
4 They *live off their parents / live their parents off*.
5 I decided I didn't like my new coat, so I *took back it / took it back* to the shop.
6 I *picked up the man's wallet / picked the man's wallet up* for him.
7 My sister lent me some money, but I haven't *paid back her / paid her back* yet.
8 I *set up our new computer / set our new computer up* at the weekend.
9 I *grew up in Wales / grew in Wales up*.
10 I'm afraid we're *out of these trousers / out these trousers of*.

b Complete the sentences using a pronoun and the correct form of the phrasal verb in brackets.

Your phone's ringing. Quick, *turn it off*. (turn off)

1 My parents are arriving at 11.15. Could you _____ at the airport? (pick up)
2 **A** When do you leave on your trip to China?
B Next Saturday. I'm really _____. (look forward to)
3 **A** Do they still have their website?
B No, they _____ a month ago. (close down)
4 **A** Excuse me, have you finished your steak?
B Yes, I can't eat any more. Please _____. (take away)
5 **A** Have you found your glasses yet?
B No, and I've been _____ for half an hour! (look for)
6 **A** What did you do with your old computer?
B I _____. (give away)
7 This cheese is past its sell-by date. I'm going to _____. (throw away)
8 She was with her husband for 20 years, and she _____ during his final illness. (look after)
9 **A** Have they brought the bill?
B No, but I've _____. (ask for)
10 **A** Is the TV loud enough?
B No. Could you _____ a bit? (turn up)

p.71

verb patterns

verbs + infinitive (with or without *to*)

1 Mandy **agreed to come** with me. 7.17
They **decided to go** home early.
We **wanted to visit** the Tate Gallery.
2 We **can't buy** the tickets till tomorrow.
There's a lot of traffic – we **might be** a bit late.
You **shouldn't drink** so much coffee.

1 We use the infinitive with *to* after many verbs. See p.172 for examples.
2 We use the infinitive without *to* after all modal verbs (except *ought*).

verbs + gerund (verb + *-ing*)

1 They **enjoy watching** films at home. 7.18
I**'ve finished reading** the paper if you want it.
2 She**'s given up working** on Saturdays.
I**'m looking forward to hearing** from you.
Are you going to **carry on studying** English next year?

1 We use the gerund after some verbs, e.g. *enjoy*, *finish*, *hate*.
2 We use the gerund after phrasal verbs.

verbs + object + infinitive (with or without *to*)

1 They **want us to go** on holiday with them. 7.19
Liam **told me not to tell** anyone his news.
My parents don't **allow me to wear** make-up.
2 His parents **let him go** to the concert.
Our boss **makes us work** late on Fridays.

1 We use an object + the infinitive with *to* after some verbs. **NOT** ~~*They want that we go with them.*~~ See p.172 for examples.
2 We use an object + the infinitive without *to* after *let* and *make*.

a Check what you know. Circle a, b, or c.

1 It's very difficult ___ his writing.
a to read b read c reading
2 I went to the cinema ___ the new James Bond film.
a for to see b for seeing c to see
3 ___ TV helps me to relax in the evening.
a To watch b Watch c Watching
4 Be careful ___ in the sun too long.
a not stay b not to stay c not staying
5 I'm not very good at ___ names.
a to remember b remember c remembering

b Complete the sentences with the correct form of the verbs in brackets.

We really enjoy going to concerts. (go)
1 We went to the box office _____ the tickets. (pick up)
2 _____ to a live sporting event is much more exciting than _____ it on TV. (go, watch)
3 I hate _____ to visit my family more often, but they live so far away. (not be able)
4 I tried _____ tickets for the concert, but I didn't manage _____ any. (buy, get)
5 Nowadays, it's cheaper _____ to the theatre than to a football match. (go)
6 She moved from Rome to a small village and she really misses _____ to plays and exhibitions. (go)
7 They told me _____ in the front row. (not sit)
8 We needn't _____. Amy's always late. (hurry)
9 I can't afford _____ in the city centre. (live)
10 Now it's difficult _____ _____ a mobile phone. (imagine, not have)

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

I didn't remember to turn my phone off.
I forgot to turn my phone off.
1 They asked me to go to the cinema, and I agreed.
They persuaded _____.
2 He said he wouldn't help her.
He refused _____ her.
3 Karen's teacher allowed her to leave school early.
Karen's teacher let _____ school early.
4 My husband said, 'You should go to the dentist's.'
My husband wants _____ to the dentist's.
5 The police ordered him to move his car.
The police made _____ his car.
6 I practise the piano for 20 minutes a day.
I spend 20 minutes a day _____ the piano.
7 They asked if we wanted to have dinner with them.
They invited _____ with them.
8 We don't go to concerts any more.
We've given up _____ concerts.

p.74

have something done

How often **do** you **have** your car **serviced**? 8.1
I **don't have** the flat **cleaned**. I clean it myself.
She **has** her house **repainted** every few years.
I'**m having** my hair **cut** tomorrow.
We'**ve had** a new bathroom **put in**.
The flat was in good condition, so we **didn't have** it **redecorated**.
When **did** you **have** those photos **taken**?
We're **going** to **have** the carpets **cleaned** next week.
You ought to **have** your roof **repaired**.

- We use *have* + object + past participle when we arrange (and usually pay) for someone to do something for us, either because we can't or don't want to do it ourselves. Compare:



I cleaned my car yesterday.
(= I did it myself.)



I had my car cleaned yesterday.
(= I paid someone to clean it for me.)

- We can use *have something done* in any tense and with modal verbs and other verb patterns, e.g. gerunds or infinitives.
- *have* is the main verb and is stressed. We use auxiliary verbs (*do*, *did*, etc.) to make questions and negatives.
- If we want to say who did the work, we use *by*, e.g. *We had our wedding photos taken* ***by the same photographer you used***.

  I had the central heating checked ***by British Gas***.

Using *get* instead of *have*

In this structure, we can also use *get* instead of *have*, e.g. *I'm going to have my hair cut = I'm going to get my hair cut.*

a Put the words in the correct order to make sentences.

I (my hair had yesterday cut).
I had my hair cut yesterday.

1 Have (eyes your tested had recently you)?
2 We (to repaired don't have roof the need).
3 I (never whitened teeth have my would).
4 My sister (hair to cut not told short my me have).
5 It's (expensive the to have too replaced carpets).
6 He's (have to his taken going photo).
7 My (faces at children had festival the their painted).
8 We (have ought air conditioning to fixed the).
9 I (shopping the had cleaned my at centre car).
10 I (have before renewed passport go I holiday on to my have).



b Write sentences about the people in the pictures. Use the correct form of *have something done*.

He / hair / cut *He's having his hair cut.*

1 She / need / her car / service
2 He / his front door / replace
3 I / the lock / change
4 They / should / their windows / clean
5 She / ought to / her shopping / deliver
6 He / not want / his photo / take
7 She / her portrait / paint
8 He / want / his suit / dry-clean

p.78

the passive

forms of the passive

present simple	The site **is visited** by thousands of people every year. 8.11
present continuous	The castle **is being restored** at the moment.
present perfect	The general's body **has never been found**.
past simple	10,000 soldiers **were killed** in an hour at the Battle of Gettysburg.
past continuous	The bridge was closed because it **was being repaired**.
past perfect	The hospital **had been opened** by the King three years before.
will* and *be going to	When **will** the new museum **be built**? We **are going to be given** our exam results tomorrow.
infinitive with *to*	The city centre has **to be closed** to all traffic next weekend.
infinitive without *to*	The president must **be elected** by a clear majority.
gerund	Most people hate **being woken up** in the middle of the night.

- We often use the passive when it's not said, known, or important who does an action. *My phone has been stolen.* (= Somebody has stolen my phone, but we don't know who.)
- If we want to say who did an action in a passive structure, we use *by*. *The Sagrada Família was designed by Antoni Gaudí.*
- The subject of a passive sentence can be the direct or the indirect object, e.g.

  Active: *They are going to give* ***us*** (indirect object) ***our exam results*** (direct object) *tomorrow.*

  Passive: *We are going to be given our exam results tomorrow.*
  OR *Our exam results are going to be given to us tomorrow.*
- We often use the passive to talk about processes, e.g. scientific processes, and in formal writing, such as newspaper reports.

  The chemicals are combined at very high temperatures.
  Parts of Windsor Castle have been damaged in a fire.

Active or passive?

We can often say things in two ways, in the active or the passive.

1 Using active or passive changes the focus. Compare:
The Royal family **owns** Windsor Castle.
(**Active:** The focus is more on the owner.)
Windsor Castle **is owned** by the Royal family.
(**Passive:** The focus is more on the castle.)

2 The passive is often used for a more formal style. Compare:
They **grow** rice in Valencia.
(**Active:** informal – *they* = people, farmers)
Rice **is grown** in Valencia.
(**Passive:** a more formal style)

a Complete the sentences with the correct passive form of the verb in brackets.

The Guggenheim Museum in Bilbao was opened in 1997. (open)

1 Many roads _____ to traffic for the carnival last month. (close)
2 In recent years, many books _____ about the American Civil War. (write)
3 A new shopping centre _____ in the town centre at the moment. (build)
4 I think you should _____ to take photos in the museum if you don't use flash. (allow)
5 The last battle on British soil _____ at Culloden in 1746. (fight)
6 Washington, DC _____ by nearly 26 million people every year. (visit)
7 I love _____ round a city by someone who knows it well. (show)
8 The gallery was closed because a TV series _____ inside. (film)
9 I _____ by the neighbour's noisy dog three times already this week. (wake up)
10 Picasso's famous painting *Guernica* can _____ in the Reina Sofía Museum in Madrid. (see)

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

Someone's stolen my bike! My bike 's been stolen.

1 They had to close the palace for renovations.
The palace _____.
2 You can find more information on the website.
More information _____.
3 Martin Luther King gave the famous 'I have a dream' speech in 1963.
The famous 'I have a dream' speech _____.
4 A seat belt must be worn at all times.
You _____.
5 Do you think they're going to offer you the job?
Do you think you're _____?
6 The previous church had been destroyed by a fire.
A fire _____.
7 Your phone has to be turned off during take-off and landing.
You _____.
8 They're going to open a new visitor centre next year.
A new visitor centre _____.
9 They won't finish the new hospital until July.
The new hospital _____.
10 They grow tea in Sri Lanka.
Tea _____.

p.82

reported speech

word changes in reported speech

'We'll do it now.'	They said (that) they would do it then.	9.1
'I can't come today.'	She said (that) she couldn't come that day.	
'I'll see you tomorrow.'	He said (that) he'd see me the next day.	
'I did it yesterday.'	She told me (that) she'd done it the day before.	
'I went skiing last week.'	He said (that) he'd been skiing the week before.	
'We're going abroad next month.'	They said (that) they were going abroad the following month.	
'We don't like it here.'	She told us (that) they didn't like it there.	
'This is your station.'	She said (that) that was our station.	

- Remember that when we report direct speech some time after the original words were said, we change pronouns and possessive adjectives, time expressions, and words like *here* and *this*.

word order in reported questions

'When will you do it?'	He asked (me) when I would do it.
'Did you see the match?'	She asked (him) if he had seen the match.

- Remember that in reported questions, apart from the same changes as in reported speech, we also change the word order and don't use auxiliary verbs.

reported imperatives and requests

1 'Wait in the car.' 9.2
She told me to wait in the car.
'Don't forget.'
He told me not to forget.
2 'Could you close the window?'
She asked me to close the window.
'Can you wait here, please?'
He asked us to wait there.

1 We can use *tell* + object pronoun + infinitive to report imperatives and instructions.

- The verb *tell* can mean *give information* or *give an instruction*. Compare:

He told me (that) his name was Rob. (= information)
He told me to close the door. (= instruction)

2 We can use *ask* + object pronoun + infinitive to report requests (when you ask someone politely to do something). We must use an object pronoun, e.g. *me*, *us*.

- The verb *ask* can mean *ask a question* or *make a request*. Compare:

He asked (me) what I was doing. (= question)
He asked me to close the door. (= request)

a Complete the sentences using reported speech.

1 'We want to go home today.'
They said _____.
2 'I'm going to my sister's this weekend.'
She said _____.
3 'I'll ring you now.'
He told me _____.
4 'We'd just arrived here when it started raining.'
They said _____.
5 'Paulo won't be able to pick you up tomorrow.'
She told _____.
6 'I saw the film yesterday.'
She told him _____.
7 'We've decided to go to Cuba next summer.'
They said _____.
8 'I was training for a marathon last week.'
He said _____.

b Complete the reported requests and imperatives.

'Don't move.'
He told her...*not to move.*

1 'Could you take a photo of us?'
They asked the woman...
2 'How many children do you have?'
She asked him...
3 'Will you be able to come?'
They asked us...
4 'Please fill in the application form.'
He told me...
5 'Meet me outside the cinema.'
He asked her...
6 'Bring plenty of food.'
She told us...
7 'Can you help me with the cooking?'
She asked me...
8 'How long have you been waiting?'
He asked them...
9 'Could you show me the way?'
He asked her...
10 'Don't worry about anything.'
They told us...

p.89

third conditional and other uses of the past perfect

third conditional

If I**'d known** his number, I **would have called** him. 9.10
They**'d have been** much happier if they**'d** never **married**.
If I **hadn't gone** to university, I **wouldn't have met** my wife.
What **would we have done** if we**'d missed** the flight?

- We use the third conditional to talk about how things could have been different in the past, i.e. for hypothetical / imaginary situations and their consequences. In the third conditional, we use *if* + past perfect, *would have* + past participle.

'd

In third conditionals, *'d* is the contraction of both *had* and *would*, e.g. *If I'd known his number, I'd have called him.*
↑ had ↑ would

other uses of the past perfect

1 When we arrived at the departure gate, the flight **had** already **closed**. 9.11
When the film started, I realized that I**'d seen** it before.
We still **hadn't had** breakfast when the taxi arrived.
How long **had** they **been** engaged before they got married?
2 'We haven't been married long.'
She said (that) they **hadn't been** married long.
'My boyfriend proposed to me in Paris.'
She told me (that) her boyfriend **had proposed** to her in Paris.
'I'd already seen the film.'
He said (that) he**'d** already **seen** the film.

1 We use the past perfect in narratives when we are talking about the past and we want to talk about something that happened earlier in the past.
- Compare:

When we arrived at the departure gate, the flight ***closed*** (= we were on time).

When we arrived at the departure gate, the flight ***had closed*** (= we were too late).

2 We use the past perfect in reported speech when the original speech uses the present perfect or the past simple.
- If the original speech is past perfect, there is no change in reported speech.

a Complete the third conditional sentences with the correct form of the verbs in brackets.

If we *'d missed* the bus, we *wouldn't have got* home till midnight. (miss, not get)

1 She _____ in love with him if he _____ her laugh so much. (not fall, not make)
2 If they _____ to the wedding, they _____. (invite, go)
3 I _____ our anniversary if you _____ me. (forget, not remind)
4 If we _____ earlier, we _____ our train. (leave, not miss)
5 If you _____ in advance, you _____ your money. (not pay, not lose)
6 If they _____ enough money, they _____ a flat instead of renting one. (have, buy)
7 I _____ better if I _____ a coffee after dinner. (sleep, not drink)
8 Emilia and I _____ touch if she _____ abroad. (not lose, not move)
9 If I _____ you had a problem, I _____ to help. (know, offer)
10 If he _____ at the policeman, he _____. (not shout, not be arrested)

b Complete the sentences with the past simple or past perfect form of the verbs in brackets.

When she *woke up, the house was empty – he'd gone*. (wake up, go)

1 I _____ that play very much, even though I _____ it three times before. (enjoy, see)
2 He _____ he _____ for the company for six months. (say, work)
3 By 10.00, she still _____, so I _____ the house without her. (not get up, leave)
4 We _____ an hour looking for the dog, but it _____. (spend, disappear)
5 He _____ across the road, but the taxi _____ by someone else. (run, already / take)
6 I _____ get on the flight because they _____ it. (not can, overbook)
7 I _____ in Sydney for a week when I first _____ Sally. (only / be, meet)
8 She _____ me if I _____ China before. (ask, visit)
9 They _____ me they _____ engaged. (tell, just / get)
10 There _____ a woman waiting outside the bank even though it _____ the week before. (be, close down)

p.93

be, *do*, and *have*: auxiliary and main verbs

be – main verb and auxiliary

10.2

1 **A** Where**'s** my bag? **B** It**'s** over there.
I **was** very sensitive when I **was** a child.
They haven't **been** here before.
2 I**'m** sitting on the bus.
They **aren't** coming to the party.
I **was** cycling to work when I saw him.
Were they waiting for you when you arrived?
She**'s been** learning Japanese for two years.
They **haven't been** working here for very long.
A new concert hall **is being** built – it will open next year.
My car **has been** stolen!

1 We can use *be* as the main verb in a sentence.
2 *be* is also an auxiliary verb.
- We use *am / is / are* as auxiliaries in the present continuous.
- We use *was / were* as auxiliaries in the past continuous.
- We use *has been / have been* as auxiliaries in the present perfect continuous.
- We use all tenses of *be* as auxiliaries in passives.

do – main verb and auxiliary

10.3

1 What are you **doing**?
I **did** my homework last night.
2 She **doesn't** speak English. Where **do** they live?
They **didn't** go to the theatre. **Did** you enjoy the film?

1 We can use *do* as the main verb in a sentence.
2 We use *do / don't / does / doesn't* as auxiliaries in the present simple, and *did / didn't* as auxiliaries in the past simple.

have – main verb and auxiliary

10.4

1 I **have** two brothers and a sister.
He**'s having** a shower at the moment.
What did you **have** for dinner?
2 I **have to** be at the airport at 11.00.
We **had** our computer repaired last week.
3 They**'ve** bought a new car.
Has he ever been to Spain?
I **haven't** got enough time to help you.
4 I was sure I**'d** seen him before.
We were hungry because we **hadn't** had breakfast.
Had she tried to phone you before she arrived?

1 We can use *have* as the main verb in a sentence. It can be an action or non-action verb. See **2A** p.142.
2 With *have to* and *have something done*, *have* is a main verb.
3 We use *have / haven't / has / hasn't* as auxiliaries in the present perfect, and in *have got*.
4 We use *had / hadn't* as auxiliaries in the past perfect.

a Complete the sentences with the correct form of the auxiliary verb *be*, *do*, or *have*.

Does he like living in the UK, or is he feeling homesick?

1 **A** _____ you ever been to the USA?
B No, we haven't because Muhammad _____ like flying.
2 **A** _____ you miss the beginning of the film?
B No, luckily it _____ started.
3 _____ he know we _____ coming, or do we need to give him a ring?
4 I'm sorry I _____ answer the phone when you called, but I _____ having a meeting.
5 We _____ often travel outside Europe, but we _____ been to Chile twice.
6 He _____ been working since 7.00 this morning, but now he _____ gone home.
7 **A** Where _____ Melanie going on holiday this year?
B Rome, I think. She _____ never been there before.
8 They're in New York, but they _____ have much time for sightseeing – they _____ only staying for two days.

b Complete the sentences with the correct form of the main verb *be*, *do*, or *have*.

What have you been doing since I last saw you? (do)

1 I would have finished the exercise if I _____ more time. (have)
2 She _____ to Africa before, so she's really looking forward to our trip to Namibia. (not be)
3 I _____ steak for lunch and it was delicious. (have)
4 Nothing _____ at the moment to solve the problem. (do)
5 Where _____ you at 10 o'clock this morning? (be)
6 I _____ a shower when the hot water stopped working! (have)
7 I _____ really annoyed if you'd repeated what I told you. (be)
8 The reception was a great success, and a good time _____ by all. (have)
9 I _____ the washing-up as soon as I finish my homework. (do)

p.98

revision of verb forms

a Complete the conversation with the correct form of the verb in brackets.

Lucia Hi Roger, how are (be) you?

Roger Hi Lucia. I'm exhausted – I [1]_____ (work) really hard all week.

Lucia Is that why you [2]_____ (not come) out with us last night?

Roger Yes, I [3]_____ (not can) come because I [4]_____ (study). My last exam [5]_____ (start) at 9.00 tomorrow morning.

Lucia Really? I [6]_____ (finish) all my exams!

Roger Lucky you! What [7]_____ you _____ (plan) to do now they're over?

Lucia I [8]_____ (fly) to Australia in three days. I [9]_____ (always / want) to go there, ever since my aunt and uncle [10]_____ (move) there five years ago, but I [11]_____ (not have) time until now.

Roger Fantastic – I'm sure you [12]_____ (love) it.

Lucia I hope so! What about you? I [13]_____ (see) Mary yesterday and she [14]_____ (say) you [15]_____ (invite) her to go to France.

Roger Yes, but unfortunately she [16]_____ (already / make) other plans.

Lucia And what about tomorrow evening? [17]_____ you _____ (celebrate)?

Roger Yes, I [18]_____ (think) of going to that new pizzeria with some friends. [19]_____ you _____ (want) to come along?

Lucia Yes, that would be great – I [20]_____ (see) you tomorrow. And good luck with the exam!

b Complete the second sentence so that it means the same as the first. Use the correct form of the verbs in brackets.

He cleaned the windows and earned £20. (pay)
He was paid £20 for cleaning the windows.

1 She first met him 20 years ago. (know)
She _____ him for 20 years.

2 It's not necessary for you to bring any money. (need)
You _____ to bring any money.

3 I can't repair the chair because I don't have any glue. (have)
If I _____ some glue, I could repair the chair.

4 I learnt to swim when I was five. (be able, swim)
I _____ since I was five.

5 What are your plans after you graduate? (go)
What _____ to do after you graduate?

6 He says it would be good to include a covering letter. (suggest, include)
He _____ a covering letter.

7 The president opened the concert hall in 2019. (open)
The concert hall _____ in 2019.

8 I had much longer hair when I was younger. (used, have)
I _____ much longer hair when I was younger.

9 You can pay me back tomorrow. (not have to)
You _____ pay me back until tomorrow.

10 She started learning Russian two months ago. (learn)
She _____ Russian for two months.

11 Somebody had stolen his car so he phoned the police. (steal)
He phoned the police because his car _____.

12 My boss said I could leave work early. (let, leave)
My boss _____ me _____ work early.

13 She accepted the wedding invitation. (say, can)
She _____ come to the wedding.

14 The photo was out of focus because I moved the camera. (move)
The photo would have been in focus if I _____ the camera.

15 They shouldn't be so careless. (ought, be)
They _____ more careful.

p.105

Adjective suffixes

1 Describing people

a Add an ending to the nouns and verbs below and make any other small changes necessary to form adjectives. Write them in the correct column.

~~affection~~ /əˈfekʃn/ assert /əˈsɜːt/ attract /əˈtrækt/
compassion /kəmˈpæʃn/ consider /kənˈsɪdə/
create /kriˈeɪt/ envy /ˈenvi/ glamour /ˈglæmə/
help /help/ impulse /ˈɪmpʌls/ love /lʌv/
possess /pəˈzes/ power /ˈpaʊə/ rebel /rɪˈbel/
rely /rɪˈlaɪ/ response /rɪˈspɒns/ thought /θɔːt/

Word endings for adjectives

Many adjectives are formed by adding suffixes (= endings) such as *-able / -ible* to a noun or verb. Sometimes another small spelling change is required, e.g. losing a final e (*fame – famous*).

Check the spelling changes in your dictionary.

Knowing typical suffixes will help you to recognize that a new word is an adjective.

1	***-able / -ible***	sociable sensible
2	***-ate***	passionate *affectionate*
3	***-ive***	sensitive
4	***-ous***	ambitious
5	***-ful***	successful

b 1.9 Listen and check.

ACTIVATION Cover the chart and look at the nouns and verbs in **a**. Say the adjectives.



'I was a very rebellious teenager.'

2 Describing places and things

a Add an ending to the nouns and verbs below and make any other small changes necessary to form adjectives. Write them in the correct column.

~~afford~~ /əˈfɔːd/ colour /ˈkʌlə/ comfort /ˈkʌmfət/
desire /dɪˈzaɪə/ dirt /dɜːt/ expense /ɪkˈspens/
health /helθ/ impress /ɪmˈpres/ luxury /ˈlʌkʃəri/
mess /mes/ noise /nɔɪz/ peace /piːs/
profit /ˈprɒfɪt/ rest /rest/ risk /rɪsk/
space /speɪs/ stress /stres/ suit /suːt/

1	***-able***	recognizable *affordable*
2	***-y***	easy
3	***-ive***	addictive
4	***-ous***	dangerous
5	***-ful***	useful

b 1.10 Listen and check.

ACTIVATION Cover the chart and look at the nouns and verbs in **a**. Say the adjectives.

3 *-ful* and *-less*

-ful* and *-less

-ful and *-less* are suffixes which add the meaning 'with' or 'without' to the base word, e.g. *careful* = with care, *careless* = without care; *hopeful* = with hope, *hopeless* = without hope.

However, not all words which can form an adjective with *-ful* can also form one with *-less*, e.g. we can say *successful* but **NOT** ~~*successless*~~, and not all words which can form an adjective with *-less* can also form one with *-ful*, e.g. we can say *endless* but **NOT** ~~*endful*~~.

a Look at the *-ful* adjectives in the charts in **1** and **2**. Tick the ones that can form an adjective with *-less*.

b 1.11 Listen and check.

p.12

Packing

1 Things to take on holiday

a Match the words and photos.

Electronics

- adaptor /əˈdæptə/
- batteries /ˈbætriz/
- (phone) charger /ˈtʃɑːdʒə/
- earphones /ˈɪəfəʊnz/ (earbuds /ˈɪəbʌdz/)
- hairdryer /ˈheədraɪə/
- headphones /ˈhedfəʊnz/
- travel iron /ˈtrævl aɪən/

Toiletries

- brush /brʌʃ/
- comb /kəʊm/
- deodorant /diˈəʊdərənt/
- insect repellent /ˈɪnsekt rɪpelənt/
- make-up /ˈmeɪk ʌp/
- razor /ˈreɪzə/
- (nail) scissors /ˈsɪzəz/
- shampoo /ʃæmˈpuː/
- sunscreen /ˈsʌnskriːn/
- toothbrush /ˈtuːθbrʌʃ/
- toothpaste /ˈtuːθpeɪst/
- washbag /ˈwɒʃbæg/ (or sponge bag /ˈspʌndʒ bæg/)

Clothes and shoes

- bathrobe /ˈbɑːθrəʊb/ (or dressing gown /ˈdresɪŋ gaʊn/)
- flip-flops /ˈflɪp flɒps/
- pyjamas /pəˈdʒɑːməz/
- rain jacket /ˈreɪn dʒækɪt/ (or raincoat /ˈreɪnkəʊt/)
- slippers /ˈslɪpəz/
- sun hat /ˈsʌn hæt/
- swimming trunks /ˈswɪmɪŋ trʌŋks/
- swimsuit /ˈswɪmsuːt/
- underwear /ˈʌndəweə/

Others

- beach bag /ˈbiːtʃ bæg/
- first-aid kit /ˌfɜːst ˈeɪd kɪt/
- guidebook /ˈgaɪdbʊk/
- pack of cards /ˌpæk əv ˈkɑːdz/
- towel /ˈtaʊəl/









b 2.1 Listen and check.

ACTIVATION Cover the words and look at the photos. Say the words.

2 Documents you may need

a Match the documents to the reasons why you need them on holiday.

1 passport or ID card
2 visa
3 travel insurance documents
4 driving licence
5 booking confirmation

a if you are travelling to a country which requires one, for example, the USA
b if you want to rent a car
c in case you have an accident or another problem
d to allow you to leave and enter a country
e to prove to a hotel or airline that you have paid for a room, flight, etc.

b 2.2 Listen and check.

ACTIVATION Which of these documents do you usually take with you when you travel?

3 Packing verbs

a Match the words and photos.

- fold (clothes) /fəʊld/
- pack (a suitcase) /pæk/
- roll up (clothes) /ˌrəʊl ˈʌp/
- unpack /ʌnˈpæk/
- wrap (fragile things) /ræp/



b 2.3 Listen and check.

p.18

Shops and services

1 Places

a Match the words and photos.

- baker's /'beɪkəz/
- barber's /'bɑːbəz/
- butcher's /'bʊtʃəz/
- car showroom /'ʃəʊruːm/
- chain store /'tʃeɪn stɔː/
- chemist's /'kemɪsts/ (or pharmacy /'fɑːməsi/)
- deli /'deli/
- DIY store /ˌdiː aɪ 'waɪ stɔː/
- dry-cleaner's /ˌdraɪ 'kliːnəz/
- estate agent's /ɪ'steɪt eɪdʒənts/
- fishmonger's /'fɪʃmʌŋgəz/
- florist's /'flɒrɪsts/
- garden centre /'gɑːdn sentə/
- greengrocer's /'griːngrəʊsəz/
- hairdresser's /'heədresəz/
- jeweller's /'dʒuːələz/
- launderette /lɔːn'dret/
- market stall /'mɑːkɪt stɔːl/
- newsagent's /'njuːzeɪdʒənts/
- off-licence /'ɒf laɪsns/
- stationer's /'steɪʃənəz/
- travel agent's /'trævl eɪdʒənts/



b 2.20 Listen and check.

ACTIVATION Cover the words and look at the photos. Say the words.

2 Phrasal verbs related to shops and shopping

a Match the highlighted phrasal verbs to the definitions.

1 A lot of local shops and businesses have closed down because of the recession.

2 **A** Do you need any help?
B No thanks, I just want to look round.

3 I wanted to get the coat in a large, but they'd sold out.

4 **A** Is there somewhere where I can try on this sweater?
B Yes, the changing rooms are over there.

5 Excuse me, can you help me? I'm looking for a butcher's. Someone told me there was one near here.

6 **A** Do you have these in a medium?
B I'm sorry, we're out of mediums at the moment, but we should be getting some in soon.

a not have in stock at the moment
b put something on to see if it fits
c (of a shop) not have any more to sell
d stop trading or doing business
e try to find something
f walk round a place to see what there is

b 2.21 Listen and check.

ACTIVATION Cover 1–6 and look at definitions a–f. Say the phrasal verbs.

Shop names with 's

The names for many sorts of shops end in 's. This is short for (*sb*)*'s shop*, e.g. *baker's = baker's shop*, *chemist's = chemist's shop*. In the plural of these shops, there is no apostrophe, e.g. *There are several bakers here.*

Shop names are also often compound nouns, e.g. *bookshop*, *pet shop*, *health food store*.

Other places to buy things in the UK

Charity shops sell second-hand items (especially clothes) which have been given to them by people to raise money for charity.

Pound shops sell a variety of cheap goods which cost one pound.

Craft fairs are events where you can buy handmade things, often made by local people.

Outlets are shops that sell branded goods at reduced prices.

p.24

Photography

1 Describing a photo

a Look at the photos and complete the sentences with a word or phrase from the list. Use capital letters where necessary.

behind /bɪ'haɪnd/ ~~in the background~~ /'bækgraʊnd/
in the bottom right-hand corner /ˌbɒtəm raɪt hænd 'kɔːnə/
in the centre /'sentə/ in the distance /'dɪstəns/
in the foreground /'fɔːgraʊnd/ in front of /ɪn 'frʌnt əv/
in the top left-hand corner /ˌtɒp left hænd 'kɔːnə/
on top of /ɒn 'tɒp əv/ opposite /'ɒpəzɪt/

Photo 1

1 In the background, there's a mountain and some low cloud.
2 _____, there's a grandmother and three children.
3 The boy in an orange T-shirt is standing _____ his grandmother.
4 _____ of the photo, there's a building with lots of steps.
5 There's a small building that looks like a temple _____ a small hill.



Photo 2

6 _____ there's a woman standing on a terrace looking at the view.
7 The woman is standing _____ a low wall.
8 _____ the woman, there's a building with a tower that looks like a church.
9 _____, on the right, you can just see the top of an old building, which looks like a ruin.
10 _____, there are some trees.



on top of* or *at the top of



The bird is **on top of** the photo.



The bird is **at the top of** the photo.

b 3.8 Listen and check.

ACTIVATION Cover 1–10. Describe where the people and things are in the two photos.

2 Taking photos

a Match the sentence halves.

1 e You **use flash** when...
2 You **zoom in** when...
3 A photo can **be out of focus** if...
4 It's best to use **portrait mode** when...
5 A photo can be **overexposed** if...
6 With good cameras, you can use different **lenses**, for example, a wide-angle lens, when...
7 You **edit** a photo when...

a you're far away from something and you want to take a **close-up** of it.
b you want to take a photo of a **landscape**, but you can't get all of it in.
c there's too much light on the subject when you're taking it.
d you want to take a photo of a person.
e you want to take a photo somewhere dark, for example, indoors or at night.
f you change the size, colour, or brightness.
g your camera isn't automatic and you haven't used the right **settings**.

b 3.9 Listen and check.

ACTIVATION Cover a–g and look at 1–7. Say the rest of the sentences.

p.32

Rubbish and recycling

1 Rubbish: nouns and phrasal verbs

a Read the definitions for *rubbish* and *waste*. Then match the other nouns from the list to their definitions.

nouns
bin /bɪn/ bin bag /ˈbɪn bæg/ landfill site /ˈlændfɪl saɪt/
refuse collector /ˈrefjuːs kəlektə/ ~~rubbish~~ /ˈrʌbɪʃ/
~~waste~~ /weɪst/ waste-paper basket /ˌweɪst ˈpeɪpə bɑːskɪt/

1 rubbish things that you throw away because you don't want them any more (NAmE *garbage* or *trash*)
2 waste materials that are not needed and are thrown away, e.g. *industrial ~, toxic ~*
3 _____ a container that you put rubbish in (or *dustbin*)
4 _____ a plastic bag which you put rubbish in and then throw away
5 _____ a small basket kept indoors where people throw away paper and small things
6 _____ the person whose job it is to take away the rubbish
7 _____ an area of land where large amounts of waste are covered with earth

b 4.1 Listen and check.

c Complete the sentences with a phrasal verb from the list.

phrasal verbs
give away /gɪv əˈweɪ/ take away /teɪk əˈweɪ/
take out /teɪk ˈaʊt/ throw away /θrəʊ əˈweɪ/

1 If that pen doesn't work, just _____ it _____. I hate having pens around that don't work.
2 Please could you _____ _____ the rubbish? I did it last week.
3 I'm moving house in a few weeks, and I've decided to _____ _____ a lot of books and clothes to a charity shop.
4 In most countries, people throw away used glass, cardboard, etc. in special bins. Local councils then collect this waste and _____ it _____ to be recycled.

d 4.2 Listen and check.

ACTIVATION Cover the words and say the definitions and sentences.

2 Packaging

a Match the words and photos.

- bottle /ˈbɒtl/
- can /kæn/
- cap /kæp/
- cardboard box /ˈkɑːdbɔːd bɒks/
- carton /ˈkɑːtn/
- jar /dʒɑː/
- lid /lɪd/
- packet /ˈpækɪt/
- plastic bag /ˈplæstɪk bag/
- pot /pɒt/
- pouch /paʊtʃ/
- sell-by date /ˈselbaɪ deɪt/
- tin /tɪn/
- (polystyrene) tray /treɪ/
- tub /tʌb/
- use-by date /ˈjuːzbaɪ deɪt/
- wrapper /ˈræpə/



b 4.3 Listen and check.

ACTIVATION What kind of packaging is normally used for...?

biscuits cereal chicken legs ice cream milk
olives pasta sauce sardines soft drinks yogurt

3 The prefix *re-*

a Complete the sentences with a verb from the list.

reapply /riːəˈplaɪ/ ~~recycle~~ /riːˈsaɪkl/ reheat /riːˈhiːt/
replay /riːˈpleɪ/ rethink /riːˈθɪŋk/ reuse /riːˈjuːz/

1 There's a bottle bank at the local supermarket where you can recycle all your glass bottles and jars.
2 All supermarkets in the UK now charge extra for plastic bags. They prefer customers to have bags for life which they can _____.
3 If you're not sure about the project, you should _____ the whole thing.
4 You can _____ your dinner in the microwave.
5 They'll have to _____ the match next Saturday.
6 You should _____ sunscreen every hour if you have sensitive skin.

b 4.4 Listen and check.

p.38

Study and work

1 Higher education

a Read the text about University College London (UCL) and complete it with words from the list.

~~campus~~ /'kæmpəs/ dissertation /dɪsə'teɪʃn/
faculties /'fækltiz/ halls of residence /hɔ:lz əv 'rezɪdəns/
lectures /'lektʃəz/ postgraduates /pəʊst'grædʒuəts/
professors /prə'fesəz/ seminars /'semɪnɑ:z/
thesis /'θi:sɪs/ tutor /'tju:tə/
undergraduates /ʌndə'grædʒuəts/ webinars /'webɪnɑ:z/

UCL

University College London, also known as UCL, is one of London's most important universities. Founded in 1826, it is based in the Bloomsbury area of central London. The main [1]*campus* is located around Gower Street.

UCL currently has around 51,000 students, both [2]_____ (students studying for their **first degree**) and [3]_____ (students studying for **further degrees**). Further degrees include a **Master's degree**, usually a one-year course, at the end of which students have to write a [4]_____, or a **PhD** (doctorate), a three-year (or more) course during which students have to write a doctoral [5]_____.

UCL has around 16,000 **academic and research staff**, and 840 [6]_____ (the highest ranked university teachers), which is more than any other British university. The research and teaching is divided into eleven [7]_____, e.g. Arts and Humanities, Engineering Sciences, Medical Sciences, etc.

Many students, particularly first year undergraduates and **overseas students**, live in [8]_____. The majority of others find their own accommodation. Students are taught in **tutorials** (small groups of students with a [9]_____), or through [10]_____ (larger classes where students discuss or study with their teacher), or [11]_____ (where a large group of students listen to a talk but do not participate). Some teaching may also be in the form of [12]_____ (seminars conducted online).

Famous past students range from Alexander Graham Bell, the inventor of the telephone, and Mahatma Gandhi, to all the members of the rock group Coldplay, who met while at university there.

b 4.11 Listen and check. What do the **bold** words and phrases mean?

ACTIVATION With a partner, say three things which are the same and three which are different about universities in your country.

2 Applying for a job or course

a Complete the text with words from the list.

CV /si: 'vi:/ experience /ɪk'spɪəriəns/ intern /'ɪntɜ:n/
interview /'ɪntəvju:/ job offer /dʒɒb 'ɒfə/
permit /'pɜ:mɪt/ ~~qualifications~~ /ˌkwɒlɪfɪ'keɪʃnz/
reference /'refrəns/ skills /skɪlz/ vacancy /'veɪkənsi/

What you may need to have

- [1]*qualifications* (e.g. a degree, a diploma)
- [2]_____ (having done some work before)
- [3]_____ (e.g. languages, IT)
- a [4]_____ (a letter from a person who would be prepared to recommend you)

What you may need to do

- look for a **job** [5]_____ or course
- apply for a **work** [6]_____, a place on a course, **a grant** / **scholarship**
- write a [7]_____ and a **covering letter**
- **attend** an [8]_____
- get a [9]_____ or an offer for a place on a course
- work as an [10]_____

b 4.12 Listen and check. What do the **bold** words and phrases mean?

attend or assist

attend = (formal) to be present at an event
We strongly recommend that students attend all of their lectures.
assist = (formal) to help sb to do sth
Jack was happy to assist Peter with gathering information for the report.

apprenticeship or internship

apprenticeship = a period of time during which sb (usually a young person) works for an employer to learn the skills needed for a specific job
The apprenticeship to be an electrician lasts about three years and there is an exam you must pass at the end.
internship = a period of time during which sb (usually a student or recent graduate) gets practical experience of a job
Before I got my first job, I did an internship at a publishing company.

p.42

Television

1 Types of programme



a Match the photos to the types of programme.

- advert /'ædvɜːt/ (or commercial /kə'mɜːʃl/)
- cartoon /kɑː'tuːn/ (or animation /ˌænɪ'meɪʃn/)
- chat show /'tʃæt ʃəʊ/
- cookery programme /'kʊkəri prəʊgræm/
- current affairs programme /ˌkʌrənt ə'feəz prəʊgræm/
- documentary /ˌdɒkju'mentri/
- (crime) drama /'drɑːmə/
- live sport /ˌlaɪv 'spɔːt/
- period drama /'pɪəriəd drɑːmə/
- quiz show /'kwɪz ʃəʊ/
- reality show /ri'æləti ʃəʊ/
- the news /'njuːz/
- the weather forecast /'weðə fɔːkɑːst/

b 5.1 Listen and check.

series, soaps, and *sitcoms*

A **series** /'sɪəriːz/ is a set of TV programmes about the same subject or with the same characters. It is divided into **episodes**, which usually last between 30 minutes and an hour. When a series first comes out, episodes are sometimes broadcast once a week. A popular series may return for a second (third, etc.) **season**. **Streaming services** like Netflix now release complete seasons at a time. Sometimes a season is referred to as a **box set**.

A **soap** /səʊp/ (short for *soap opera*) is a story about the lives and problems of a group of people. It is broadcast several times a week, or even every day.

A **sitcom** /'sɪtkɒm/ (short for *situation comedy*) is a regular TV programme that shows the same characters in different amusing situations.

ACTIVATION What are the most popular series, soaps, quiz shows, and reality TV shows in your country at the moment?

2 Phrasal verbs

a Complete the definitions with a phrasal verb from the list.

be on /biː ɒn/ turn down /tɜːn daʊn/
turn off /tɜːn ɒf/ turn on /tɜːn ɒn/
turn over / tɜːn 'əʊvə/ turn up /tɜːn ʌp/

1 _____ the TV = press a button, e.g. on a remote control, to start it working (or *switch on*)
2 _____ the TV = press a button to stop it working (or *switch off*)
3 _____ the TV = make the volume louder
4 _____ the TV = make the volume quieter
5 the programme _____ now = it is being shown on TV at this moment
6 _____ to another channel = press a button to watch a different channel (or *change channel*)

b 5.2 Listen and check.

ACTIVATION Answer the questions with a partner.

Do you ever...?

- choose to stay at home in the evening because there's a good programme on
- turn over to another channel in the middle of a programme
- turn the volume off while you're watching a programme
- turn off a programme as soon as it starts

p.48

The country

1 Nature



a Match the words and photos.

- branch /braːntʃ/
- bush /bʊʃ/
- cliff /klɪf/
- fence /fens/
- field /fiːld/
- gate /geɪt/
- grass /grɑːs/
- hedge /hedʒ/
- hill /hɪl/
- lake /leɪk/
- leaf /liːf/ (plural *leaves* /liːvz/)
- mud /mʌd/
- path /pɑːθ/
- rocks /rɒks/
- sticks /stɪks/
- stones /stəʊnz/
- stream /striːm/
- valley /ˈvæli/
- well /wel/
- wood /wʊd/

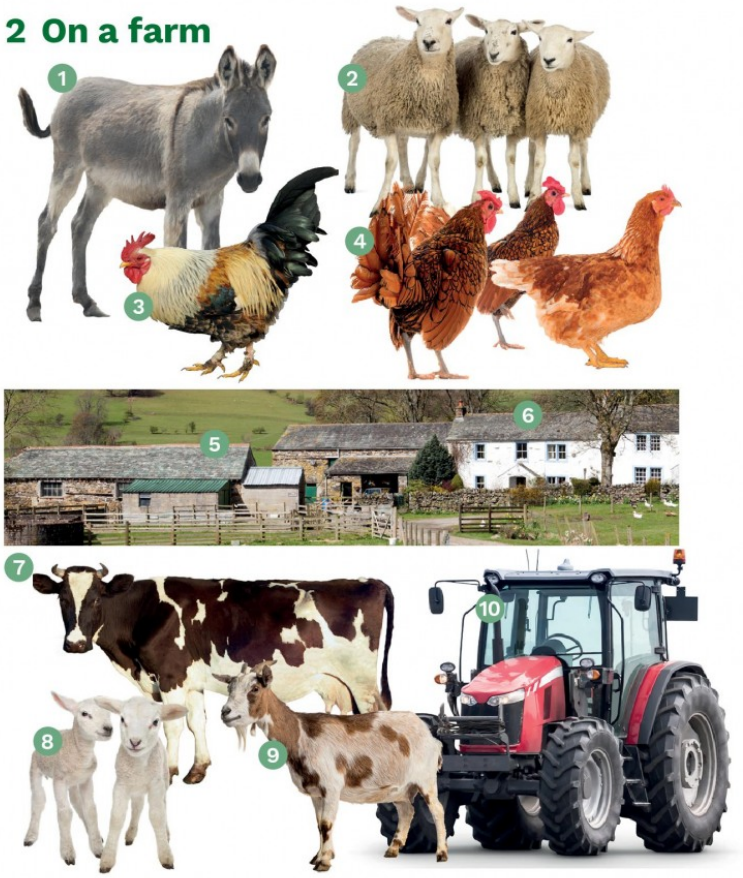
b 5.10 Listen and check.

ACTIVATION Cover the words and look at the photos. Say the words.

the country* and *the countryside

We normally use *the country* to talk about any area that is not a town or city, e.g. *I live in the country*. We use *the countryside* when we are talking about the scenery in the country, e.g. fields, woods, etc., usually in a positive way, e.g. *We stayed in a little village surrounded by beautiful countryside.*

2 On a farm



a Match the words and photos.

- barn /bɑːn/
- cockerel /ˈkɑkərəl/
- cow /kaʊ/
- donkey /ˈdɒŋki/
- farmhouse /ˈfɑːmhaʊs/
- goat /gəʊt/
- hens /henz/
- lambs /læmz/
- sheep /ʃiːp/
- tractor /ˈtræktə/

b 5.11 Listen and check.

c Complete the text with a verb or past participle from the list.

grow harvested pick planted

In the UK, especially in the east of England, a lot of farmers [1]_____ cereals (for example, **wheat**), vegetables, and fruit. Most **crops** are [2]_____ in the early spring and are [3]_____ in the summer, for example, wheat in August, and most potatoes from June onwards. Soft fruits, like strawberries, are usually **ripe** in June and July, and many farms invite people to come and [4]_____ their own fruit.

d 5.12 Listen and check. What do you think the **bold** words mean?

ACTIVATION Cover the words in **a** and look at the photos. Say the words.

p.53

At a restaurant

1 Things on the table

a Match the words and photos.



- bowl /bəʊl/
- candle /'kændl/
- corkscrew /'kɔːkskruː/
- cup /kʌp/
- fork /fɔːk/
- glass /glɑːs/
- jug /dʒʌg/
- knife /naɪf/
- mug /mʌg/
- napkin /'næpkɪn/ (or serviette /ˌsɜːvi'et/)
- oil and vinegar /ˌɔɪl ən 'vɪnɪgə/
- plate /pleɪt/
- salt and pepper /ˌsɔːlt ən 'pepə/
- saucer /'sɔːsə/
- serving dish /'sɜːvɪŋ dɪʃ/
- spoon /spuːn/
- tablecloth /'teɪblklɒθ/
- teapot /'tiːpɒt/
- teaspoon /'tiːspuːn/
- tray /treɪ/
- wine glass /'waɪn glɑːs/

b 6.1 Listen and check.

ACTIVATION What would you expect to find on a restaurant table in your country? What do you put on the table when you lay it for lunch or dinner?

food*, *plate*, *dish*, *meal*, and *course

food = things that you eat

plate = a round flat object that you put food on when you eat it

dish = 1 a flat container for serving food; 2 food prepared in a particular way, e.g. *the dish of the day*, *a vegetarian dish*

meal = an occasion when people eat food, e.g. *breakfast*, *lunch*, *dinner*

course = one part of a meal, e.g. *the main course*, *a four-course meal*

2 Things people do in restaurants

a Match the verb phrases and photos.



Waiters

- lay the table (opp. *clear the table*)
- take an order
- recommend a dish
- carry a tray
- serve customers
- pour the wine

Customers

- book a table
- look at the menu
- order food
- try the wine
- send sth back
- ask for the bill
- leave a tip

b 6.2 Listen and check.

ACTIVATION Cover the words and look at the photos. Say the phrases.

p.58

DIY and repairs

1 In a shed: tools and other things for repairs

a Match the words and photos.

- brick /brɪk/
- bucket /'bʌkɪt/
- drill /drɪl/
- hammer /'hæmə/
- ladder /'lædə/
- nail /neɪl/
- padlock /'pædlɒk/
- paintbrush /'peɪntbrʌʃ/
- piece of wood /ˌpiːs ɒv 'wʊd/
- rope /rəʊp/
- screwdriver /'skruːdraɪvə/
- screw /skruː/
- spanner /'spænə/
- tap /tæp/
- tile /taɪl/
- wire /waɪə/



b 6.15 Listen and check.

2 In a drawer: useful things around the house

a Match the words and photos.

- battery /'bætri/
- box of matches /bɒks əv 'mætʃɪz/
- drawing pin /'drɔːɪŋ pɪn/
- fuse /fjuːz/
- glue /gluː/
- handle /'hændl/
- light bulb /'laɪt bʌlb/
- needle and thread /ˌniːdl ən 'θred/
- penknife /'pennaɪf/
- Sellotape /'seləteɪp/
- string /strɪŋ/
- tape measure /'teɪp ˌmeʒə/
- torch /tɔːtʃ/



b 6.16 Listen and check.

3 Verb phrases

a Match verbs 1–9 to a–i.

1	c change	5	put up
2	drill	6	set up
3	mend	7	sew
4	put together (assemble) (opp. *take apart*)	8	stick
		9	tie

a something together with glue or Sellotape
b a button on a shirt
c a light bulb or a wheel
d two things together, for example, your shoelaces or two pieces of string
e a new wi-fi network or a home cinema system
f shelves or curtains
g a hole in a wall or in a piece of wood
h something that's broken
i flat-pack furniture

b 6.17 Listen and check.

Synonyms

Synonyms are words with a very similar meaning, e.g. you can *repair*, *mend*, or *fix* something which is broken.

p.64

Phrasal verbs

Phrasal verbs revision

Type 1 – phrasal verbs with no object

The verb and particle are never separated:

be on TV, grow up on a farm, move back to the city, settle down to start a family, turn over to another channel

Type 2 – phrasal verbs with an object – separable

The verb and particle can be separated:

back up a file, close down a shop, put together a piece of furniture, put up shelves, send back something you bought online, set up a wi-fi network, switch off a computer, take out the rubbish, throw away leftover food, try on clothes, turn up / down / on / off the TV, keep away insects

Type 3 – phrasal verbs with an object – inseparable

The verb and particle(s) are never separated:

ask for the bill, be out of a new product, look for a cash machine, look round a shop, sell out of a size, zoom in on sth you want to photograph

1 Phrasal verbs to do with money

a Match phrasal verbs 1–6 to definitions a–f.

1 If I lend you the money, can you **pay** me **back** next week?
2 I need to **take out** some money. Where's the nearest cash machine?
3 I won't be able to **pay off** my student loan until I'm 45.
4 He's so generous. When he won the lottery, he **gave** nearly all the money **away**.
5 Nowadays it's difficult for couples to **live on** only one salary.
6 I had to **live off** my parents while I was at university.

a depend financially on
b finish paying for something
c give as a present
d have enough money for what you need
e return money you have borrowed
f remove something from somewhere

b 7.3 Listen and check.

2 Phrasal verbs with *away* and *back*

The meaning of the particle

With some phrasal verbs, the meaning of the particle (the preposition or adverb after the verb) can help you to understand the phrasal verb, e.g. *away* often means *to a different place*, *out of sight*, and *back* often means to *return* an action, e.g. *go back*.

a Complete the sentences with a verb from the list.

be (x2) call get give put run take

away

1 Don't _____ **away**! I won't hurt you.
2 The boss will _____ **away** until the end of next week. He's at a conference in Mexico.
3 Please _____ your toys **away**. They're all over the floor.
4 If you take a paracetamol, it'll _____ the pain **away**!

back

5 I'm sorry, but I'm confiscating your phone. You'll _____ it **back** at the end of the day.
6 He's out, I'm afraid. Could you _____ **back** in about half an hour?
7 **A** Where are you going?
B Just to the shops. I'll _____ **back** in ten minutes.
8 That's my book! _____ it **back**.

b 7.4 Listen and check.

3 More phrasal verbs with *take*

a Complete the sentences with a particle from the list.

after apart on off (x2) out over up

1 Sorry, I can't come tonight. I'm **taking** my girlfriend _____ for dinner.
2 They're **taking** _____ ten new interns at Radio London. Why don't we apply?
3 I **take** _____ my mother. We're both very outgoing.
4 The plane **took** _____ twenty minutes late.
5 Unfortunately, my company was **taken** _____ by a multinational firm, and I lost my job.
6 **Take** _____ your shoes, please. I've just cleaned the floor.
7 You need to **take** the keyboard _____ to clean it properly.
8 I need to do more exercise. I think I'll **take** _____ cycling.

b 7.5 Listen and check.

p.71

Looking after yourself

1 At the hairdresser's or barber's

a Match the words and photos.

- bunches /ˈbʌntʃɪz/
- a buzz cut /bʌz kʌt/
- a fringe /frɪndʒ/
- a parting /ˈpɑːtɪŋ/
- a ponytail /ˈpəʊnɪteɪl/
- plaits /plæts/

Have your hair...

- bleached /bliːtʃd/
- curled /kɜːld/
- dyed /daɪd/
- put up /pʊt ʌp/
- straightened /ˈstreɪtnd/

Have...

- a blow-dry /ˈbləʊ draɪ/
- a perm /pɜːm/
- a shave /ʃeɪv/
- a treatment /ˈtriːtmənt/
- a trim /trɪm/ (or have your hair trimmed)
- highlights /ˈhaɪlaɪts/ (or lowlights)



b 8.3 Listen and check.

ACTIVATION How often do you go to the hairdresser's or barber's? What do you usually have done? p.78

2 Keeping fit

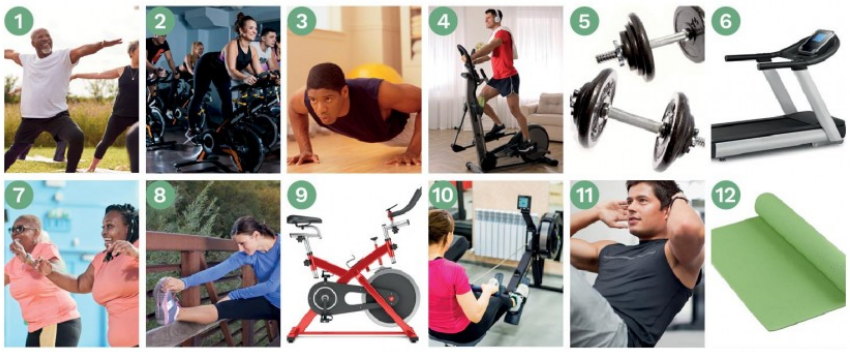
a Match the words and photos for equipment and exercises.

Equipment

- (use) an exercise bike
- (use) a running machine
- (do / lift) weights
- (use) a rowing machine
- (use) an elliptical trainer (or cross-trainer)
- (use) a yoga mat

Exercises

- do sit-ups
- do press-ups (*US* push-ups)
- do stretches (or stretch)
- do aerobics
- do spinning
- do yoga (or Pilates)



b 8.6 Listen and check.

ACTIVATION What equipment or exercises are good if you...?

- want to lose weight
- want to tone your muscles
- want to do cardio exercises
- have a bad back
- want to improve your flexibility

3 Beauty treatments

a Match the words and photos.

- have a manicure /ˈmænɪkjʊə/
- have a pedicure /ˈpedɪkjʊə/
- have a facial /ˈfeɪʃl/
- have a massage /ˈmæsɑːʒ/
- have your legs waxed /ˈwæksd/
- have a spray tan /ˈspreɪ tæn/



b 8.7 Listen and check.

ACTIVATION Which of these treatments would you enjoy? p.80

Appendix

DEPENDENT PREPOSITIONS

prepositions after verbs

I **agree with** my boss **about** the problem.
He **apologized for** being late.
She **applied for** the job.
We always **argue about** money.
I used to **argue with** my sister a lot.
We **arrived at** the airport at 6.00 a.m.
We **arrived in** Paris in the evening.
I don't **believe in** ghosts.
That bag **belongs to** me.
I can't **choose between** these two shirts.
Our weekend plans **depend on** the weather.
I **dreamt about** my grandfather last night.
They all **laughed at** me when I fell over.
I'm **looking forward to** my holiday.
I'll **pay for** your coffee.
We all **posed for** a photograph.
I **prefer** taking the train **to** flying.
You can always **rely on** your parents.
He **reminds** me **of** an old school friend.
She **shared** her sweets **with** my son.
They **smiled at** me.
I love **spending** money **on** clothes.
They **succeeded in** climbing the mountain.
I **talked to** the hotel manager **about** my room.
Are you **waiting for** someone?
Don't **worry about** it, it's not a problem.

prepositions after adjectives

She's **angry about** her salary.
She's **angry with** her boss.
He's very **close to** his father.
The film is **different from** the book.
I'm really **disappointed with** these photos.
She's **excited about** her new job.
Oxford is **famous for** its university.
I'm **fed up with** waiting. Let's go!
He's very **fond of** his teacher.
I'm **frightened** / **afraid** / **scared of** snakes.
He's **good** / **bad at** remembering names.
Vegetables are **good for** you.
She's **interested in** French literature.
I'm not very **keen on** fast food.
They were very **kind to** me.
He's **married to** my best friend.
I'm very **pleased with** my progress.
I'm **proud of** my children.
I'm **ready for** a holiday.
He's **responsible for** the sales team.
Don't be **rude to** him.
We're **sorry about** what happened.
They're **tired of** working every day.
She's **worried about** her car.

VERB PATTERNS

verb + infinitive with *to*

afford (*to buy a flat*)
agree (*to help someone*)
arrange (*to meet*)
be able (*to swim*)
choose (*to do something*)
decide (*to buy a new computer*)
expect (*to fail an exam*)
forget (*to lock the door*)
help (*to cook dinner*)
hope (*to go to university*)
learn (*to swim*)
manage (*to escape*)
need (*to leave early*)
offer (*to do the washing-up*)
plan (*to start a family*)
pretend (*to be someone else*)
promise (*to pay someone back*)
refuse (*to cooperate*)
remember (*to buy a present*)
seem (*to be broken*)
try (*to repair the car*)
want (*to go on holiday*)
would like (*to travel abroad*)

verb + gerund (*-ing*)

admit (*stealing the money*)
avoid (*driving in the city centre*)
can't stand (*queueing*)
deny (*being involved*)
dislike (*going shopping*)
enjoy (*playing tennis*)
feel like (*going home early*)
finish (*having breakfast*)
hate (*being late*)
imagine (*living without the internet*)
keep (*forgetting his name*)
like (*cooking for friends*)
love (*reading*)
mind (*working in the evenings*)
miss (*living in Spain*)
practise (*playing a difficult piece*)
prefer (*running to swimming*)
recommend (*opening a bank account*)
spend (*a long time practising*)
stop (*raining*)
suggest (*seeing a doctor*)

verb + object + infinitive with *to*

advise (*me to pay cash*)
allow (*us to leave early*)
ask (*her to help*)
invite (*us to go away for the weekend*)
need (*you to fill in a form*)
order (*him to sit down*)
persuade (*me to come to the party*)
teach (*me to play the piano*)
tell (*them to be quiet*)
want (*you to explain*)

verb + object + infinitive without *to*

let (*me stay up late*)
make (*me tidy my room*)

Irregular verbs

Infinitive	Past simple	Past participle
be /bi/	was /wɒz/	been /biːn/
beat /biːt/	beat	beaten /'biːtn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	–
catch /kætʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /iːt/	ate /eɪt/	eaten /'iːtn/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fiːl/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/
lay /leɪ/	laid /leɪd/	laid
learn /lɜːn/	learnt /lɜːnt/ learned /lɜːnd/	learnt learned
leave /liːv/	left /left/	left

Infinitive	Past simple	Past participle
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /miːn/	meant /ment/	meant
meet /miːt/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
sew /səʊ/	sewed /səʊd/	sewn /səʊn/
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sliːp/	slept /slept/	slept
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /stiːl/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

Vowel sounds

	usual spelling	! but also
 **fish**	**i** risky bin lid tin sitcom since	pretty women busy decided village physics
 **tree**	**ee** sheep screen **ea** stream leaf **e** recycle thesis	people machine key field receipt
 **cat**	**a** pack campus active cash packet stand	plaits
 **car**	**ar** carton charger starter jar **a** craft drama grass	aunt laugh heart
 **clock**	**o** bossy rock top bottom off on	watch want wash sausage because
 **horse**	**(o)or** torch corkscrew **al** stall fall **aw** awful saw	war quarter pour fought saucer caught audience board
 **bull**	**u** bush butcher's **oo** wood cookery look good	could should would woman
 **boot**	**oo** spoon zoom **u*** glue true **ew** screw crew	suitcase cruise shoe move soup through queue
 **computer**	Many different spellings. /ə/ is always unstressed. speaker spacious around contain professor	
 **bird**	**er** serve prefer **ir** dirty circle **ur** turn blurred	research work world worse journey
 **egg**	**e** pet hen lens sell fence selfish	friendly already healthy jealous many said

* especially before consonant + *e*

	usual spelling	! but also
 **up**	**u** brush dustman mug mud bucket jug	money front someone enough touch couple
 **train**	**a*** gate baker's **ai** nail waiter **ay** replay tray	break great weight straighten they grey
 **phone**	**o*** remote stone tone rope **oa** boat soap	grow show bowl although sew
 **bike**	**i*** tie wire **y** dry recycle **igh** light bright	buy eyes height
 **owl**	**ou** round out found foreground **ow** towel crowd	
 **boy**	**oi** noisy avoid oil join **oy** enjoy employ	
 **ear**	**eer** cheerful volunteer **ere** here we're **ear** clear hear	really idea period theatre series
 **chair**	**air** airport repair fair hairdresser **are** careful square	their there wear area
 **tourist**	A very unusual sound. euro tour sure manicure luxurious	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. happy angry thirsty	
/u/	Not a very common sound. education usually situation	

short vowels long vowels diphthongs

Consonant sounds

	usual spelling	! but also
/p/ **parrot**	**p** plate packet adaptor trip **pp** opposite apply	
/b/ **bag**	**b** bulb bin bag probably tub **bb** rubbish robbed	
/k/ **key**	**c** comb score **k** keep trekking **ck** brick padlock	chemist's scholarship qualifications account
/g/ **girl**	**g** greengrocer's guidebook forgetful vinegar **gg** aggressive luggage	
/f/ **flower**	**f** florist's safari **ph** pharmacy photography **ff** cliff affairs	enough laugh
/v/ **vase**	**v** valley vacancy travel envious CV shave	of
/t/ **tie**	**t** tutor teapot stick start **tt** batteries bottle	asked passed
/d/ **dog**	**d** drill handle comedy hairdryer **dd** addictive middle	planted bored
/s/ **snake**	**s** swimsuit likes **ss** bossy dissertation **ce/ci** fence cinema	science scene cycle
/z/ **zebra**	**z** quiz razor **s** easy newsagent's loves reuse	
/ʃ/ **shower**	**sh** shop toothbrush childish cash **ti** (+ **vowel**) ambitious stationer's **ci** (+ **vowel**) delicious facial	sugar sure machine chef
/ʒ/ **television**	Not a very common sound. revision decision massage usually	

	usual spelling	! but also
/θ/ **thumb**	**th** throw rethink thread path tablecloth maths toothpaste	
/ð/ **mother**	**th** the that with weather sunbathe together	
/tʃ/ **chess**	**ch** chat chicken **tch** stretch match **t** (+**ure**) lecture future	
/dʒ/ **jazz**	**j** jeweller's pyjamas **g** dangerous package **dge** hedge bridge	
/l/ **leg**	**l** lay lucky until reliable **ll** skill rebellious	
/r/ **right**	**r** result referee profitable story **rr** current carry	written wrong
/w/ **witch**	**w** war waste webinar switch **wh** whistle which	one once DIY
/j/ **yacht**	**y** yet yellow yoga yourself **before u** university argue	
/m/ **monkey**	**m** memory stream mountain moody **mm** hammer swimming	lamb climb
/n/ **nose**	**n** needle pond intern barn **nn** spinning thinner	knife know
/ŋ/ **singer**	**ng** unpacking flying string bring **before k** thanks pink	
/h/ **house**	**h** hill hiking behind farmhouse unhappy perhaps	who whose whole

○ voiced ○ unvoiced

1A GRAMMAR pronouns

a Complete the conversations with the correct subject pronoun, object pronoun, possessive adjective, or possessive pronoun, e.g. *I / me / my / mine*. Write your answers in the column on the right.



1	**A**	Hey! Those are ____ coffees!	*our*
	B	I'm sorry, we thought they were ____.	
2	**A**	Sara got a new phone for ____ birthday.	
	B	Wow! ____ always gets fantastic presents.	
3	**A**	I've met those people before, but I can't remember ____ names.	
	B	His name is Hiroshi and I think ____ wife's name is Aiko.	
4	**A**	Tom! Are these ____ keys?	
	B	No, I've got ____ here.	
5	**A**	Where's Sylvia? I think these are ____ glasses.	
	B	No, they're not Sylvia's. Ask Ben, they might be ____.	
6	**A**	Is this ____ car, sir?	
	B	No, it isn't. That's ____ car over there.	
7	**A**	Have Carlos and Alba chosen a name for ____ baby yet?	
	B	Yes, he's called Javier. They named ____ after his grandfather.	
8	**A**	I've left my book at home. Can I share ____?	
	B	Sorry! I forgot to bring ____, too!	

b Complete the conversations with object pronouns and *for* or *to*. Write your answers in the column on the right.

1	**A**	What beautiful flowers!	
	B	Yes, my boyfriend sent ____ ____ ____.	*them to me*
2	**A**	Is that Sean's old bike?	
	B	Yes, he sold ____ ____ ____ for £50.	
3	**A**	Where did you get those headphones?	
	B	My friend got ____ ____ ____ in New York.	
4	**A**	Is that your tennis racquet?	
	B	No, it's my brother's. He lent ____ ____ ____.	
5	**A**	Have you seen our new logo?	
	B	Yes, the Marketing Director showed ____ ____ ____ yesterday.	
6	**A**	Where did you buy that hat?	
	B	My wife found ____ ____ ____ online.	
7	**A**	I didn't think Giorgos could afford designer sunglasses.	
	B	He can't. His parents bought ____ ____ ____.	
8	**A**	I love your sweater.	
	B	Thanks. My grandmother made ____ ____ ____.	

ACTIVATION

Test your memory. Cover the columns on the right. Practise the conversations in **a** and **b** with a partner.

1B GRAMMAR adjectives

a Write the comparative and superlative forms of the adjectives.

	comparative	superlative
1 addictive	*more addictive*	*the most addictive*
2 bad		
3 clever		
4 expensive		
5 far		
6 light		
7 lucky		
8 narrow		
9 tidy		
10 tired		

b Complete each sentence with one word. Write your answers in the column on the right.





1	Let's walk a ____ further – we have time and it's a lovely day.	*bit*
2	The tunnel was ____ narrower than I thought and I accidentally damaged my car.	
3	I really like this bike, but unfortunately, it's the ____ expensive and I can't afford it.	
4	My brother is definitely the lucky ____ in our family. He's won the lottery twice.	
5	Kim is ____ cleverest student in our school.	
6	I felt exhausted yesterday, but luckily, I'm ____ tired today.	
7	My suitcases are the two light blue ____ over there.	
8	My colleague's desk is tidier ____ mine. I have papers everywhere!	
9	Coffee is ____ addictive than some people realize.	
10	The exam wasn't as bad ____ I thought it would be.	

ACTIVATION

Test your memory. Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the correct word.

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2A GRAMMAR present tenses

Tick (✓) the sentences where the **bold** phrases are right and correct the wrong ones. Write your answers in the column on the right.



1 **They usually go hiking** in Scotland in the summer. ✓

2 **I'm not knowing** where to go on holiday. *✗ I don't know*

3 **Their flight arrives** at Terminal 4 at 16.45.

4 **I'm really wanting** to try waterskiing.

5 Hurry up! **We only have** half an hour to get to the airport!

6 What **is the guidebook saying** about this museum?

7 We'd love to go surfing, but **it's depending** on the weather.

8 Our flight's delayed, so **we wait** in the departure lounge at the moment.

9 **Do you think** we should get a taxi or a bus to the hotel?

10 **I go** to the cinema with some friends this evening.

11 **Do you come** for a swim or not?

12 I'm sorry, **I'm not seeing** what you mean.

13 You're very quiet – what **are you thinking** about?

14 **£500 seems** very expensive for a flight to Madrid.

15 What time **does your train leave** tomorrow?

16 **We go** camping in the Pyrenees next summer.

17 **They're preferring** sunbathing to climbing mountains.

18 I don't think **we're needing** to take a hairdryer.

19 **She has** a shower at the moment – can you call back later?

20 **Do you remember** the name of the hotel?

21 **It isn't raining** any more. Shall we go to the beach?

22 We can't go in the pool now because **they clean** it.

23 **I'm not believing** it! I've won a holiday to Hawaii!

24 Why **are you packing** so much? It's only a weekend trip!



25 **My neighbour looks after** my cat when I'm away next month.

ACTIVATION

Test your memory. Cover the column on the right and look at the sentences. Read the sentences aloud with the correct present tense.

2B GRAMMAR possessives

a Circle the correct form. Tick (✓) if both forms are possible.



1 She's at **the front of the queue** / **the queue's front**.
2 What are **the childrens'** / **the children's** names?
3 I needed **James's** / **James'** help.
4 I live in **the centre of Glasgow** / **Glasgow's centre**.
5 I don't get on with **my brother's** / **my brothers'** wife.
6 What time does the **florists** / **florist's** open?
7 The answers are at **the book's back** / **the back of the book**.
8 I'll wait on **the street's corner** / **the corner of the street**.
9 Excuse me. Where's **the men's** / **the mens'** changing room?
10 I never buy meat at **the butcher's** / **the butchers'**. I get it at the supermarket.
11 What's **the name of the village** / **the village's name** where you were born?
12 We're going to **Luca's and Ewa's** / **Luca and Ewa's** wedding next weekend.
13 I went to my **grandfather's** / **grandfathers'** yesterday. It was his 90th birthday.
14 I drove to **my grandparent's** / **my grandparents'** house. They live just outside Southampton.
15 I'm not very good at remembering **people's names** / **peoples' names**.
16 They go to **France's south** / **the south of France** every year.

b Complete the sentences with the correct possessive adjective or pronoun. Write your answers in the column on the right.

1 I hate living with my parents. I'd love to have a house of ____ own. *my*
2 Amara's keeping very quiet about this new boyfriend of ____! _____
3 My brother and I had ____ own bedrooms when we were children. _____
4 Both my sons play video games all the time. It's a bad habit of ____. _____
5 My nephew never goes to the hairdresser's. He cuts ____ own hair. _____
6 Is that woman a friend of ____? She's smiling at you. _____
7 The supermarket has ____ own bakery, so we can buy some bread there. _____
8 My grandmother loves gardening. She grows all ____ own vegetables. _____
9 My cousins are thinking of opening ____ own restaurant. _____
10 A colleague of ____ has just told me she's leaving. _____
11 Omar must earn a lot of money. Have you seen that new car of ____? _____
12 I'm going out this evening, so you'll have to make ____ own dinner. _____
13 A friend of ____ is going away, so we're looking after his dog. _____
14 Are you still having problems with those noisy neighbours of ____? _____
15 My daughter loves singing and has started writing ____ own songs. _____
16 He's an amazing artist. I have a painting of ____ in the living room. _____

ACTIVATION

Test your memory. Cover the column on the right in **b** and look at the sentences. Read the sentences aloud with the correct possessive adjective or pronoun.

3A GRAMMAR past simple, past continuous, or *used to*?

Complete the conversations with the correct form of the verbs in brackets: past simple, past continuous, or *used to*.

1

Adriano Helen, do you recognize that woman over there? I think we [1] *used to go* (go) to school with her.

Helen Oh, yes. That's Elena Morales! She looks so different. She [2] _____ (have) much longer hair.

Adriano Yes, and she [3] _____ (not wear) glasses.

Helen I wonder what she's doing these days. The last time I [4] _____ (see) her, she [5] _____ (work) as a teacher.

Adriano What subject [6] _____ (she / teach)?

Helen I'm not sure. Shall we go and say hello?



2

Evie What [7] _____ (you / think) of the exam, Oliver?

Oliver Well, I [8] _____ (be) good at maths when I was at primary school, but I [9] _____ (find) the exam today really difficult. How about you?

Evie Me too. And I [10] _____ (not have) enough time to answer all the questions.

Oliver Yeah, I [11] _____ (still / write) when the teacher [12] _____ (say) 'Stop'.

Evie Oh, well. Let's just hope we both pass.



3

Filip Welcome back, Justin. How was the skiing trip?

Justin Not so great. Unfortunately, my wife [13] _____ (break) her leg on the first day.

Filip Oh, that's terrible. How [14] _____ (it / happen)?

Justin Well, the funny thing is, she [15] _____ (not ski) at the time! She [16] _____ (fall) over in the hotel when we [17] _____ (walk) down the stairs to go to breakfast.

Filip Oh no! What a shame!



ACTIVATION

Test your memory. Cover the conversations and look at the pictures. In pairs, say what you can remember about the people in the pictures.

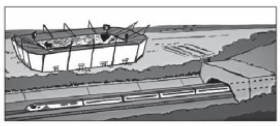
3B GRAMMAR prepositions

a Choose the correct preposition. Write your answers in the column on the right.



1 The man ran [ ] the road and [ ] the park. (through / across, in / into)

across *into*



2 The train went [ ] the tunnel and [ ] the stadium. (under / through, past / along)

_____ _____



3 The woman came [ ] the bank and walked [ ] the supermarket. (out / out of, along / towards)

_____ _____



4 The cycle path goes [ ] the river and [ ] the car park. (over / off, round / between)

_____ _____



5 They sat [ ] a bench [ ] a tree. (in / on, under / down)

_____ _____



6 I'm still [ ] the bus, but we're nearly [ ] the bus stop. (on / into, in / at)

_____ _____

b Complete the sentences with prepositions from the list, or write – if no preposition is needed.

about (x4) at for (x4) in (x2) of on to (x2) with (x2)

1 The receptionist asked _ me if I was waiting *for* a taxi.

2 I'm very interested _____ science, but I'm not very good _____ it.

3 Don't worry _____ the bill – I'll pay _____ everything.

4 My sons never agree _____ each other. They argue _____ everything.

5 Why are you still angry _____ Callum? He apologized _____ his mistake.

6 My sister is married _____ a French man and they're both very keen _____ cooking.

7 I'm tired _____ applying _____ jobs – I never get an interview.

8 The boss was very rude _____ me – I don't know what he was so angry _____.

9 The professor talked _____ his research and then we discussed _____ the new project.

10 Ahmet told _____ me that he'd arrived _____ London on Tuesday morning.

ACTIVATION

Test your memory. Cover the sentences in **a**. Look at the pictures and try to remember the sentences.

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4A GRAMMAR future forms: *will* / *shall* and *be going to*

Circle the correct form. Tick (✓) if both are possible.

1 **A** Dad! I've dropped my ice cream!
B It's OK, don't worry – **I'll get** / **I'm getting** you a new one!

2 **A** I'm freezing!
B **Shall I turn on** / **Will I turn on** the heating?

3 **A** We're going for a walk in the country tomorrow.
B **It'll probably rain.** / **It's probably raining.**

4 **A** Do you and David have any plans for tomorrow evening?
B Yes, **we're meeting** / **we're going to meet** some friends for dinner.

5 **A** Don't forget to send me a message when you get there.
B Don't worry, Mum. **I'm texting** / **I'll text** you as soon as I arrive.

6 **A** Excuse me. I ordered still water and this is sparkling.
B I'm sorry, sir. **I'll change** / **I'm going to change** it for you.

7 **A** Have you phoned for a taxi?
B Yes, **it comes** / **it's coming** in five minutes.

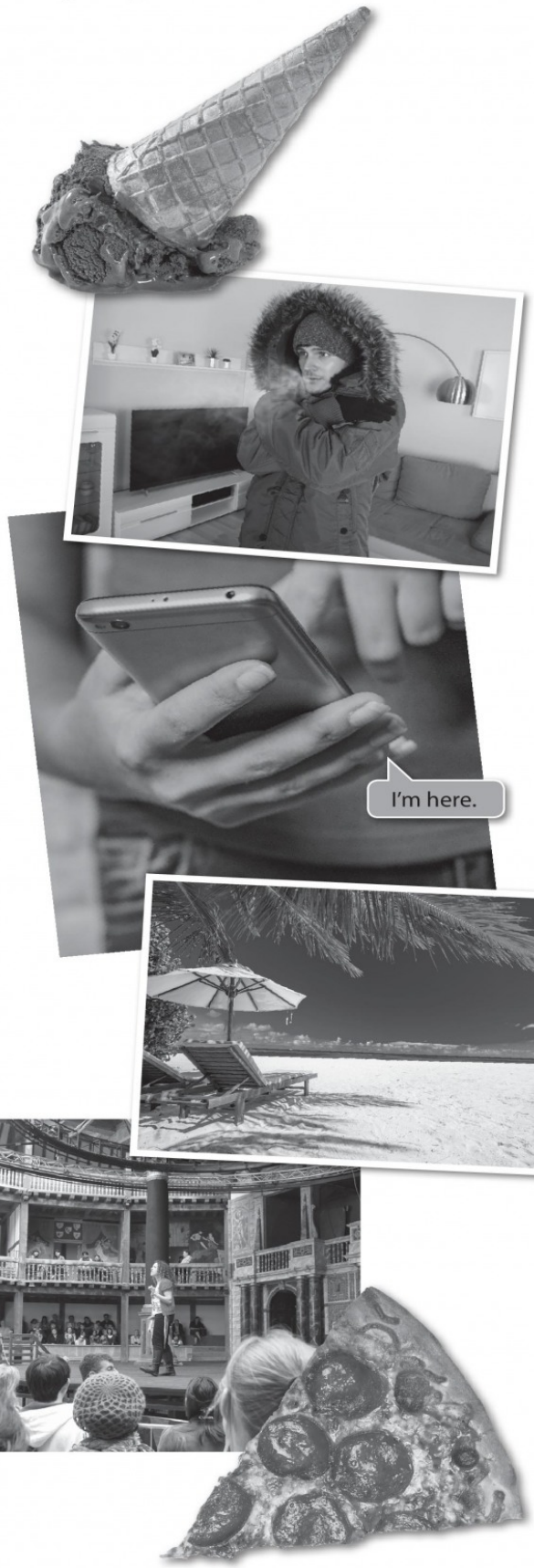
8 **A** How about going abroad for our holiday this year?
B That sounds good! Where **shall we go** / **do we go**?

9 **A** You don't look very well. Are you OK?
B No. I think **I'm going to be** / **I'm being** sick.

10 **A** Who do you think **will win** / **is going to win** the World Cup?
B Italy, of course!

11 **A** The play starts at 7.30, so we need to be at the theatre by 7.15.
B OK, **I won't be** / **I'm not being** late this time!

12 **A** Did you buy the pizza for tonight?
B Oh sorry! **I was going to go** / **I'm going to go** to the shop earlier, but my boss called and then I forgot.



ACTIVATION

Write three short conversations, one with *will*, one with *shall*, and one with *be going to*.

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4B GRAMMAR first and second conditionals

Complete the second sentence so that it means the same as the first. Use contractions where possible.





1 You have to dress smartly to make a good impression at the interview.

You *won't make* a good impression at the interview if you *don't dress* smartly.

2 She can't work in France because she doesn't speak French.

If she *spoke* French, she *would be able to work / could work* in France.

3 She needs to attend all the lectures to pass the course.

She _____ the course unless she _____ all the lectures.

4 I need to get a part-time job because I don't have any money.

If I _____ more money, I _____ to get a part-time job.

5 He doesn't enjoy teaching very much because the pupils are so badly behaved.

He _____ teaching more if the pupils _____ so badly behaved.

6 I need to get a grant so I can pay the course fees.

I _____ the course fees if I _____ a grant.

7 I think you should try to get a new job.

If I _____ you, I _____ to get a new job.

8 You'll need to have a good CV to get an interview.

You _____ an interview unless you _____ a good CV.

9 You have good references, so it should be easy to get a job.

It _____ easy to get a job if you _____ good references.

10 I can't help you – I don't have time.

If I _____ time, I _____ you.

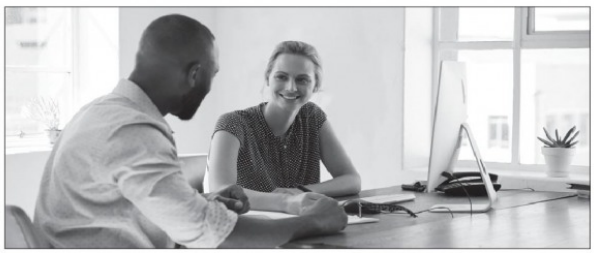
ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- If the weather's bad this weekend,...
- If I get better at English,...
- I'll be really happy if...
- If I had more time,...
- If I lost my phone,...
- I'd enjoy my job (or course) more if...

5A GRAMMAR present perfect simple

Complete the conversations with the present perfect simple or past simple.



1 **A** When / you / start working here?
When did you start working here?
B Only a few weeks ago.
A you / meet everyone in the office?
Have you met everyone in the office?
B Well, I / not see the director yet!

2 **A** you / have breakfast?

B Not yet.
A What time / you / get up?

B Only ten minutes ago.

3 **A** How long / you / know Alex?

B For about ten years.
A Where / you / meet?

B At university.



4 **A** Do you want a coffee?
B No, thanks. I / already / have three cups this morning.

A you / ever / think about cutting down?

B I'm trying!

5 **A** When / you / start learning the piano?

B About three years ago.
A you / ever / play in public?

B No, I / never / play for anyone except my teacher.

6 **A** you / ever / be to the United States?

B Yes, three times. What about you?
A We / just / come back from Florida.

7 **A** you / ever / live abroad?

B Yes, I / teach in Italy for a few years. Now I teach in London.

A How long / be a teacher?

B Since 2016.



8 **A** you / tidy your room yet?

B Not yet. I / be out all afternoon.

A When / you / get home?

B Only about half an hour ago.

ACTIVATION

With a partner, write two short conversations using the present perfect simple and the past simple.

5B GRAMMAR present perfect continuous

Complete the conversations with the correct form of the verbs in brackets: present continuous or present perfect continuous. Use contractions where possible.





1 A Look, Mum. It *'s snowing*! (snow)
B I know. It *'s been snowing* since five o'clock this morning. (snow)

2 A Ssh! I _____ to read. (try)
B Sorry, Dad.

3 A Wow, Lisa! You're strong!
B Thanks! I _____ a lot of exercise recently. (do)

4 A _____ your daughter still _____ at the college, Cathy? (teach)
B Yes, she _____ there for over three years now. (work)

5 A Oh no! It _____ to rain. (start)
B I'll go and bring in the washing.

6 A Has Mark done his homework yet?
B Of course not. He _____ games on his phone all evening. (play)

7 A Sorry I'm late! _____ you _____ long? (wait)
B Yes, I _____ here for nearly 20 minutes! (stand)

8 A Can I speak to Mrs Khan, please?
B She _____ lunch at the moment. Can she call you back in half an hour? (have)

9 A Did you see that programme about sharks last night?
B No, I _____ much TV lately. (not watch)

10 A How long _____ you _____ in Manchester? (live)
B About two years, but recently we _____ about moving to the country. (think)

11 A You don't look very well, Pete. Are you OK?
B Not really, I _____ well all week. (not feel)

12 A Is that the TV I can hear?
B Yes, Dad. I _____ for my exams since lunchtime, and now I _____ the news. (study, watch)

ACTIVATION

Practise the conversations with a partner.

6A GRAMMAR obligation, necessity, prohibition, advice

Complete the second sentence with **one** word so that it means the same as the first. Contractions (e.g. *can't*) count as one word.



1 She should buy a new house. She needs something bigger.
She *ought* to buy a new house. She needs something bigger.

2 Is it necessary to use that teapot? Can't you just put a teabag in a mug?
Do you _____ to use that teapot? Can't you just put a teabag in a mug?

3 It's really dangerous to drive when you're taking these tablets.
You _____ drive when you're taking these tablets. It's really dangerous.



4 You ought to be more careful. You've made ten spelling mistakes.
You _____ be so careless. You've made ten spelling mistakes.

5 You can borrow the car whenever you want. You needn't ask for permission.
You can borrow the car whenever you want. You don't _____ to ask for permission.

6 It would be a good idea to book a table for Saturday night.
You _____ book a table for Saturday night.



7 You should eat less fast food. It's not good for you.
You _____ to eat so much fast food. It's not good for you.

8 I must remember to buy more paper napkins. We don't have any left.
I _____ forget to buy some more paper napkins. We don't have any left.

9 We got a takeaway last night so we didn't need to cook.
We got a takeaway last night so we didn't _____ to cook.



10 It's not necessary to send us your CV. Just fill in the form online.
You _____ send us your CV. Just fill in the form online.

11 It's not a good idea to take a photo here without a flash.
You _____ use flash to take a photo here.



12 You need a visa to visit India. You'll have to apply for one.
You _____ have a visa to visit India.
You'll have to apply for one.



ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- I have to…
- I mustn't…
- I ought to…
- I needn't…
- I don't have to…
- I shouldn't…

6B GRAMMAR *can, could,* and *be able to*

Complete the sentences with *can*, *could*, or the correct form of *be able to*. Sometimes more than one answer is possible.



1 My cousin *can* never find clothes that she likes.

2 Will I _____ change these batteries if they're the wrong type?

3 I _____ do my homework last night. It was too difficult.

4 Daniel _____ speak French very well – nobody understands a word he says!

5 They _____ come to the conference because there weren't any flights.

6 _____ you tell me where the nearest supermarket is, please?

7 Hans used to _____ play tennis quite well, but he's hopeless now.

8 I love _____ buy everything I need in the local shops.

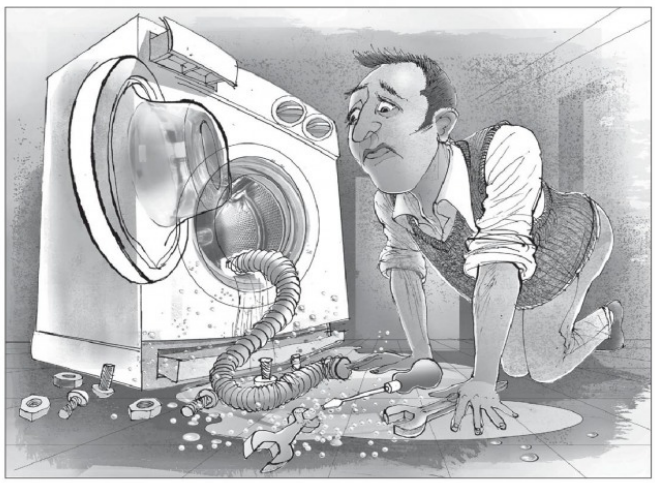
9 You _____ be tired – it's only 9.00!

10 I might _____ leave work early on Friday.

11 If I got a pay rise, I _____ afford a new laptop.

12 You need to _____ swim well if you want to go surfing.

13 I spent hours looking for my wallet, but I _____ find it.



14 Laura _____ ride a horse since she was six years old.

15 The curtains _____ be too small! I measured the windows myself.

16 _____ I go to Joe's party on Saturday, please?

17 It was hard work, but we _____ assemble the furniture in the end.

18 Dad _____ fix the washing machine, so my parents bought a new one.

ACTIVATION

Complete the sentences so that they are true for you. Compare with a partner.

- I can…really well.
- When I was a child, I could…
- The last time I went clothes shopping, I couldn't…
- I'd really like to be able to…
- In the next five years, I might be able to…
- I hope I'll be able to…next year.

7A GRAMMAR phrasal verbs

a Look at the pictures. Complete the sentences with the correct form of a phrasal verb from list A and a noun phrase from list B. Sometimes more than one answer is possible.

A

~~get on with~~ live off look after
look forward to look round put up
take away take out try on turn off

B

her best friend ~~her brother~~ his holiday my old cooker
our parents the children the museum
the new curtains these trousers your phone



1 She doesn't *get on with her brother* very well.



2 Can I _____, please?



3 Her parents _____ every Saturday.



4 The schoolchildren had an hour to _____ _____.



5 The refuse collectors didn't _____ _____.



6 She _____ for dinner last night to celebrate her promotion.



7 We _____ last weekend.



8 He's really _____.



9 My sister still _____, even though she's nearly 40.



10 I'm not starting the class until you _____ _____!

b Replace the nouns in **a** with pronouns. Change the word order if necessary.

1 *get on with him*

2 _____ _____ _____

3 _____ _____ _____

4 _____ _____ _____

5 _____ _____ _____

6 _____ _____ _____

7 _____ _____ _____

8 _____ _____ _____ _____

9 _____ _____ _____

10 _____ _____ _____

ACTIVATION

Use the phrasal verbs below to write sentences that are true for you. Compare with a partner.

- get on with (somebody)
- grow up
- look after (somebody / something)
- look forward to
- throw (something) away

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7B GRAMMAR verb patterns

a Complete the texts with the correct form of the verbs in brackets.

My wife and I both love [1] *going* (go) to the theatre. Last month, for our anniversary, our son booked tickets for us to see the musical *Wicked*. It was a matinee, so we decided [2] _____ (have) lunch in a restaurant before the show. When we arrived at the theatre after lunch, we were surprised [3] _____ (see) how quiet it was, so we checked our tickets and suddenly realized why. The start time was 2.00 p.m. and it was already 2.15 p.m. We were sure it started at 2.30 p.m. We couldn't [4] _____ (believe) we'd been so stupid! The attendant refused [5] _____ (let) us in, so we had to [6] _____ (wait) until the interval and missed the whole of the first half.



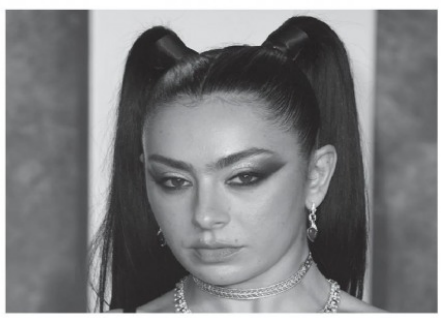


My boyfriend Sam and I usually look forward to [7] _____ (go out) with friends on Saturday evenings. Last Saturday, however, we were both really tired, so we stayed in. We didn't feel like [8] _____ (watch) TV, so Sam suggested a game of Scrabble. Generally, I'm not very keen on [9] _____ (play) board games, but I enjoy Scrabble. That might [10] _____ (be) because I usually win. With this game, however, Sam managed [11] _____ (get) high scores for most of his words, while my scores were really low. In the end, I lost the game by over 100 points! I really hate [12] _____ (not win), so I spent the rest of the evening in a bad mood!

b Complete the texts with the correct form of the verbs in the lists.

get go ~~miss~~ rain see

I'm a huge fan of Charlie XCX, so when she came to Auckland last year, I really didn't want to [1] *miss* [2] _____ her perform. I was still at school at the time and it finished quite late, but luckily my dad let me [3] _____ with a friend. The concert was at Western Springs Stadium, which is open-air, and on the night of the performance, the weather was awful. It started [4] _____ really heavily, but I didn't mind [5] _____ wet as it was just such an amazing experience.





do get lose not be take watch

I'll always remember the 2024 Euros. People didn't expect England [6] _____ very well, but the team amazed everyone by [7] _____ through to the final. The match was against Spain and kick-off was at 8.00 p.m. My friends persuaded me [8] _____ the evening off work and we went to the local pub together [9] _____ the game. We told ourselves [10] _____ too disappointed if England didn't win, but when they ended up [11] _____ 2–1, we were still absolutely heartbroken.

ACTIVATION

Write a paragraph about a memorable night out (or in) with friends.

8A GRAMMAR *have something done*

Look at the pictures. Are the people *doing something* or *having something done*? Write sentences.

1 

clean / the windows

She*'s cleaning the windows*.

2 

service / his car

He*'s having his car serviced*.

3 

take / their photograph

They _____.

4 

dry / his hair

He _____.

5 

paint / the front door

He _____.

6 

put up / some shelves

She _____.

7 

repair / his glasses

He _____.

8 

replace / the windows

They _____.

9 

wash / their clothes

They _____.

10 

cut / her fringe

She _____.

ACTIVATION

Test your memory. Cover the sentences. Look at the pictures and try to remember the sentences.

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8B GRAMMAR the passive

Complete the texts with the correct form of the verb in brackets, active or passive.

The Gherkin [1] *is situated* (situate) in the City of London's financial district. It [2]_____ (take) two years to construct and first [3]_____ (open) its doors in April 2004. Originally, it [4]_____ (call) the Swiss Re Building, but it [5]_____ (rename) later to its street address – 30 St Mary Axe. While it [6]_____ still _____ (build), however, Londoners [7]_____ (give) the tower the nickname 'The Gherkin', because of its distinctive cucumber-like shape. It [8]_____ still commonly _____ (know) by that name today. The building [9]_____ (design) by the famous British architect Sir Norman Foster and since its completion, it [10]_____ (award) a number of prizes for architecture. The Gherkin contains private offices and a few restaurants and cafés, which are the only areas that members of the public [11]_____ (allow) to visit. However, each year, several special events [12]_____ (hold), giving more lucky visitors the chance to step inside this iconic landmark.



The Chrysler Building [13]_____ (consider) by many contemporary architects to be one of New York City's finest structures. When it first opened in 1930, it [14]_____ (become) the world's tallest building. Today, it still [15]_____ (hold) the title of the tallest brick building in the world. The skyscraper [16]_____ (commission) by Walter Chrysler, founder of the Chrysler Corporation, and [17]_____ (use) as the car company's headquarters until the 1950s. Although the building still has the Chrysler name, the family in fact [18]_____ (not own) it since 1953. Originally, the tower [19]_____ (have) a public observation deck on the 71st floor. Nowadays, however, only the lobby can [20]_____ (visit), as the other floors [21]_____ (rent) to private businesses. For visitors to New York, the Chrysler Building is one attraction that really shouldn't [22]_____ (miss).

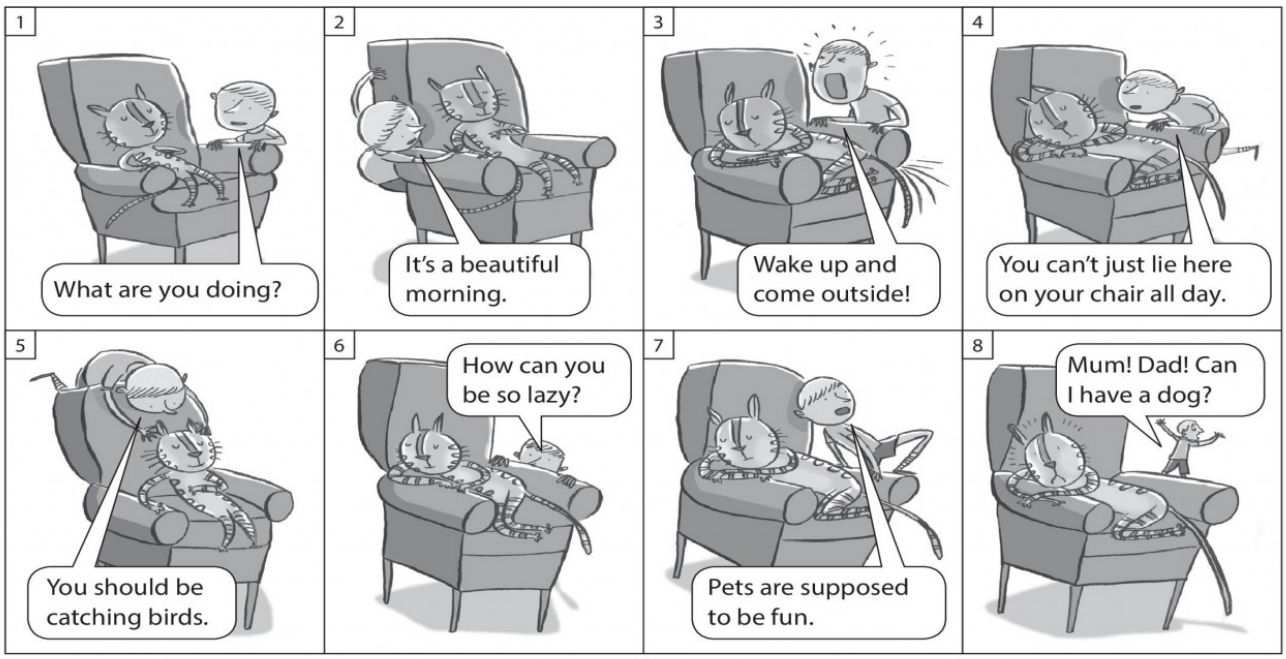


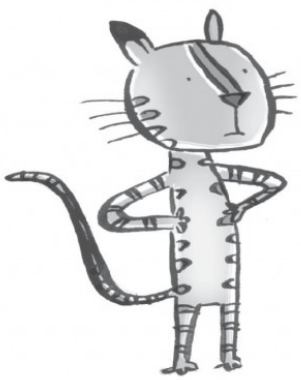
ACTIVATION

Test your memory. Cover the texts. In pairs, say what you can remember about each building.

9A GRAMMAR reported speech

a Read the cartoon. Complete the paragraph below.





Tim asked me [1] *what I was doing*.

He said it [2] _____,

and told [3] _____.

He said [4] _____.

He told me [5] _____,

and asked [6] _____.

Then he said that pets [7] _____,

and asked his parents [8] _____!

b Write the things Tim's parents said in reported speech.

1 'Do you really want a dog?' They asked him *if he really wanted a dog*.

2 'You'll have to take it for walks.' They said _____.

3 'Where's it going to sleep?' They asked _____.

4 'We'll have to take it on holiday with us next month.' They said _____.

5 'Don't forget about the cat!' They told him _____.

6 'Let us think about it.' They told him _____.

ACTIVATION

Think of a short conversation you've had with a friend or a member of your family. Write it in reported speech. Compare with a partner.

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9B GRAMMAR third conditional and other uses of the past perfect

Third conditional

a Tick (✓) the sentences which are right and correct the wrong ones. Write your answers in the column on the right.

1 We would have been late for the wedding if we didn't take a taxi. *✗ hadn't taken*

2 Would you have taken me on holiday if you'd won the competition? ✓

3 If we'd bought our tickets online, they would be cheaper. _____

4 I would have gone home if you didn't turn up. _____

5 If Ali had met his wife earlier, they would have had more children. _____

6 If you'd asked me, I would have helped you. _____

7 What did Agata do if Jacek had taken the job in Dubai? _____

8 If I hadn't studied languages, I wouldn't have moved to Italy. _____

Other uses of the past perfect

b Complete the sentences with the correct form of the verbs in brackets: past simple or past perfect. Write your answers in the column on the right.





1 Marianne told me her parents [ ] married for forty years. (be) *had been*

2 I thought we were going to miss the train, but luckily it [ ] yet. (not leave) _____

3 Nobody answered the phone because everyone in the office [ ] home. (go) _____

4 I [ ] my phone yesterday, but I think it's OK. (drop) _____

5 Where's Chen? He [ ] me he'd be here at 9.00. (tell) _____

6 Fabio said he wasn't hungry because he [ ] lunch. (already have) _____

7 We saw our friends every weekend when we [ ] in Bristol. (live) _____

8 How long [ ] you [ ] Femi when he proposed to you? (know) _____

9 Lucy said she [ ] meat since she was ten years old. (not eat) _____

10 When I came out of the café, I realized that someone [ ] my bike. (steal) _____

ACTIVATION

Test your memory. Cover the columns on the right and look at the sentences. Read the sentences aloud with the correct verb forms.

10A GRAMMAR *be*, *do*, and *have*: auxiliary and main verbs

Complete the conversation with the correct form of *be*, *do*, or *have*. Use contractions where possible.



Mum Priya, darling! It [1] _'s_ great to hear from you. How [2] _____ you been?

Priya Good, thanks, Mum. Sorry I [3] _____ phoned for ages. I've [4] _____ to [5] _____ a lot of work on my dissertation this term.

Mum Sounds like hard work. How [6] _____ the course going? [7] _____ you still enjoying it?

Priya Yes, mostly. I [8] _____ like going to some of the lectures, but the seminars and tutorials [9] _____ really interesting.

Mum That's good, then. And what about that flatmate of yours? [10] _____ she still leave her dirty dishes all over the place?

Priya No, I told her I hated [11] _____ to live in an untidy flat, so she [12] _____ been as messy recently.

Mum Great. And what about romance, darling? [13] _____ you met anyone special?

Priya Not yet, Mum. But [14] _____ worry, you'll [15] _____ the first to know when I do. Anyway, how [16] _____ you and Dad?

Mum Oh, we [17] _____ OK, thanks, although your father [18] _____ hurt his back again.

Priya Not again! How [19] _____ it happen this time?

Mum He [20] _____ on the treadmill at the gym and he fell off.

Priya Oh, poor Dad!

Mum Well, I keep telling him not to [21] _____ too much at the gym, but of course he [22] _____ listen to me! Anyway, Priya, I'm [23] _____ my hair cut at half past three, so I'd better go.

Priya OK, Mum. I'll [24] _____ in touch again soon. Bye!

ACTIVATION

Practise the conversation with a partner.

10B GRAMMAR revision of verb forms

Complete the sentences with the correct form of the verb in brackets. Sometimes more than one answer is possible.

present simple / present continuous (2A)

1 We*'re thinking* about buying a new car. (think)
2 _____ you often _____ your keys? (forget)
3 Sarah _____ for a run every evening. (go)
4 He can't come to the phone – he _____ a shower. (have)

past simple / past continuous / *used to* (3A)

5 _____ you _____ when I called you? (drive)
6 We _____ any TV last night. (not watch)
7 Alessia _____ swimming, but now she goes every day. (not like)
8 I _____ watching baseball when I lived in New York. (love)

***will* / *shall* / *be going to* / present continuous (4A)**

9 Look, we're nearly out of petrol. I _____ at the next petrol station. (stop)
10 I _____ at 7.30 tomorrow morning. (leave)
11 What _____ you _____ when you finish university? (do)
12 _____ I _____ you take the rubbish out? (help)

first and second conditionals (4B)

13 I _____ late for work if I don't leave now. (be)
14 If you _____ so much on clothes, you wouldn't have to borrow from your parents. (not spend)
15 Young people _____ abroad if there were enough jobs at home. (not go)
16 If she _____ the next game, she'll be Wimbledon champion. (win)

present perfect simple / past simple (5A)

17 _____ you _____ windsurfing? (ever try)
18 She _____ to Türkiye three times last year. (go)
19 _____ you _____ to work by bike yesterday? (come)
20 I _____ here all day and I want to go home. (be)

present perfect continuous / present continuous (5B)

21 We _____ for you since 7.00! (wait)
22 Hi Noah! What _____ you _____ lately? (do)
23 I _____ a really good book at the moment. (read)
24 Ssh! We _____ to listen to the news. (try)

the passive (8B)

25 It's a very interesting film – it _____ on a true story. (base)
26 Our house _____ at the moment. (decorate)
27 Do you think the film _____ for an Oscar? (nominate)
28 _____ the air conditioning _____ yet? (fix)

third conditional / past perfect / past simple (9B)

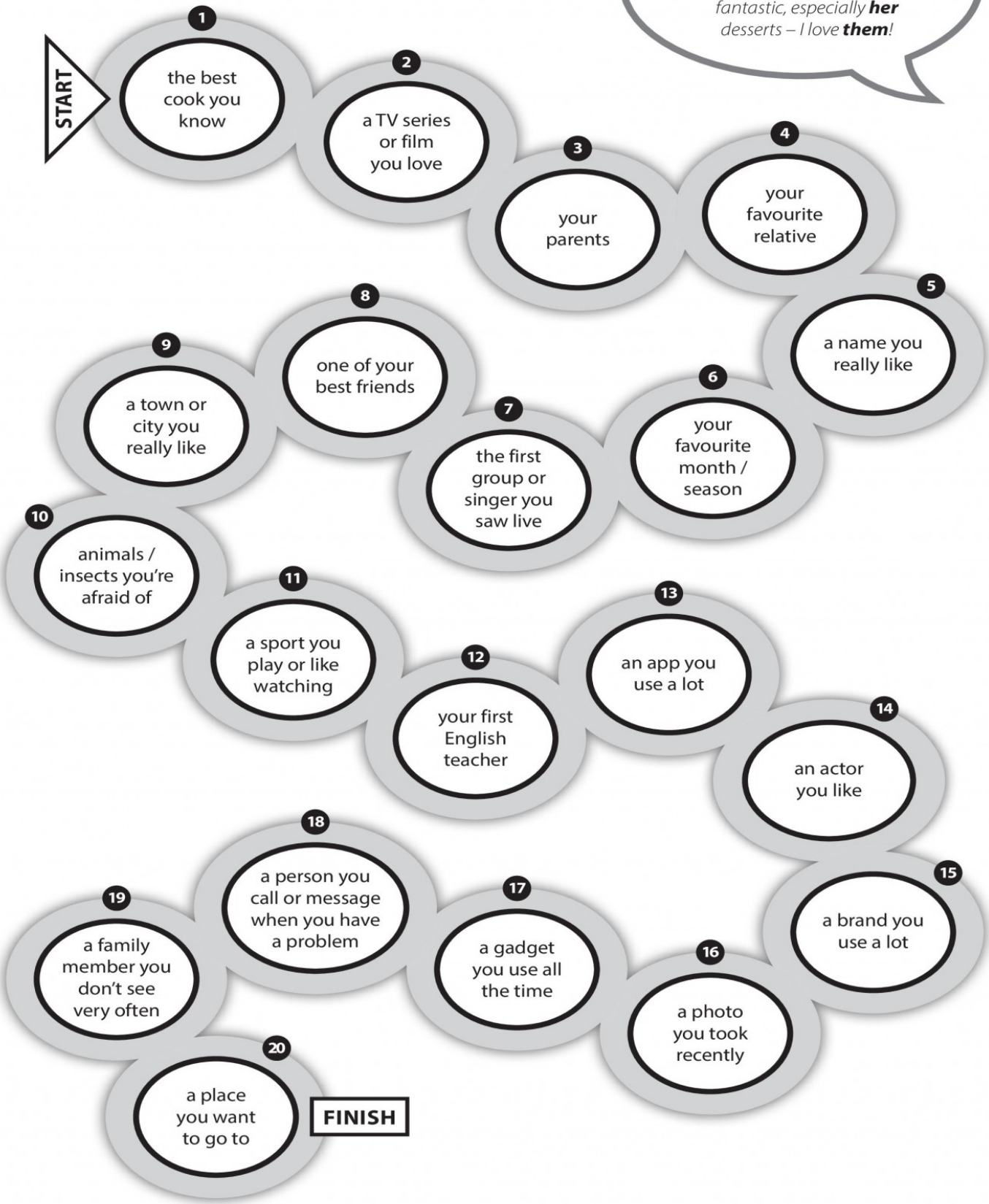
29 If he _____ me the truth, I'd have forgiven him. (tell)
30 I didn't hear you because I _____ already _____ the door (shut).
31 We were in a hurry, so we _____ breakfast. (not eat)
32 _____ the meeting already _____ when you got there? (start)

25–32 Excellent. You can use different verb forms very well.
16–24 Quite good, but check the Grammar Banks for any forms that you got wrong.
0–15 This is still a bit difficult for you. Read the rules in the Grammar Banks again. Then ask your teacher for another photocopy and do the exercise again at home.

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1A COMMUNICATIVE Talk for a minute

*The best cook **I** know is **my** mum. **She** cooks dinner every day, and most of **her** dishes are fantastic, especially **her** desserts – I love **them**!*



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1B COMMUNICATIVE Good, better, the best

Student A

a Complete the questions with the correct comparative form (+ *than* if necessary) or *the* + superlative form. Use the adjective in brackets.

1 Do you think that a holiday with your friends is *more enjoyable than* one with your family? (enjoyable)
2 What's _____ meal you've had recently? (delicious)
3 Are you _____ during the week or at weekends? (busy)
4 Who's _____ person you know? (old)
5 Are you _____ in the mornings or at night? (creative)
6 What's _____ brand and model of phone you've ever had? (good)
7 Who's _____ person in your family? (lazy)
8 When you feel stressed, what do you do to feel _____? (calm)
9 What's _____ you've ever travelled? (far)
10 If you wanted to get _____ you are now, what should you do? (fit)



b Ask **B** your questions. Ask for more information. Then answer **B**'s questions.

Student B

a Complete the questions with the correct comparative form (+ *than* if necessary) or *the* + superlative form. Use the adjective in brackets.

1 What's *the most beautiful* country you've ever visited? (beautiful)
2 Which do you think is _____ – a yellow bedroom or a black bedroom? (good)
3 Do you think buying something online is always _____ buying it from a shop? (cheap)
4 Which person are you _____ to in your family? (close)
5 How important is it to you to have _____ gadgets? (late)
6 Are you _____ in the mornings or in the evenings? (active)
7 Who's _____ sportsperson in your country? (great)
8 Apart from English, what would be _____ language for you to learn? (useful)
9 What do you think is _____ form of transport? (safe)
10 Do you think vegetarians are _____ people who eat meat? (healthy)



b Answer **A**'s questions. Then ask **A** your questions. Ask for more information.

2A COMMUNICATIVE Ask me a question

a Complete the questions with the present simple or continuous form of the verbs in brackets.

1 How often *do* you *go* to the hairdresser's? And to the dentist's? (go)

2 Are you happy with your lifestyle or _____ you _____ it could be healthier? (think)

3 Why exactly _____ you _____ English? (learn)

4 _____ anybody in your family _____ a foreign language really well? (speak)

5 _____ you _____ away this weekend? (go)

6 _____ anyone you know _____ for a job at the moment? (look)

7 _____ you _____ of doing any official English exams in the near future? (think)

8 _____ you usually _____ seeing films which are dubbed, or films which are subtitled? (prefer)

9 What _____ your best friend _____ like? (look)

10 What book _____ you _____ at the moment? (read)

11 What _____ you _____ tomorrow night? (do)

12 Which clubs, organizations, or charities _____ you _____ to? (belong)

13 What time _____ you usually _____ work or school in the morning? (start)

14 What kind of things _____ you _____ your phone for? (use)

15 _____ you _____ anybody who _____ _____ married soon? (know, get)









b Choose eight questions to ask your partner.

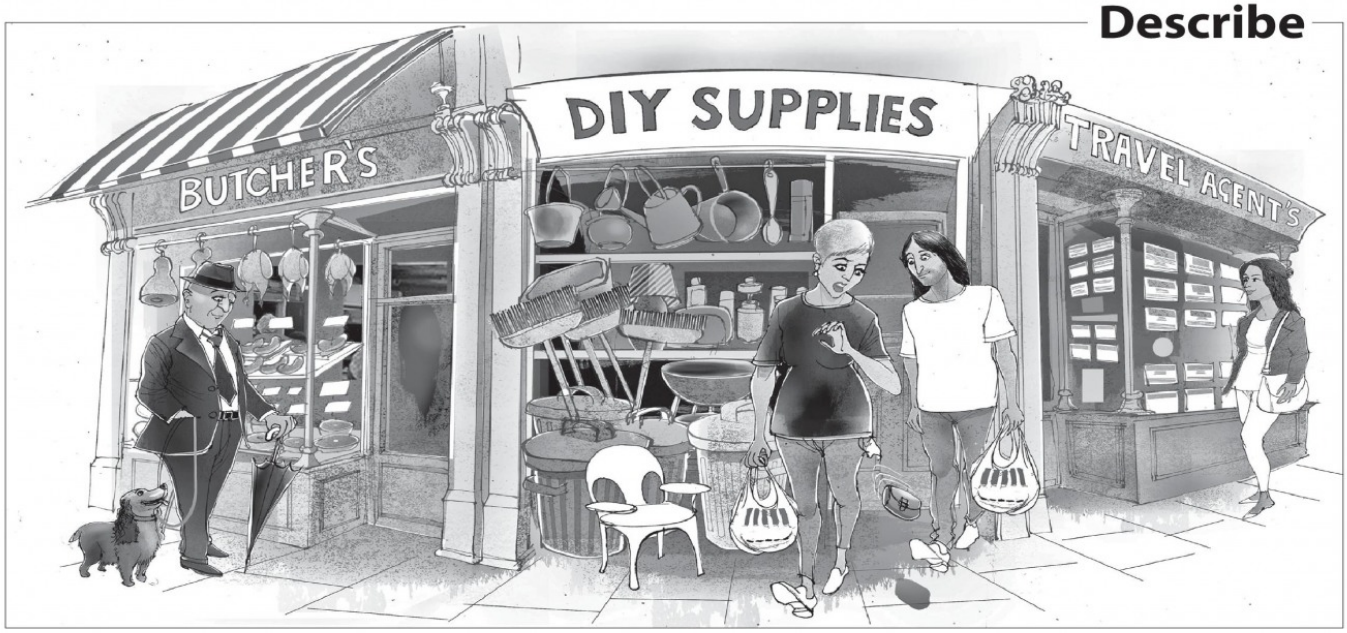
2B COMMUNICATIVE Describe and draw

Student A

a Look at your picture.

b Describe it to **B**. Answer **B**'s questions.

Describe



c Listen to **B**'s description of their picture and draw it. Ask questions if you need to.

Draw

d Now compare your drawing to **B**'s picture. Are there any differences?

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2B COMMUNICATIVE Describe and draw

Student B

a Look at your picture.

b Listen to **A**'s description of a picture and draw it. Ask questions if you need to.

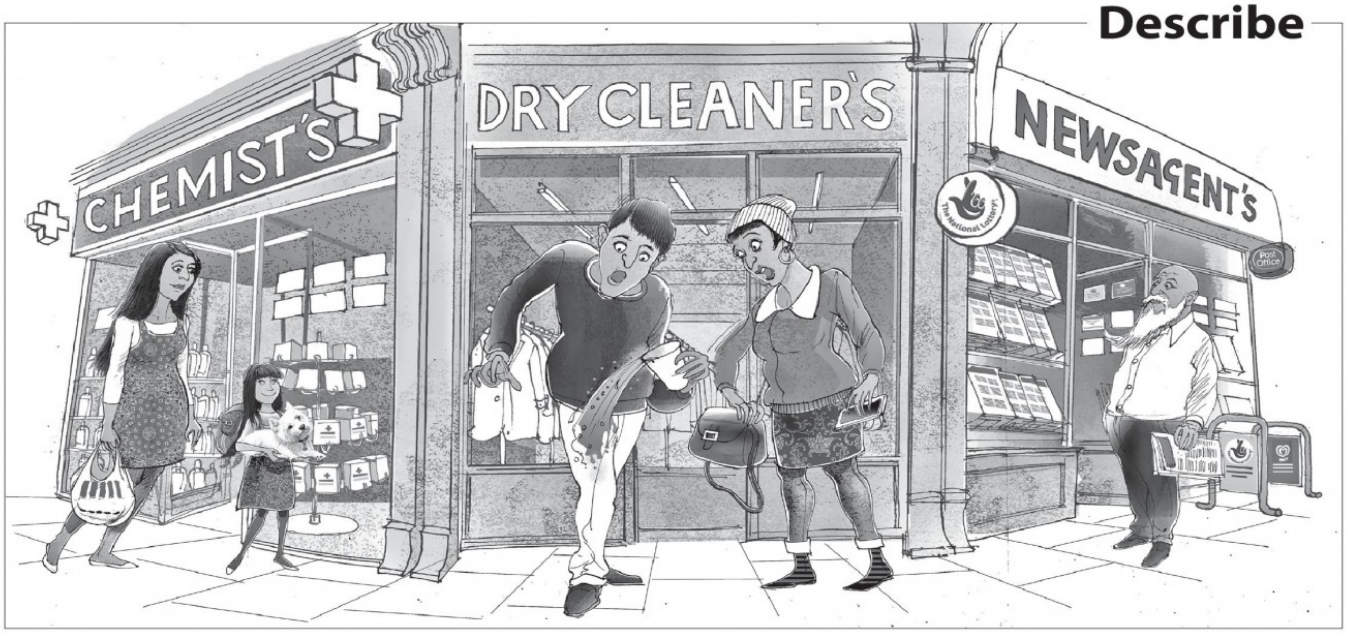
Draw

c Now compare your drawing to **A**'s picture. Are there any differences?

---

d Describe your picture to **A**. Answer **A**'s questions.

Describe



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3A COMMUNICATIVE When you were younger

a Tick three topics in each group that you can talk about. Write notes for each topic you've ticked.

b Compare with a partner. Look at the topics you've ticked. Take turns to tell each other about them.

I'm going to tell you about some food I used to love eating…

Past habits

- a kind of food you used to love eating
- a place you used to love going to
- a group or singer you used to like, but don't any more
- a TV programme you used to love watching
- something naughty you used to do
- what you used to want to be when you were little
- a game you used to play a lot

Past events

- the first trip you went on without your family
- a memorable celebration you once had
- an embarrassing situation you once had
- a childhood holiday you will always remember
- the first film you saw in a cinema
- a time when you lost something important
- a really nice present you once received

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3B COMMUNICATIVE What's the preposition?

a Look at the questions. Write the missing preposition for each box.

b Take turns to choose one of the boxes and ask your partner all the questions in it.

1 *of*

- If you had to speak in front ____ a large audience, how would you feel?
- Do you know anyone who has a phobia, or is really afraid ____ something?
- When was the last time you felt proud ____ something you had done?
- Are there any things in your home that you're really tired ____?

2 ____

- Who can you rely ____ when you have a problem? Can they rely ____ you, too?
- What do you always have ____ your desk at home?
- Would you prefer to live ____ the ground floor or ____ the top floor of a block of flats?
- What kind of entertainment do you spend most money ____?

3 ____

- What sport or activity would you like to be really good ____?
- Why do you think some people are bad ____ learning languages?
- What's the first thing you do when you arrive ____ a nice hotel?
- Do you like telling jokes? Do people laugh ____ the jokes you tell?

4 ____

- What sports clubs or organizations do / did you belong ____?
- Is there anyone who you talk ____ every day, in person or on the phone? Who is it?
- What are you most looking forward ____ this year?
- What are the advantages of being married ____ someone from another country?

5 ____

- What period of history are you most interested ____?
- Do you believe ____ love at first sight? Why (not)?
- When you arrive ____ a new city or country, what's the first thing you usually try to find out?
- What things do you normally carry ____ your bag or wallet?

6 ____

- What are some of the typical things couples argue ____?
- What would you tell visitors ____ before they visit your city or country?
- Is there anything you always worry ____ before or during a trip? What?
- When you were little, did you get excited ____ your birthday? How did you use to celebrate it?

7 ____

- Can people still be friends if they don't agree ____ each other about politics?
- Do you feel pleased ____ your progress in English this term?
- What kind of photos do you share ____ friends on social media?
- Have you ever been given a present that you were really disappointed ____?

8 ____

- How do you feel about waiting ____ people when they're late?
- Should a man pay ____ a woman's meal on a first date?
- Are you (or is anyone you know) applying ____ a job or course at the moment?
- Who's usually responsible ____ cooking dinner in your house?

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4A COMMUNICATIVE The Green Quiz

Student A

1 The average person in the UK throws away their body weight in rubbish every…
- **a** 5–6 weeks.
- **b** **7–8 weeks.**
- **c** 9–10 weeks.

2 Scientists predict that by the year 2100, temperatures will be…
- **a** the same as today.
- **b** between 1.5 and 3.2°C higher.
- **c** **between 3.6 and 7.2°C higher.**

3 How many tonnes of plastic end up in the ocean every year?
- **a** 4 million
- **b** **12 million**
- **c** 20 million

4 It's predicted that between 2030 and 2050, 250,000 people will die each year because of…
- **a** air pollution.
- **b** **climate change.**
- **c** landfill sites.

5 If you're going out for the night, it's less wasteful to…
- **a** **turn the lights off.**
- **b** leave the lights on.
- **c** do nothing. It makes no difference.

6 How long will it take most plastics to decompose?
- **a** 200 years
- **b** 300 years
- **c** **More than 400 years**

7 On the motorway, you'll use less fuel if you…
- **a** drive at the speed limit.
- **b** **drive at an average speed of 90–95 kilometres per hour.**
- **c** drive really slowly.

8 Which of these things can't be recycled?
- **a** computers
- **b** paint
- **c** **used pizza boxes**

9 What percentage of all plastics ever produced have been recycled?
- **a** **9%**
- **b** 17%
- **c** 22%

10 Which country recycles the most?
- **a** the USA
- **b** **Germany**
- **c** Sweden



Student B

1 In which of these products can you find plastic?
- **a** **a teabag**
- **b** a wine bottle
- **c** a bar of soap

2 If you throw a pair of shoes away, how long will it take for them to decompose?
- **a** 30 years
- **b** 40 years
- **c** **50 years**

3 Scientists think that by the year 2100, sea levels will rise by…
- **a** 25 cm.
- **b** 45 cm.
- **c** **65 cm.**

4 By what year do experts think there will be more kilos of plastic than fish in the ocean?
- **a** 2030
- **b** **2050**
- **c** 2070

5 Scientists predict that by the year 2070, winter rainfall in parts of the UK will increase by…
- **a** up to 20%.
- **b** **up to 35%.**
- **c** up to 50%.



6 What percentage of plastic bottles in the UK gets recycled?
- **a** around 50%
- **b** **around 60%**
- **c** around 70%

7 The UK government hopes that all new cars will be electric by the year…
- **a** **2035.**
- **b** 2045.
- **c** 2050.

8 How many single-use plastic bottles are used in the UK every day?
- **a** 21.5 million
- **b** **35.8 million**
- **c** 50.5 million

9 How many tonnes of food waste does the UK send to landfill sites every year?
- **a** about 5.3 million tonnes
- **b** about 6.3 million tonnes
- **c** **about 7.3 million tonnes**

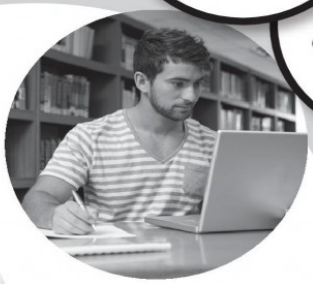
10 How much domestic waste in the UK is recycled?
- **a** about 35%
- **b** **about 45%**
- **c** about 55%

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If I went to university again, I would study history.

FINISH / START

1. If I went to university (again), I…
2. I wouldn't do an internship unless…
3. If a colleague asks for my help, I…
4. I'll work overtime if…
5. If I went on a training course, I…
6. I might leave my job if…
7. If I had more qualifications, I…
8. I wouldn't sign a contract if…
9. I'll update my CV if…
10. Unless they offer me more money, I…
11. More people would go to university if…
12. You should get an English qualification if…
13. If you want a better job, you…
14. If I did a PhD, I…
15. I'd get stressed at a job interview if…
16. If I received an interesting job offer, I…
17. If my boss asks me to do a webinar, I…
18. More people would work part-time if…
19. If I had a problem with someone at work, I…
20. If I had more work experience, I…





What if…?





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5A COMMUNICATIVE Soap opera



Lizzie Blake is the 44-year-old 'head' of the family. She has several properties she rents out and so she doesn't have to work. She will protect her family at all costs.



Charlie Blake is Lizzie's 45-year-old husband. He's being investigated for fraud at the moment. He's only interested in himself and making 'fast' money. He has never worked and was married before.



Alexis is Charlie's 21-year-old daughter from a previous marriage. She had a baby at the age of 19 and has always refused to say who her daughter's father is. She has always had a bad relationship with Lizzie. She and Talia live with Lizzie and Charlie. She works as a PA to a fashion designer.



Talia is Alexis's two-year-old daughter.



Gloria-Mae is Lizzie and Charlie's 18-year-old daughter. She doesn't get on with Alexis. She's studying computing at college. She's engaged to Jackson and is desperate to get married and leave home as soon as possible.



Jackson is Gloria-Mae's boyfriend. He lives with her and the rest of her family. He's unemployed, so he volunteered to look after Talia while Alexis is at work. He's engaged to Gloria-Mae, but he's not in love with her. He's attracted to Alexis!



Elvis is Lizzie and Charlie's ten-year-old son. He's jealous of Talia because he thinks she gets all the attention. He hates Jackson and would like him to leave the house forever.



Dinesh works for Lizzie. He repairs anything that is broken in her properties. He went to the same school as Alexis and Gloria-Mae. He's very good friends with Gloria-Mae, but he never speaks to Alexis.

a Read the information about the characters. In groups, draw a family tree showing the relationship between the people.

b An independent television company is planning to make a one-hour pilot for a soap opera. If it's successful, a series will be made. The television company wants your group to present a plot outline for the pilot, based on the descriptions of the people you've just read about.

The soap opera will begin on Lizzie's 45th birthday. She has organized a big dinner and she wants everyone to be there. In your group, discuss:

- the relationships between the people.
- incidents that might happen before, during, and after the dinner.

c Now plan your presentation. Make notes about what each person in your group is going to say.

d Now, with your group, explain your plot for the pilot to the class, and listen to other groups' plans. Which pilot do you think is the best?

5B COMMUNICATIVE Why did you write…?

Student A instructions

a Read your instructions and write your answers in shapes 1–10 in the chart.

In circle 1, write the name of a sport / activity you've been doing a lot recently.
In triangle 2, write an adjective which describes how you've been feeling this week.
In square 3, write the name of a person who you've been talking to a lot recently.
In circle 4, write how long you've been living in your present house or flat.
In triangle 5, write the name of a TV series you've been watching since it started.
In square 6, write the name of a social media website or app you've been using for a long time, e.g. Facebook.
In circle 7, write the name of some food you've been eating a lot recently.
In triangle 8, write the time you've been going to bed this week.
In square 9, write something you've been doing to improve your English recently.
In circle 10, write the name of a book you've been reading, but haven't finished yet.

b Swap charts with **B**. Try to guess what **B**'s answers are about. Ask for more information.

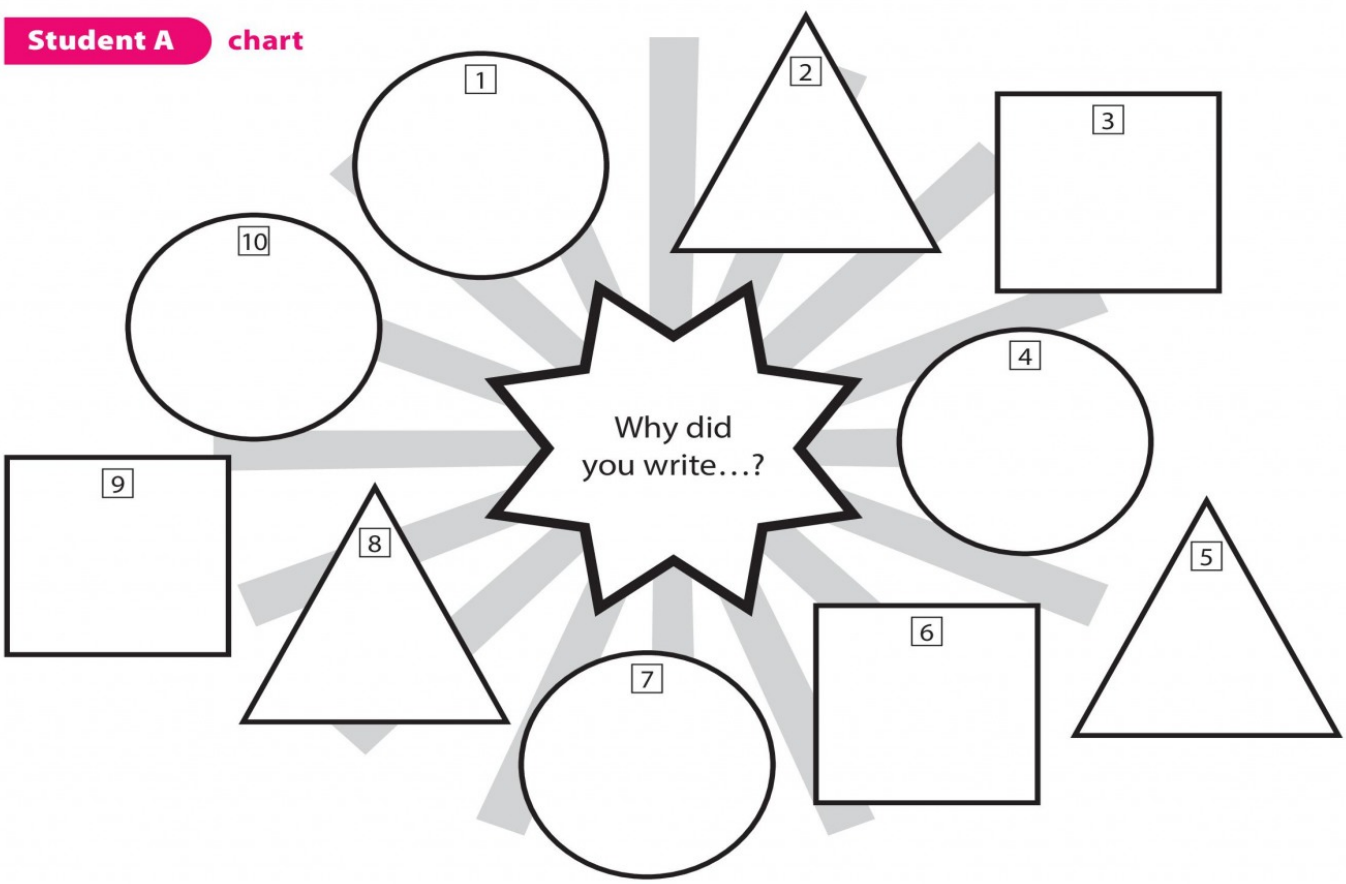
OK, circle 1. I think you wrote 'Coke' because it's something you drink a lot.

No. It's a drink I've been trying to cut down on.

How long have you been trying to cut down?

c Now listen to **B**'s guesses about your answers. Tell **B** if they're right or wrong and answer their questions.

Student A chart



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5B COMMUNICATIVE Why did you write…?

Student B instructions

a Read your instructions and write your answers in shapes 1–10 in the chart.

In circle 1, write the name of a food / drink you've been trying to cut down on.
In triangle 2, write the name of someone who's been helping you a lot this year.
In square 3, write an activity you've been thinking of trying for a long time.
In circle 4, write the name of a song that you've been listening to a lot recently.
In triangle 5, write the name of a sports team you've been following since you were young.
In square 6, write the number of years you've been studying English.
In circle 7, write the name of something you've been thinking of buying.
In triangle 8, write the name of a TV programme you've been watching a lot recently.
In square 9, write a holiday you've been hoping / planning to go on for a long time.
In circle 10, write the name of a restaurant or bar you've been going to for a long time.

b Swap charts with **A**. Listen to **A**'s guesses about your answers. Tell **A** if they're right or wrong and answer their questions.

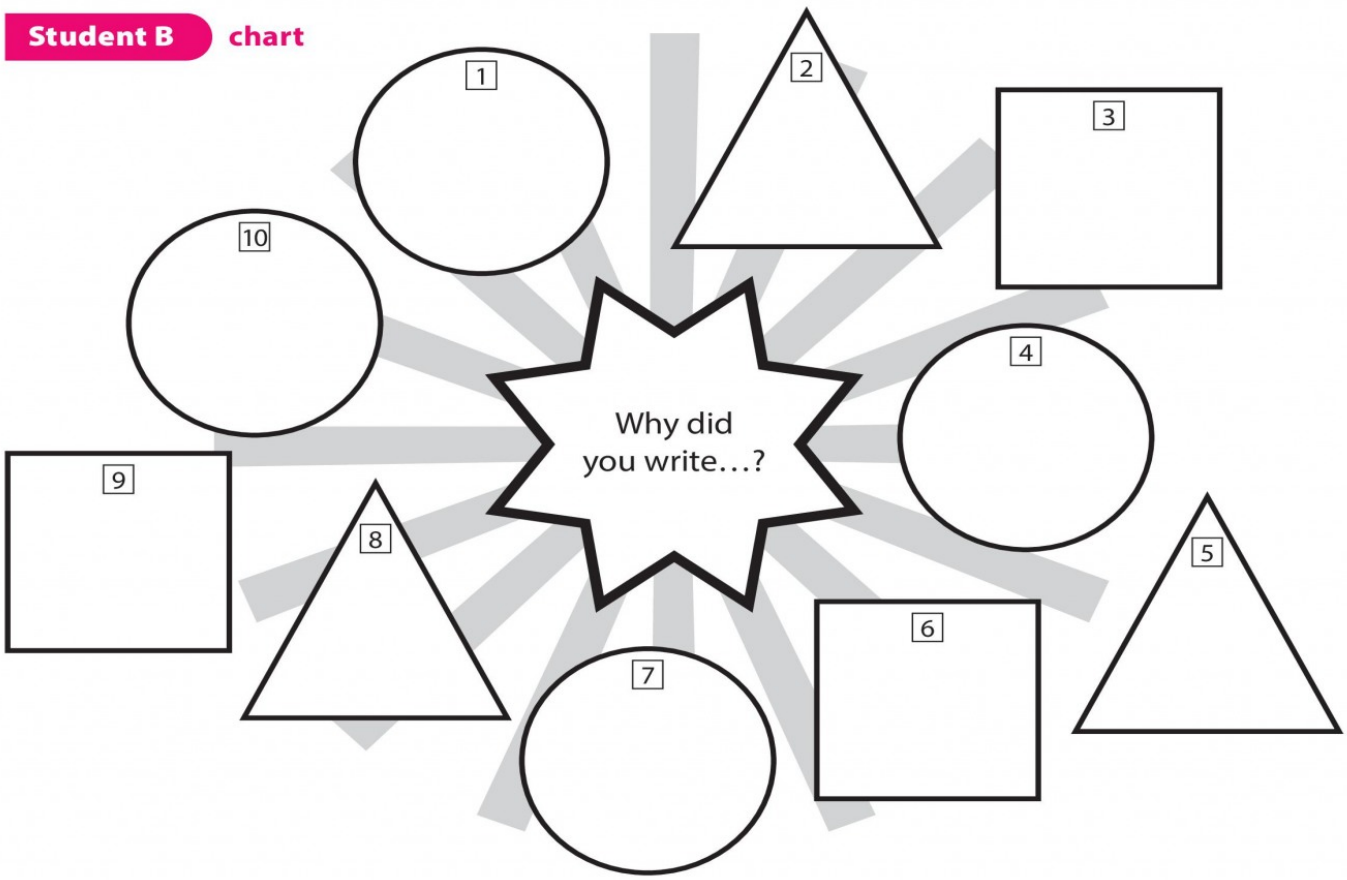
c Now try to guess what **A**'s answers are about. Ask for more information.

OK, circle 1. I think you wrote 'tennis' because it's a sport you've been doing for a long time.

Close! It's a sport I've been doing a lot recently.

How long have you been playing?

Student B chart



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6A COMMUNICATIVE What's the problem?

Student A

Role-play 1 You're a waiter in a restaurant. **B** is a customer.

It's Saturday night and you think that you're going to be very busy. This is good because the restaurant hasn't been very full recently. If the restaurant closes, you'll lose your job and so you always do everything you can to keep your customers happy and get good tips. You smile a lot, listen, and remember that the customer is always right! It's 8.20 in the evening and **B** walks into the restaurant with their partner.



- Greet **B**. Ask for their name, if they have a reservation, and at what time.
- The only table that you have left is one at the back of the restaurant in a corner next to the kitchen. Offer it to **B**. Try to make it sound nice (it's intimate, dark, quiet, perfect for a romantic evening).
- A short time later **B** calls you back to the table. They have several problems. Try to deal with them politely. You don't want **B** to leave. However, bear in mind the following:
  - There are no other free tables, though there should be one in 30 minutes.
  - The kitchen is very busy because one of the chefs is ill, and **B** arrived at the same time as a lot of other customers.

Begin the role-play. You start the conversation: *Good evening. How can I help you?*

Role-play 2 You're a customer. **B** works in a fast-food restaurant.



You're having a terrible day. Your boss shouted at you at work, you have a really important project that you need to finish today, and you left your lunch at home. You only have 20 minutes for lunch, so you rush to the fast-food restaurant right next to your office. When you get there, there's a long queue. By the time you are served, you only have ten minutes for lunch!

- You're a vegetarian, so you order the vegetarian burger. Make sure it isn't cooked with the meat burgers. You want to eat in because you want a break from the office.
- When **B** asks you if you want anything else, ask for a Diet Coke (you don't like any other soft drinks) and some chips. Tell **B** to make sure they are charging you for a meal deal and not the separate items.
- Tell **B** you'll never come to the restaurant again if you don't get what you ordered quickly. You really need to be back at work in ten minutes, so you'll take the food away if you have to.

Begin the role-play. **B** will start the conversation.

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6A COMMUNICATIVE What's the problem?

Student B

Role-play 1 You're a customer in a restaurant. **A** is a waiter.

You're excited because you're on a first date and you've organized the perfect evening, so nothing could go wrong…or could it? You arrive at the restaurant at 8.20.



- Ask for your table. Your booking was for 8 p.m. for a table near the window and you know that you're only 20 minutes late.
- You are given another table. After a few minutes, you decide you're not happy because:
  - the table you've got is next to the kitchen, which means it's noisy and hot.
  - you need to get your food quickly, because you're going to a nearby cinema after dinner. The film starts at 9.30. The waiter hasn't even taken your order yet!
- Call **A** and ask them to deal with your problems. You don't really want to leave, because it's Saturday night and you probably wouldn't find anywhere else, but you want a good explanation and solution.

Begin the role-play. **A** will start the conversation.

Role-play 2 You work in a fast-food restaurant. **A** is a customer.



It's your first day in this job. You've been training with the manager all morning and he's just left you on your own for the first time. You don't really know all the burger options yet. You really want to do well in this job because you need the money. **A** comes to your till.

- Greet **A**. Ask them what they want to eat and if it is to eat in or take away.
- You don't think the vegetarian burger is cooked with the meat, but you're not sure.
- Ask politely if they want anything else. The till automatically charges customers ordering a burger, chips, and a soft drink for a meal deal.
- You don't have any Diet Coke at the moment. Try to convince **A** to have a different soft drink (make suggestions). If they don't have a drink, you will have to charge for the burger and chips separately and it will be more expensive.
- The kitchen is very busy and **A** is getting impatient. Try to find a solution. You don't want to lose a customer!

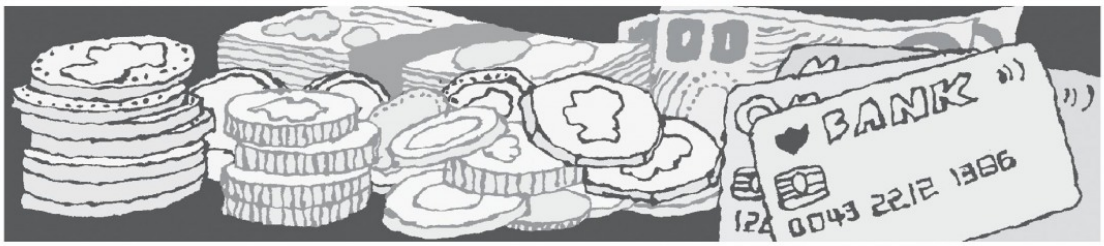
Begin the role-play. You start the conversation: *Hello. How can I help you today?*

6B COMMUNICATIVE What can I do?

I've spilled some coffee on my friend's new carpet and I can't get it out. I know she's going to be really angry with me. What can I do?	I bought a new table. It comes already assembled, but now I can't get it up the stairs to my flat! What can I do?	I bought some flat-pack furniture, but I don't understand the instructions and can't put it together. What can I do?	I have a red spot on my nose and I have a really important meeting today. What can I do?
There's a hole in my favourite work trousers. They're grey and they're very delicate. What can I do?	I need to change a light bulb in my bathroom, but it's quite high up and I don't have a ladder. What can I do?	When I was opening the door to my flat, the key broke inside the lock. I can't get it out. What can I do?	It's really cold and my car won't start. What can I do?
I dropped my earring into the sink and it's gone down the plughole. What can I do?	My brother kicked the door and now there's a hole in it. Our parents aren't home. What can we do?	My watch has stopped working. What can I do?	I borrowed a very old, valuable book from a friend and then I pulled one of the pages out. What can I do?
My neighbours can see into my garden. I really want to be able to spend time outside, but I don't want my neighbours to see everything I do. What can I do?	My room always looks untidy because I have a lot of clothes and books and I only have one shelf and a small wardrobe. What can I do?	I put up a painting on my wall, but it keeps falling down. I'm afraid it will break. What can I do?	I have a lot of charging cables in my drawer and they're always in a mess – I can never find the one I want. What can I do?
I hit my partner's car when I parked next to it. They will be upset when they see it! What can I do?	One of the legs on my bed broke. I tried to fix it, but it broke again. It's late and all the shops are closed. What can I do?	I took apart my bookshelf and I painted it. Now I'm putting it together again, but I've lost one of the screws! What can I do?	I want to make something for my sister for her birthday. I have some wood, screws, a drill, nails, and a hammer. What can I do?

7A COMMUNICATIVE Talking of money…

Student A

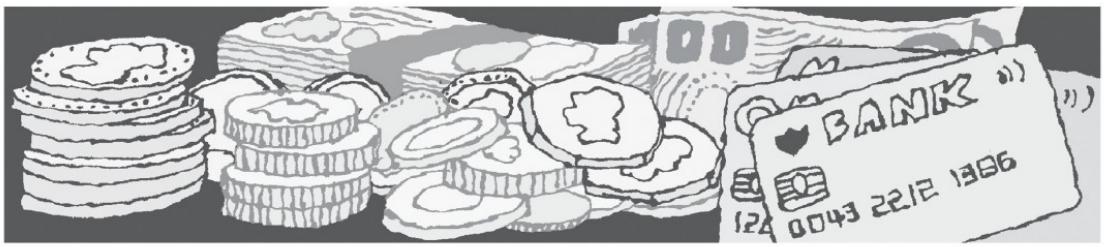


a Complete the questions with the correct particle.

1 When you go shopping, do you just buy the things on your list, or do you like to look *round* for other things you might want to buy?
2 Are any kinds of businesses closing _____ in the area where you live?
3 Would you prefer to get a loan that you have to pay _____ quickly, or one that you'll have for many years? Why?
4 If you were given too much change in a shop or restaurant, would you give it _____ or keep it?
5 If you won a lot of money, would you give any _____? Who to?
6 Do you ever take money _____ of a cash machine? What do you spend cash on?
7 If you asked _____ the bill in a bar or restaurant and found you didn't have enough money, what would you do?
8 Do you think it's OK for children over 18 to live _____ their parents, or do you think they should get a job and move out? Why?

b Choose five questions to ask your partner.

Student B



a Complete the questions with the correct particle.

1 Do you think that the minimum wage in your country is enough to live *on*?
2 When you take someone _____ for dinner, do you usually pay for them or do you pay separately?
3 When you go shopping, do you look _____ special offers in shops and supermarkets?
4 Has anyone ever stolen your purse or wallet? Did you get it _____?
5 Are there any activities you'd like to take _____ but can't afford?
6 If you saw someone being robbed, would you try to help, or run _____?
7 When it comes to managing your money, do you take _____ someone in your family?
8 What do you do if you lend money to someone and they don't pay you _____?

b Choose five questions to ask your partner.

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7B COMMUNICATIVE Talk for 30 seconds

A time I did something that someone told me not to do was when my friend Sana told me not to tell another friend, Lucy, that we were going to a party. I felt really bad, so I told Lucy and they both got really angry!

START

1. a time you did something that someone told you not ____ (do)
2. a café you love ____ to (go)
3. something you shouldn't ____ about with your colleagues (talk)
4. a place your parents made you ____ (visit)
5. a kind of food you really enjoy ____ (eat)
6. something you do ____ (relax)
7. a job around the house you've finished ____ recently (do)
8. a person you know who's very good at ____ jokes (tell)
9. a film everybody needs ____ (watch)
10. something a family member has persuaded you ____ (do)
11. something you can't imagine ____ without (live)
12. a person you're looking forward to ____ soon (see)
13. a TV programme you refuse ____ (watch)
14. an activity you really miss ____ (do)
15. something you've always wanted ____ (have)
16. a sport you hate ____ (watch)
17. an activity you started ____ years ago (do)
18. a drink you agreed ____ and hated (try)
19. a person you can always ____ to (talk)
20. something you promised ____ but never did (do)

FINISH





Talk for 30 seconds about...





8A COMMUNICATIVE *Do it yourself or have it done?*





Which do you prefer, taking photos or having your photo taken?

I prefer taking photos. I hate having my photo taken! Which do you normally do?

I normally take photos of my friends and me on my phone. But I never take selfies.

taking photos	OR	having your photo taken
cutting your hair yourself	OR	having your hair cut
repairing things in your house or flat	OR	having things repaired
cooking a meal for someone else	OR	having a meal cooked for you
washing and ironing your own clothes	OR	having your clothes washed and ironed
taking your shopping home yourself	OR	having your shopping delivered
cleaning your house or flat	OR	having your house or flat cleaned
doing your nails yourself	OR	having your nails done
decorating your house or flat	OR	having your house or flat decorated
washing your car	OR	having your car washed
going out to a restaurant	OR	having a takeaway delivered
organizing a holiday	OR	having a holiday organized for you

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8B COMMUNICATIVE The History Quiz

Student A

a Complete the questions with the correct form of the verbs in brackets: active or passive.

1 In which city _____ the second Olympic Games of the modern era _____ place in 1900? (take)
a Athens **b** **Paris** **c** Rome

2 In what year _____ Tsar Nicholas II and his family _____ by the Bolsheviks? (kill)
a 1916 **b** 1917 **c** **1918**

3 In 1922, a 14-year-old boy _____ the first human experimental dose of what? (give)
a penicillin **b** **insulin** **c** paracetamol

4 Which famous American _____ on 4 April 1968? (assassinate)
a **Martin Luther King** **b** Bobby Kennedy **c** Malcolm X

5 When _____ bar codes first _____? (use)
a the 1960s **b** **the 1970s** **c** the 1980s

6 Why _____ the British royal family _____ its name from 'Saxe-Coburg and Gotha' to 'Windsor' in 1917? (change)
a **because it sounded too German** **b** because it was too long
c because it was too difficult to pronounce

7 Which Italian city _____ when a volcano erupted in 79 AD? (destroy)
a Rome **b** Naples **c** **Pompeii**

8 Who _____ his thoughts in a 'Little Red Book'? (write)
a Lenin **b** **Mao Zedong** **c** Gandhi

b Ask your partner the questions.

Student B

a Complete the questions with the correct form of the verbs in brackets: active or passive.

1 The sale of what _____ in the USA in January 1920? (ban)
a cigarettes **b** tobacco **c** **alcohol**

2 What _____ Swiss women finally _____ to do in 1971? (allow)
a get a divorce **b** **vote in national elections** **c** open a bank account

3 Who _____ the ancient city of Troy, according to Homer? (attack)
a **the Greeks** **b** the Egyptians **c** the Persians

4 When _____ the first Hollywood film _____? (make)
a **1910** **b** 1920 **c** 1930

5 Who _____ champagne in 1697? (invent)
a Monsieur Moët **b** Señor Freixenet **c** **Dom Perignon**

6 Who was the American president when the Berlin Wall _____ first _____ in 1961? (build)
a Bill Clinton **b** Richard Nixon **c** **John F Kennedy**

7 When _____ the electric washing machine _____? (introduce)
a **1908** **b** 1918 **c** 1928

8 Which first _____ in 2006? (appear)
a tablets **b** **Blu-ray discs** **c** smartphones

b Ask your partner the questions.

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9A COMMUNICATIVE Find the pair

'Do you like your present?' she asked.	She asked me if I liked my present.
'Don't start!' the teacher told them.	The teacher told them not to start.
'Please help me!' the old man said.	The old man asked me to help him.
'What time are we meeting?' I asked her.	I asked her what time we were meeting.
'We're leaving tomorrow,' they said.	They said they were leaving the next day.
'I won't tell anybody,' he told me.	He told me he wouldn't tell anybody.
'I can't remember your name,' she said.	She said she couldn't remember my name.
'I bought my trousers in the sales,' she told me.	She told me she'd bought her trousers in the sales.
'Who invited you to the party?' Mike asked.	Mike asked who had invited me to the party.
'What were you doing in New York?' she asked.	She asked me what I'd been doing in New York.
'I haven't spoken to Amara since Christmas,' Zara said.	Zara said she hadn't spoken to Amara since Christmas.
'You must turn off the alarm first!' he told me.	He told me I had to turn the alarm off first.

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9B COMMUNICATIVE What had happened?

Story 1

1 Jamie would never have married Dora if he had... _____

2 _____

3 _____

4 _____

Story 2

1 I would never have found out about Mario's new job if I hadn't... _____

2 _____

3 _____

4 _____

Story 3

1 Camila wouldn't have met Ben if she hadn't... _____

2 _____

3 _____

4 _____

Story 4

1 The moment I bought the painting I knew I had... _____

2 _____

3 _____

4 _____

Story 5

1 I didn't recognize Ahmed when I saw him because he had... _____

2 _____

3 _____

4 _____

Story 6

1 When I picked up the phone, a voice told me that I had... _____

2 _____

3 _____

4 _____

Story 7

1 When Elena opened the door, she saw that someone had... _____

2 _____

3 _____

4 _____

Story 8

1 Rina was absolutely furious with her sister because she had... _____

2 _____

3 _____

4 _____

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10A COMMUNICATIVE What's the question?

What / your favourite name? What / you like about it?	What colour / you almost never wear, or use in your house? Why / you think you dislike it?	Where / you going on your next holiday? Why / you chosen that place?	What / you bought online recently? Why / you buy it?
What / you like ten years ago? How / you changed since then?	What / your favourite photo of yourself? What / you like about it?	What / some things that people could / to help reduce waste? How / you think they would help?	What would your ideal job / ? Why?
/ you prefer watching films at home or at the cinema? Why?	/ you ever thought of living in the countryside? Why (not)?	/ you like eating out? What / the best restaurant you / ever / to?	What things in your house / you mended? / you think you / good at DIY? Why (not)?
What would you / if you / one million pounds? Would you leave your job or stop your studies? Why (not)?	/ you go out or stay in last New Year's Eve? What / you / ?	When / you last / your hair cut? / you like it? Why (not)?	How many different historical sites in your local area / you / to? Which / your favourite? Why?
/ you usually forget to take things with you when you leave home (keys, phone)? What / you / to help you remember?	What / the best wedding you / ever / to? What / special about it?	What / you think / the best thing about the USA? And the worst?	/ you ever taken any official English exams? / it a good experience? Why (not)?

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10B COMMUNICATIVE Speaking exam

Student A

1

a Ask **B** your questions.

1 What's your full name?
2 How do you spell your surname?
3 Where do you live?
4 Can you tell me what you enjoy doing in your free time?
5 Why are you learning English?

b Answer **B**'s questions. Give as much information as you can.

2

a Describe your photo to **B**.



b Listen to **B** describing their photo. What do the two photos have in common? How are they different?

3 Now talk to each other about:

- the kind of places you like visiting when you're on holiday.
- places you wouldn't go to on holiday.
- your favourite holiday.
- one of your favourite cities.

Student B

1

a Answer **A**'s questions. Give as much information as you can.

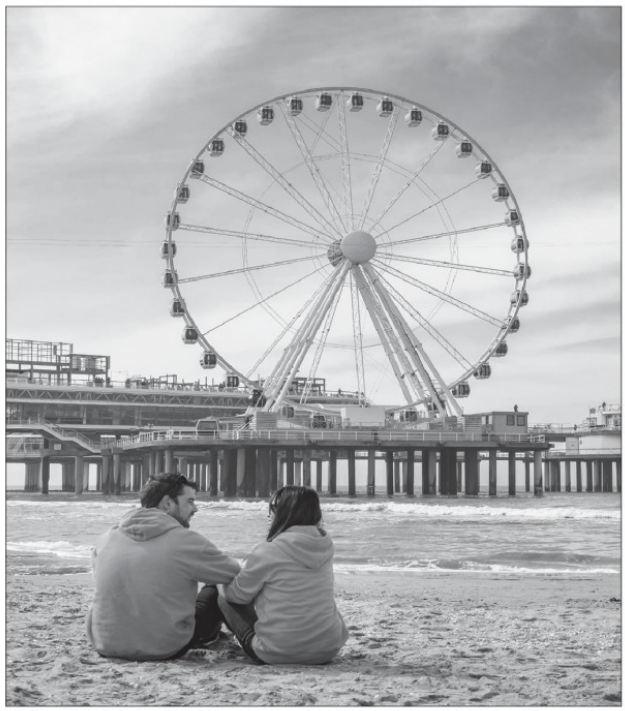
b Ask **A** your questions.

1 What's your full name?
2 How do you spell your surname?
3 What do you do?
4 Can you tell me about a typical day in your life?
5 How do you think you'll use English in the future?

2

a Listen to **A** describing their photo.

b Describe your photo to **A**. What do the two photos have in common? How are they different?



3 Now talk to each other about:

- the kind of places you like visiting when you're on holiday.
- places you wouldn't go to on holiday.
- your favourite holiday.
- one of your favourite cities.

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1B VOCABULARY Adjective suffixes

a Read the definitions. Choose the correct word from the list and make an adjective using a suffix. Write your answers in the column on the right.

affection assert create envy glamour help impulse power rebel rely ~~sense~~ social

1 He's easily hurt, especially if you criticize him. *sensitive*

2 She has an amazing imagination and she's very original. _____

3 He can be trusted to do something well. _____

4 She can express her opinions clearly and confidently. _____

5 He always wants what other people have. _____

6 He shows caring feelings towards everyone he knows. _____

7 She likes to offer solutions if you have a problem. _____

8 She has lots of control and influence over people and events. _____

9 He does things suddenly, without thinking about what might happen. _____

10 She's beautiful, exciting, and different from ordinary people. _____

11 He really enjoys going out with his friends and meeting new people. _____

12 She doesn't like rules, or doing what other people tell her to do. _____

b Complete the sentences with the correct form of the words in **bold**. Write your answers in the column on the right.

1 My living room was white, but now it's really [redacted]. **colour** *colourful*

2 My idea of a [redacted] holiday is to stay at a nice hotel and do absolutely nothing. **rest** _____

3 Marie's class is very [redacted]. I can hear them from the next floor! **noise** _____

4 The café is a successful business and it's very [redacted]. **profit** _____

5 Ruth's very [redacted] – she never checks what she's written. **care** _____

6 Travelling alone can be [redacted], so I prefer doing it with other people. **risk** _____

7 The flat is really [redacted] – the living room is enormous! **space** _____

8 The government is [redacted] that unemployment will go down this year. **hope** _____

9 The architect's buildings are really [redacted] – they've won lots of awards. **impress** _____

10 It's a violent film, so it isn't [redacted] for children under 15. **suit** _____

11 This app is really [redacted] for learning new vocabulary. **use** _____

12 I don't like crowded places, like shops during the sales. I find them really [redacted]! **stress** _____

ACTIVATION

Test your memory. Cover the columns on the right. Read the definitions in **a** and say the adjectives. Then read the sentences in **b** aloud with the correct form of the words in **bold**.

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2A VOCABULARY Packing



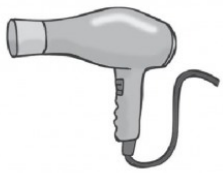
a driving licence



flip-flops



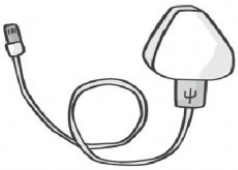
a first-aid kit



a hairdryer



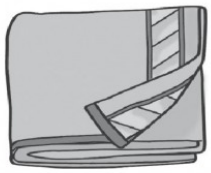
(to) pack



a phone charger



headphones



a towel



a guidebook



insect repellent



slippers



swimming trunks



(to) wrap



a washbag



a comb



an adaptor



a bathrobe



a razor



(to) fold



nail scissors



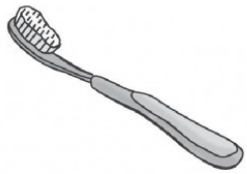
make-up



a rain jacket



a passport



a toothbrush

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2B VOCABULARY Shops and services

A

Off-licences sell *alcohol*, but only to people over 18.

B

Vegetarians don't usually buy anything in this shop!

_____

C

Decathlon and H&M are examples of _____ stores.

D

The place you take some types of clothes to be cleaned.

_____-_____

E

You can buy or rent a house here.

_____ _____

F

This shop is very popular on Valentine's Day!

_____

G

It's the name of the shop where they sell fruit and vegetables.

_____

H

You go here to get your hair cut.

_____

I

If a shop is out of something, it means they don't have it

_____ _____.

J

People might get their wedding rings here.

_____

L

You can wash and dry your own clothes in this place.

_____

M

A table or a small shop with an open front. It often sells fruit and vegetables.

_____ _____

N

Newspapers, magazines, and sweets are sold here.

_____

O

If you want to make sure that clothes fit, you should try them _____ before buying them.

P

This shop sells a variety of goods, all at one cheap price!

_____ _____

Q

Sometimes you have to wait in one when you want to pay for something.

_____

R

We had a look _____ the shop, but we didn't buy anything.

S

Students might buy pens and exercise books from this shop.

_____

T

An exciting city break, or a restful stay at a beach resort? Book your next holiday here!

_____ _____

U

We're on the first floor. Women's clothing is _____, on the second floor.

V

You can buy multi-_____ from a health food store. Take one a day to keep you healthy.

W

If you want to make a shelf, you can buy a tool to cut the _____ in a DIY store.

Z

_____ is a very popular chain store that sells clothes.

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3B VOCABULARY Photography

Student A

a Describe your photo to **B**. Say what you can see in the foreground, in the background, and in the distance. Add any more details about where things are.

b Listen to **B** describing their photo.

c Now discuss the questions together.

1 What do you think are the advantages and disadvantages of being:

a a celebrity photographer?

b a wildlife photographer?

c a war photographer?

d a portrait photographer?

2 If you were a professional photographer, what kind of photos would you like to take? Why?



Student B

a Listen to **A** describing their photo.

b Describe your photo to **A**. Say what you can see in the foreground, in the background, and in the distance. Add any more details about where things are.

c Now discuss the questions together.

1 What do you think are the advantages and disadvantages of being:

a a celebrity photographer?

b a wildlife photographer?

c a war photographer?

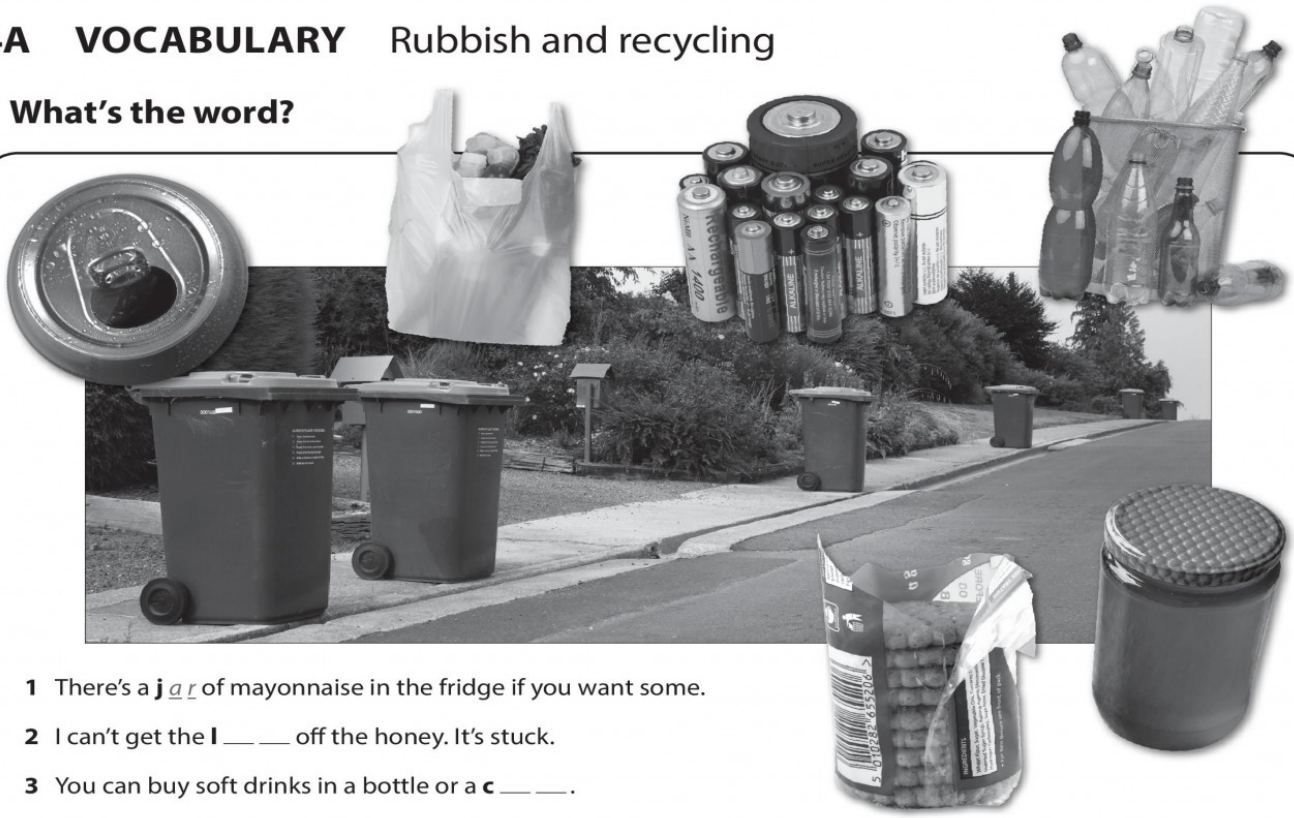
d a portrait photographer?

2 If you were a professional photographer, what kind of photos would you like to take? Why?



4A VOCABULARY Rubbish and recycling

What's the word?



1 There's a **j** a r of mayonnaise in the fridge if you want some.

2 I can't get the **l** ___ ___ off the honey. It's stuck.

3 You can buy soft drinks in a bottle or a **c** ___ ___.

4 Shall we get a **p** ___ ___ ___ ___ ___ of biscuits?

5 Most supermarkets don't give away **pl** ___ ___ ___ ___ ___ **b** ___ ___ ___ any more – they charge for them.

6 Please don't drink milk out of the **c** ___ ___ ___ ___ ___. Use a glass!

7 Paolo cut himself when he was opening a **t** ___ ___ of tuna.

8 Is this chicken safe to eat? The **s** ___ ___ ___-**b** ___ **d** ___ ___ ___ was yesterday!

9 We put rubbish that can't be recycled in a black **b** ___ ___ **b** ___ ___, and recycling in a clear one.

10 What day of the week do the **r** ___ ___ ___ ___ ___ **c** ___ ___ ___ ___ ___ ___ ___ ___ ___ come to take away your rubbish?

11 The **w** ___ ___ ___ ___-**p** ___ ___ ___ ___ **b** ___ ___ ___ ___ ___ in my office is always full. I never remember to empty it!

12 **A** Is there any ice cream left?

B There's a whole new **t** ___ ___ in the freezer.

13 Don't drop that sweet **wr** ___ ___ ___ ___ ___ on the floor, Kirstie. I've just finished tidying!

14 I usually **g** ___ ___ ___ **a** ___ ___ ___ my old clothes to a charity shop in the town centre.

15 I want to throw away this yogurt **p** ___ ___, but I don't know if it's recyclable or not.

16 I'll **t** ___ ___ ___ **o** ___ ___ the rubbish tonight. You did it last week.

17 You can't just **th** ___ ___ ___ **a** ___ ___ ___ batteries with your normal rubbish. You need to take them to a recycling centre.

18 Don't throw away that bottle! **R** ___ ___ ___ ___ ___ ___ it!

19 We have to **r** ___ ___ ___ ___ ___ ___ the way we produce and use plastic if we want to stop pollution.

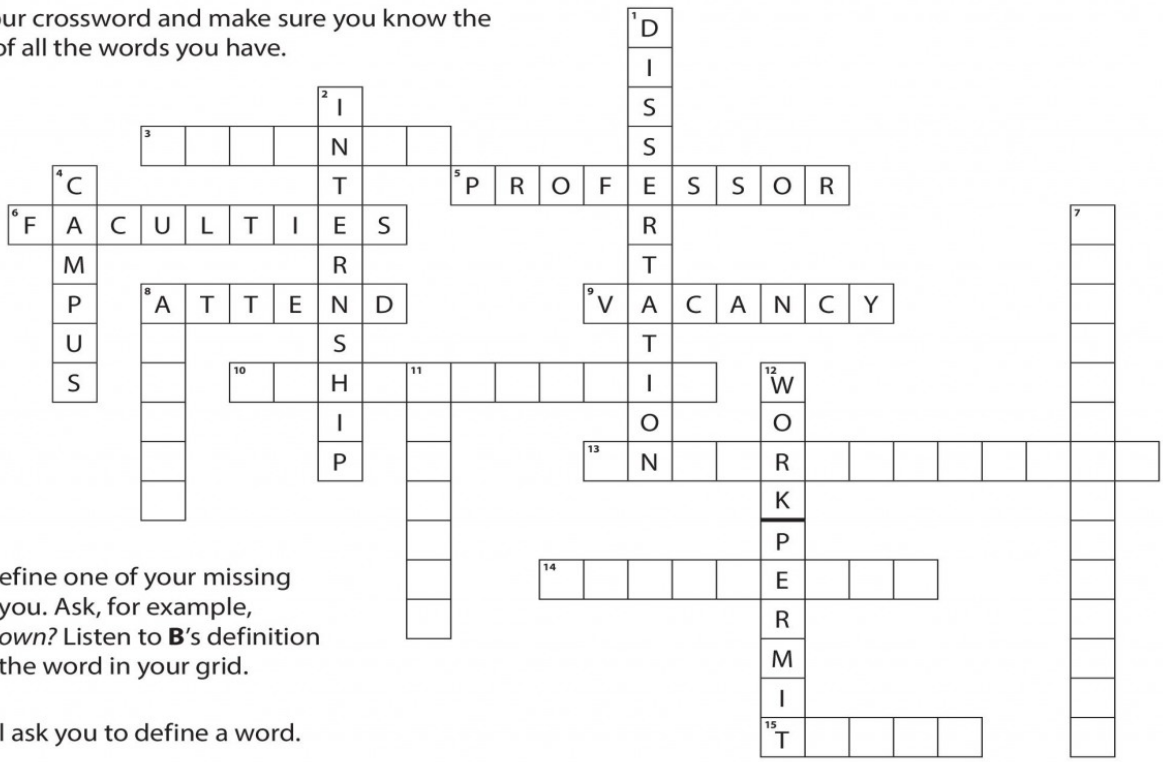
20 Some people say you shouldn't **r** ___ ___ ___ ___ plastic water bottles because they contain dangerous chemicals.

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4B VOCABULARY Study and work

Student A

a Look at your crossword and make sure you know the meaning of all the words you have.

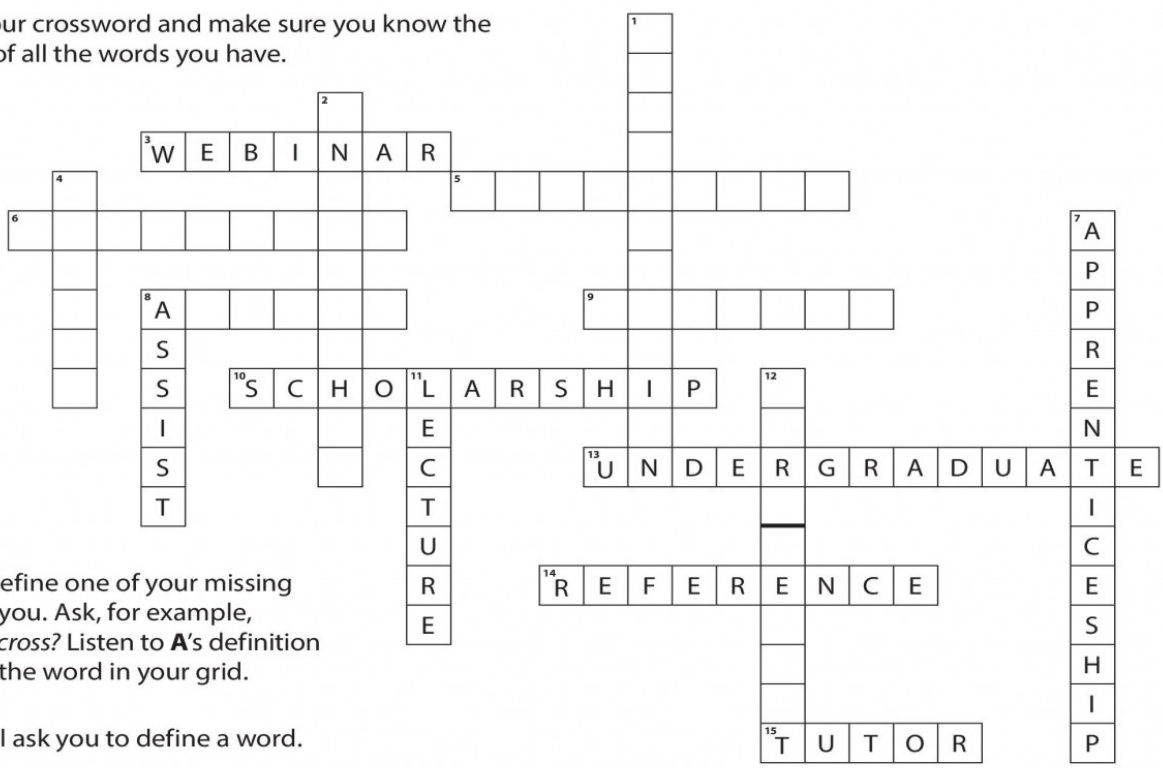


b Ask **B** to define one of your missing words for you. Ask, for example, *What's 8 down?* Listen to **B**'s definition and write the word in your grid.

c Now **B** will ask you to define a word.

Student B

a Look at your crossword and make sure you know the meaning of all the words you have.



b Ask **A** to define one of your missing words for you. Ask, for example, *What's 8 across?* Listen to **A**'s definition and write the word in your grid.

c Now **A** will ask you to define a word.

5A VOCABULARY Television

a Read the speech bubbles. Write the type of programme.

1 Hey Marge, what time does Bart get home tonight? C A R T O O N

2 Buy two, get one free. ☐☐☐☐☐☐

3 With me in the studio is Drake, who'll be talking about his new album. ☐☐☐☐ ☐☐☐☐

4 For this recipe, you'll need 250 g flour, two eggs, and some sugar. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐☐

5 Elephants live in groups and are very sociable animals. ☐☐☐☐☐☐☐☐☐☐

6 In tonight's show, we're investigating education in UK schools. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐

7 And now, for €500, what's the capital of Australia? ☐☐☐☐ ☐☐☐☐

8 What a surprise! Kylie's nominated Barry to leave the house. ☐☐☐☐☐☐☐ ☐☐☐☐

9 Tomorrow, it'll be sunny and dry. ☐☐☐☐☐☐☐ ☐☐☐☐☐☐☐☐

10 But if Leo's not the father, who is? ☐☐☐☐

11 And it's a penalty for Chelsea! ☐☐☐☐ ☐☐☐☐☐

12 My Lady, the carriage is at the door and His Majesty awaits us at noon. ☐☐☐☐☐☐ ☐☐☐☐☐

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

1 I can't wait to see what happens next week! I can't wait to see next week's **e***pisode*.

2 I'm sad this series is finished for now, but there will be more. There will be another **s**_____.

3 I don't watch TV any more, I just use Netflix and Amazon Prime. I just use **s**_____ **s**_____.

4 Which one is my favourite? *Game of Thrones*, I think. *Game of Thrones* is my favourite **s**_____.

5 Oh, I hate this programme! Please change the channel! Please **t**_____ **o**_____.

6 Please make the TV quieter! Please **t**_____ the TV **d**_____.

7 I can't hear the TV. Make it louder, please! **T**_____ the TV **u**_____, please.

8 Don't leave the TV on when you go to bed. **T**_____ the TV **o**_____ when you go to bed.

9 Why is the TV off? It's time for the news. **T**_____ the TV **o**_____. It's time for the news.

10 Channel 4 is showing my favourite film right now! My favourite film **i**_____ **o**_____ Channel 4 right now.

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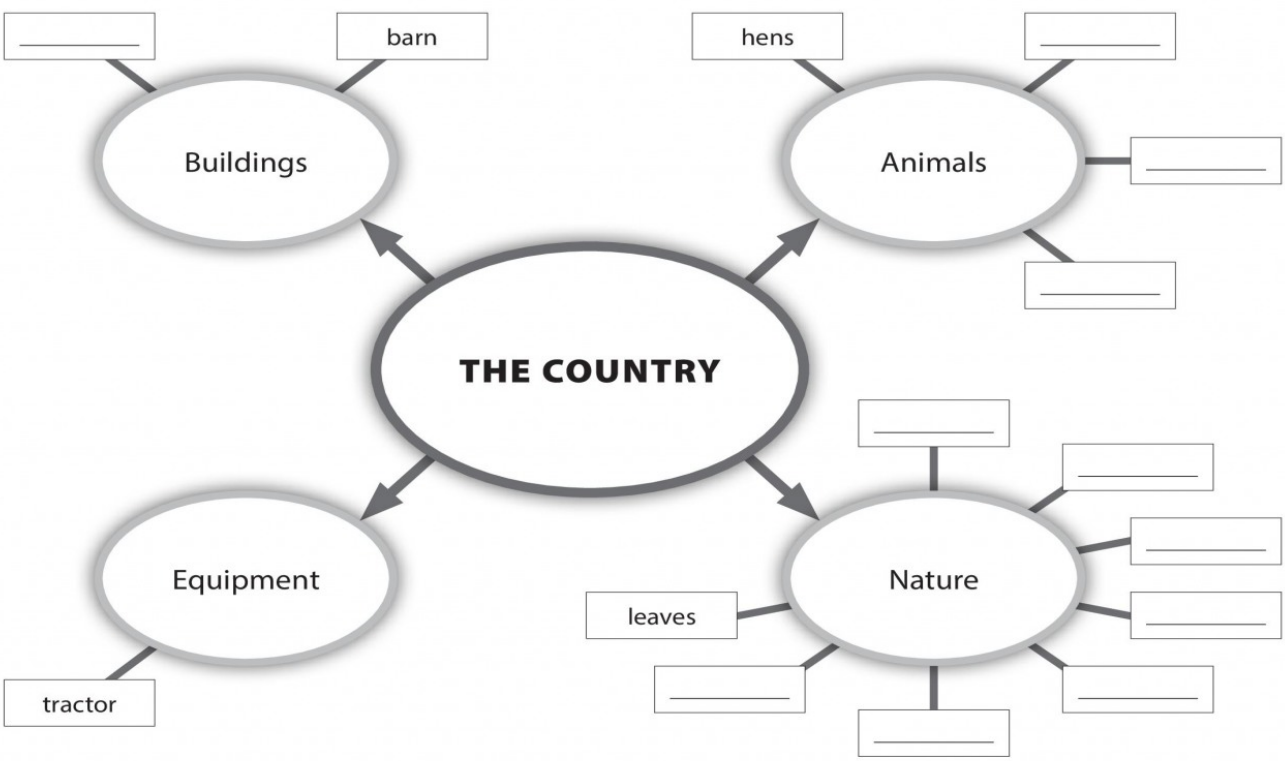
5B VOCABULARY The country

a Write the words.



1	*barn*	**4**		**7**		**10**		**13**	
2		**5**		**8**		**11**		**14**	
3		**6**		**9**		**12**		**15**	

b Now put the words from **a** in the correct category in the mind map.



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6A VOCABULARY At a restaurant

Look at the word / phrase in **bold**. Is it right (✓) or wrong (✗)?
If you think it's wrong, write the correct word / phrase in the column on the right.



1	We use paper **napkins** at home. It saves on the washing!	✓	
2	You usually eat soup with a **teaspoon**.	✗	*spoon*
3	We had three **plates** every night on holiday – a starter, a main course, and a dessert.	☐	
4	Screw-top wine bottles aren't opened with a **corkscrew**.	☐	
5	This **fork** doesn't cut very well. Could you change it, please?	☐	
6	That new waiter is really nervous. There's more coffee in the **saucer** than in the cup.	☐	
7	Would you like me to bring you some **oil and vinegar** for your salad?	☐	
8	Most people make tea in a mug, but my grandmother always uses a **teapot**.	☐	
9	Would you like a **cup** of champagne before dinner?	☐	
10	What's your favourite **dish**: breakfast, lunch, or dinner?	☐	
11	Excuse me, could you **clean** the table? These glasses are from the previous customers.	☐	
12	Can you get one more soup **bowl** from the cupboard, please?	☐	
13	My husband has cereal and two **jugs** of coffee for breakfast.	☐	
14	Would you like a **tray** to carry those drinks?	☐	
15	I don't like it when people serve hot food on cold **plates**.	☐	
16	This fish isn't cooked. Call the waiter, I'm going to **take it back**.	☐	
17	The waiter asked me to **try the wine**.	☐	
18	In New York, if you don't **put a tip**, the waiters aren't very happy.	☐	
19	For my birthday, I've **booked a table** at my favourite restaurant.	☐	
20	Look at the time! It's really late. Shall we **ask the bill**?	☐	
21	I'm starving. Are we all ready to **order our food**?	☐	
22	Dinner's nearly ready. Can you **put the table**?	☐	

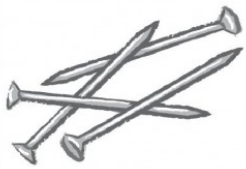
6B VOCABULARY DIY and repairs



a bucket



(to) put up curtains



nails



(to) change a wheel



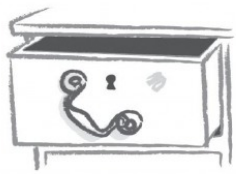
a screwdriver



(to) stick something together



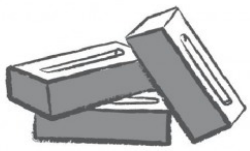
a penknife



a handle



(to) tie (your) shoelaces



bricks



a tap



Sellotape



a hammer



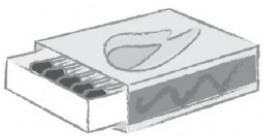
a padlock



(to) assemble flat-pack furniture



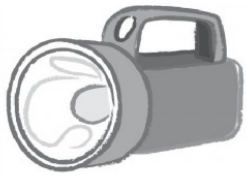
string



a box of matches



(to) drill a hole



a torch



a ladder



a light bulb



(to) set up a home cinema



a paintbrush



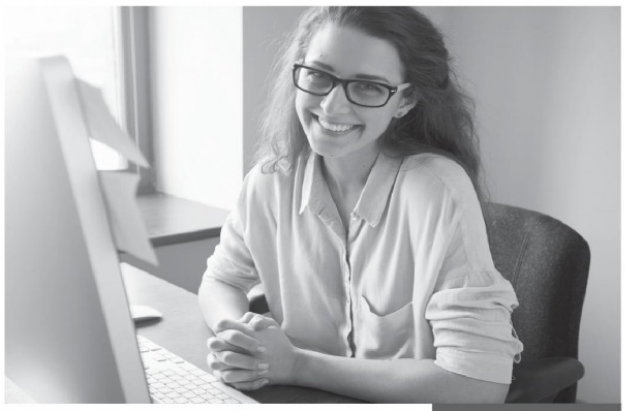
a needle

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7A VOCABULARY Phrasal verbs

Read the sentences. Write the missing particle(s) in the column on the right.





		PARTICLE
1	I got a loan from the bank to redecorate my house. It's going to take me six months to pay it ____.	*off*
2	Mr Franklin's going to retire, so his daughter will take ____ the family business.	
3	When I was younger, my mum stayed at home, so we lived ____ my dad's salary.	
4	My wife's taking me ____ to dinner tonight. It's my birthday!	
5	Your room's a mess! You're not going out until you've put all your things ____.	
6	My husband took our toaster ____ to try to fix it, but now he can't put it back together!	
7	I'm going to the cinema, but I'll be ____ in time for dinner.	
8	Let's look ____ this shop. I need a new bag.	
9	If you don't switch the sound off on your phone, I'll take it ____.	
10	I really like this skirt, but I think I need to try it ____.	
11	I hope we get our tests ____ today. I want to know how I did.	
12	Everyone says I take ____ my dad because we both love sport.	
13	Bill and Melinda Gates are very rich, but they give ____ a lot of their money.	
14	Shall we have a look at what films are ____ at the cinema this week?	
15	Someone knocked on our door last night, but then ran ____.	
16	Give me ____ my shoes right now! Don't borrow my things without asking me first.	
17	We're going to be ____ for a week. We're going to Paris!	
18	When do you think you'll be able to pay ____ the money I lent you?	
19	I need to find a cash machine and take ____ some money.	
20	I have a missed call from Monica. I'd better call her ____.	

ACTIVATION

Test your memory. Cover the column on the right. Read the sentences aloud with the correct particles.

8A VOCABULARY Looking after yourself

a facial	a massage
a cross-trainer	a rowing machine
yoga	Pilates
a running machine	an exercise bike
lift weights	do cardio exercises
do sit-ups	do press-ups
stretch your muscles	tone your muscles
do aerobics	do spinning
a manicure	a pedicure
a ponytail	plaits
a fringe	a parting
have your hair curled	have your hair straightened
have your hair dyed	have highlights
have a treatment	have a trim
have a shave	have a buzz cut
have a blow dry	have your hair put up

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e-Book Edition

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Helgesen),(Ravens illo, ishpoka) 10A.4 (Rubbish, AtlasStudio),(Trainers, Hong Vo),(Lift, Abdurrohim Husain),(Pavement, woodsnorthphoto),(Wardrobe, studiovin),(Lorry, Caliarisa),(Tap,zedspider),(Petrol, Yau Ming Low) CE1.1 (Asian elephants, Perfect Lazybones),(Little girl blowing her cheeks, Phovoir),(white ceramics plate and bowl, SOMMAI),(Spider web, Anton Watman),(woman gently touching her face, r.kathesi),(brown spide, MilkaRe Production),(Modern blue bathroom interior, Peshkova),(Empty bowl with a spoon, RVillalon),(living room with design gray sofa, Followtheflow),(Colour Palette Catalog, Designer's Kit Co),(White deep plate is empty with a spoon, kzww),(New clean shiny spoon, New Africa),(wooden table, Algernon77),(Color gradient background, Ron Dale) CE2.1 (Various photos, Andrew Walmsley), (birdwatching, DJTaylor), (bottlenose dolphin swimming, vkilikov),(Girl Taking Photos., Jordan Mulligan),(girl taking photo of butterfly, Aila Images),(spider monkey, Photo Spirit),(Bee and 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