OXFORD

English File

Upper-intermediate

Student Book

fifth edition

Christina Latham-Koenig Clive Oxenden
Kate Chomacki

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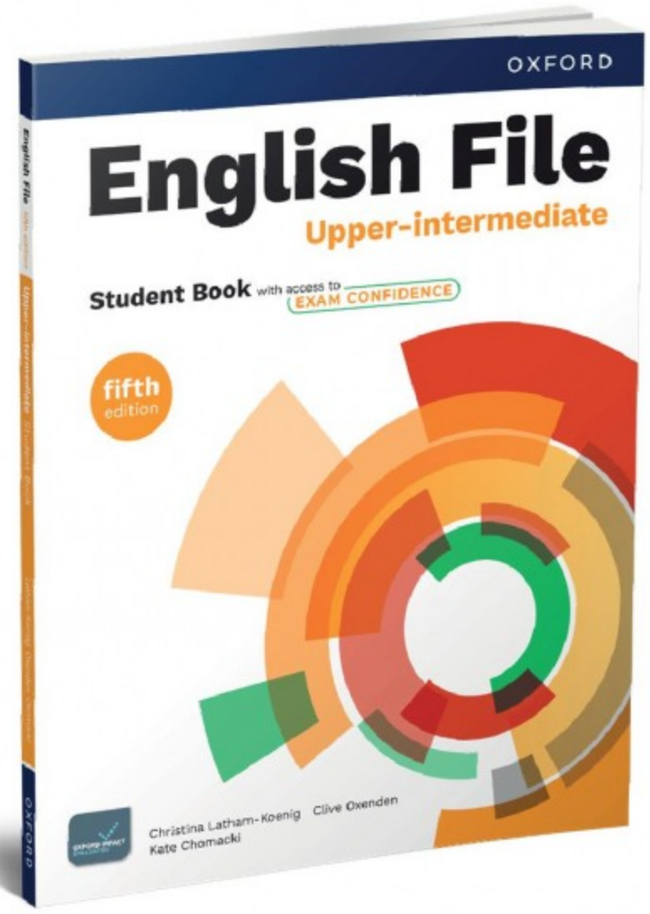
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Welcome to English File fifth edition



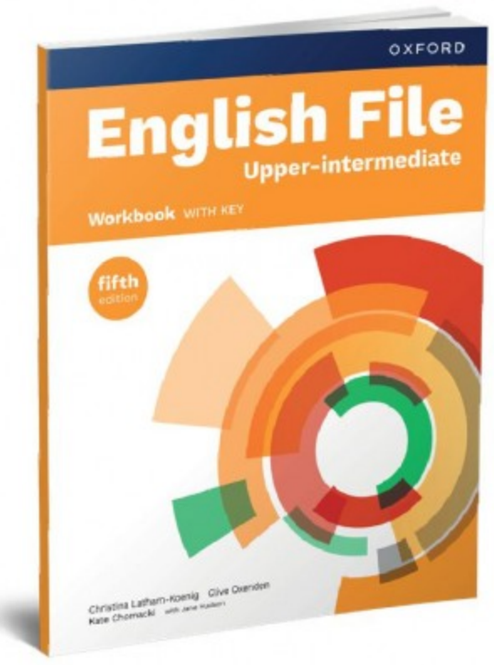
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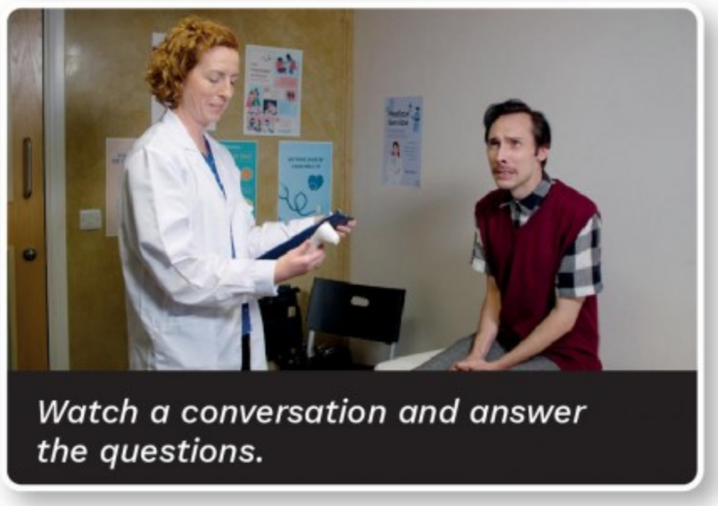
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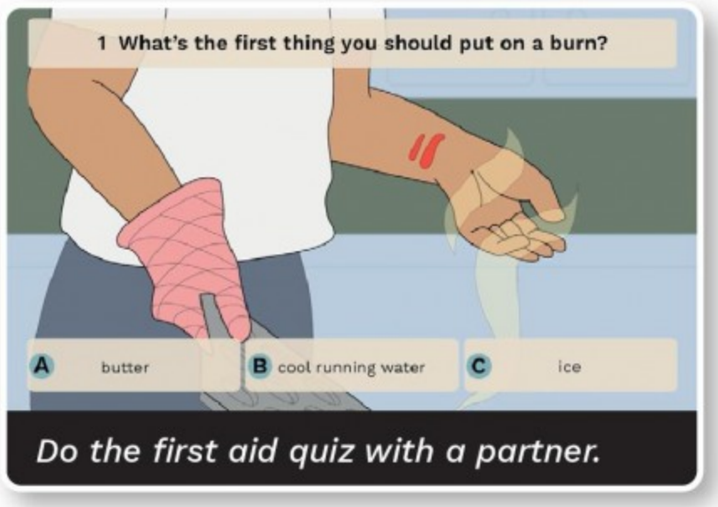
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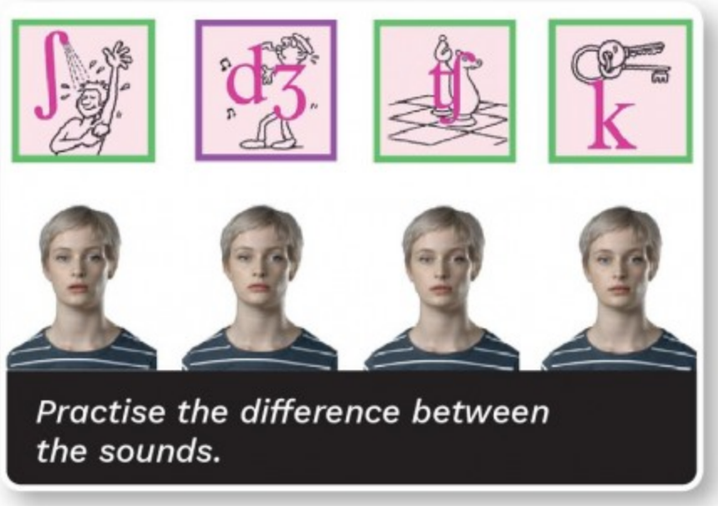
Watch a conversation and answer the questions.

Grammar practice



Do the first aid quiz with a partner.

Vocabulary practice



Practise the difference between the sounds.

Pronunciation

Skills development



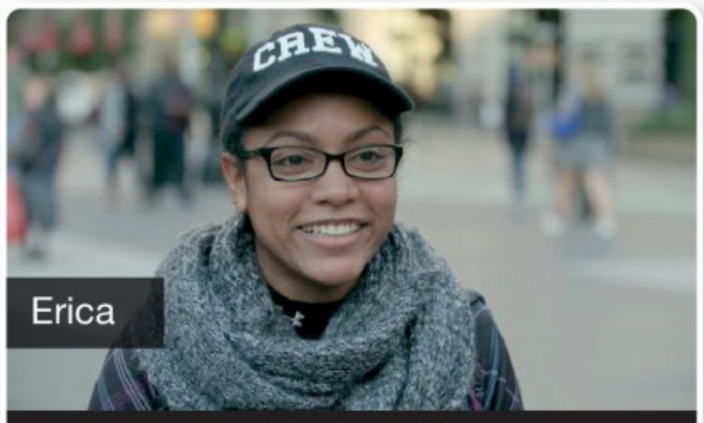
A drama class

Dramas



The mystery solved?

Documentaries



Watch and answer the questions.

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1A A tricky question?

- G question formation
- V understanding idioms and phrasal verbs
- P intonation: showing interest

"Questions are never indiscreet; answers sometimes are."

Oscar Wilde, Irish author

1 READING & SPEAKING

a Look at the photos of Marie Kondo and Edward Enninful and read their biodata. What kind of people do you think they are?

She must be organized because her book is about tidying...

b Now read the interviews. Then match the questions to answers A–H. Use the information in their biodata to help you.

A It's possible to find happiness somewhere in the middle.

B Impatience. Though sometimes it helps!

~~C Welcoming my younger sister into the family, around the age of three.~~

D 'Kawaii', which means 'cute' in Japanese.

E Keep only the items that give you joy.

F Of course. I work in fashion!

G That I might lose my eyesight.

H In elementary school, one day I opened my lunchbox and it was empty. I was devastated.

c Read the interviews again. Do their answers in any way confirm or contradict what you thought in **a**? In what way?

d Which of the questions in the interviews do you think are...?

- the most interesting
- the least interesting
- too personal to ask a person if you don't know them well

e Choose six questions from *Q&A* to ask your partner.

Politely refusing to answer a question

If you are asked a question you think is inappropriate, or simply don't want to answer, you can say, *I'd prefer not to answer that* or *I'd rather not answer that, if you don't mind.*

Q&A

Every week the British newspaper *The Guardian* chooses people who have been in the news and publishes a short interview with them called '*Q&A*'.

Marie Kondo was born in Tokyo. She was 19 and studying sociology at university when she launched a consulting business to help people organize their homes. In 2014, she published her first book, *The Life-Changing Magic of Tidying Up*; it has been translated into 44 languages and has sold more than 13 million copies worldwide. She is married with three children and lives in Los Angeles.



1 What is your earliest memory?

C

2 What would your superpower be?

Helping people to find joy in their lives.

3 Which words or phrases do you most overuse?

4 What do you owe your parents?

The many items I threw out without them knowing.

5 If not yourself, who would you most like to be?

A farmer. I love growing organic vegetables, especially carrots.

6 What is the most important lesson life has taught you?

7 What do you consider your greatest achievement?

It's still a work in progress, but I would have to say organizing the world. With all the KonMari consultants around the world, and those that read my books or watched the Netflix shows, we are definitely making a difference.

8 What has been your biggest disappointment?

Adapted from The Guardian

Edward Enninful was born in Ghana, and came to the UK as a refugee. After working as a model, he became fashion director of *i-D* magazine at just 18, and went on to work for *W* magazine and US *Vogue*. In 2016, he was awarded an OBE for services to diversity in the fashion industry, and the following year he became editor-in-chief of British *Vogue*. In 2020, he was also made European editorial director of *Vogue*. He lives in London with his husband.

1 **What makes you unhappy?**
I'm a positive person, but I get twitchy when the clothes aren't perfect in a shot.

2 **What is the quality you most dislike about yourself?**

3 **What is your guiltiest pleasure?**
Reality TV. I adore it. *Love Island*, *Real Housewives*, *Drag Race*…

4 **What scares you about getting older?**

5 **What did you want to be when you were growing up?**
In my family, you can be one of three things: a doctor, a lawyer, or a failure. I wanted to be an Egyptologist, but things worked out in the end.

6 **Would you choose fame or anonymity?**

7 **What is your most treasured possession?**
Despite what people might imagine, I'm not that big on possessions. My London home is very minimalist.

8 **Have you ever said 'I love you' without meaning it?**



2 GRAMMAR question formation

a 1.2 Listen to some journalists interviewing a famous actor who has just arrived in London. Write down the four questions they ask.

b Answer the questions below with a partner.

Which of the questions in a is an example of...?

- a question which ends with a preposition
- a subject question, where there is no auxiliary verb
- a question which uses a negative auxiliary verb
- an indirect question

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

d **Communication** Indirect questions **A** *p.108* **B** *p.114* Ask and answer indirect questions.

3 PRONUNCIATION intonation: showing interest



a Video Watch Kat asking questions 1–5. How do you know that she's interested in Jon's answers?

1 Do you have a big family?
2 What don't you like about the place where you live?
3 What sports or games are you good at?
4 Do you think you have a healthy diet?
5 What makes you feel happy?

b Watch again and repeat Kat's questions with interested intonation. Try to copy the body language.

Reacting to what someone says

When you ask someone a question and they answer, it is normal to show interest or sympathy. You can use:

- exclamations such as *Wow! Me too! How interesting!*
- expressions such as *Oh, really? I'm so sorry. What a shame!*
- follow-up questions such as *Why (not)? Why is that? Why do you say that?*

c Video Now watch the five conversations. Complete the expressions or questions that Kat uses to react to Jon's answers.

1 Wow! That's a huge family.
2 _____? What's wrong with them?
3 _____! We could have a game one day.
4 _____! How long have you been eating like that?
5 _____? I can't think of anything worse!

d Watch again and repeat the responses. Copy the intonation.

e Ask and answer the questions in **a** with a partner. Use interested intonation and body language. React to your partner's answers.

4 **VOCABULARY** understanding idioms and phrasal verbs





'So...where do you see yourself in four million years?'



a Look at the three cartoons. With a partner, explain the jokes. Which one do you like best?

b Read the title of the article and the introductory paragraph. Then look at the four questions. Which one do you think is the least awful?

c Read the article. Although the tone is humorous, do you think any of the advice is also serious? Would you use any of it in an interview?

d Read the information box. Then look at the highlighted idioms and phrasal verbs in the article. With a partner, decide what you think they mean.

Understanding idioms and phrasal verbs

Idioms and phrasal verbs in a text can often be the hardest lexis to understand, because even though you understand the individual words, the literal meaning of the phrase doesn't make sense.

First, look at the context (the other words around it) and think about what the meaning could be.

If it's a phrasal verb, the separate parts of the verb can sometimes help you to guess the meaning, e.g. *turn down*.

If it's an idiom, think about whether there is a similar expression in your language. Work out what the key word in the idiom probably is, as this is where you will find it in a dictionary, e.g. the key word in the idiom *play ball* is *ball*.

'What kind of fruit are you?'

How to answer four of the worst job interview questions



'How do you feel your life has worked out for you so far?' Salem Pierce, a 30-year-old graphic designer from Ohio, was actually asked this question in an online job interview. Worse, the question invited her to post a two- to five-minute video response. What other awful questions could you get asked, and how might you answer them?

'If you were a piece of fruit, what would you be?'

There is nothing worse than job interviewers who think that they are funny and creative. These sorts of random questions are of course a challenge, meant to unsettle you, and are designed to entertain the interviewers rather than find out anything useful about the candidate. Take a deep (but silent) breath, smile gently, and say, 'An apple.'

'What is the worst mistake you have ever made at work?'

Again, more entertainment for the interviewer. But you have to play ball. It's a good idea to have something up your sleeve for moments like this: for example, a couple of anecdotes, true or false. (The same is true for another interview favourite: 'What is the most embarrassing thing that has ever happened to you at work?') So how about, 'We had a big pitch to prepare and, in my hurry, I thought I had to produce 100 copies of it instead of 10, so I decided to stay late and print off all 100 of them, bound them and got them ready for the morning. What a waste of paper!' – etc., etc. That should do the trick.



'You've got a rather varied CV. Why have you never managed to stick at anything?'

How to deal with this? Calmly reply, 'I am committed to learning new skills and having new experiences. I have high standards, and when I am no longer learning, I move on.'

'What do you see yourself doing in five years' time?'

Are people still asking that one? I don't even know what I'll be having for dinner. Do you watch the news? Where will we all be tomorrow, in a week, next month? And you want to know about five years' time? The best (and only) answer? 'Well, with any luck, I'll still be here doing a good job for you!'

Adapted from The Guardian



e Now match the highlighted phrases in **d** to their meanings 1–6. Which are phrasal verbs and which are idioms?

1 _____ produce a physical document from a computer
2 _____ start doing sth new
3 _____ be prepared to work with someone in a helpful way, or do what someone wants
4 _____ keep a plan or an idea secret until you need to use it
5 _____ solve the problem
6 _____ continue to work hard at sth

f Do you think it's possible to prepare for unusual interview questions? Do you think they really tell the interviewer something about a candidate?

5 LISTENING

a Have you ever had an interview for a job or a place on a course? What kinds of questions did they ask you? Did you get the job or place?

b 1.5 Listen to four people talking about a strange question they were asked in an interview. Complete questions 1–4.

What strange question were they asked?	How did they answer?	What happened in the end?
 1 If you could _____ _____ with _____ _____ from the past, who would you choose and why?		
 2 Do you _____ a _____? Are you planning to _____ _____?		
 3 Do you still _____ _____?		
 4 _____ _____ would you like to be reincarnated as?		

c Listen again. Then complete the information in the chart.

d Which of the questions do you think were acceptable to ask at an interview?

6 SPEAKING

a Work in pairs, **A** and **B**. You're going to interview each other for a job as a manager in your company. Look at questions 1–14 and think about how you might answer them.

b Now each choose eight that you think would help you to decide whether your partner would be a good fit for the job.

1 Which one aspect of your personality would you change if you could, and why?
2 If you could have dinner with anyone from the past or present, who would you choose?
3 If you were an animal, which animal would you be?
4 What kinds of things make you angry?
5 If you had to spend the rest of your life on a desert island (with plenty of food and water), what two things would you want to have with you?
6 Which TV or film character would you most like to be?
7 What's the best (or worst) decision you've ever made?
8 If I came to your house for dinner, what would you cook for me?
9 Which three adjectives describe you best?
10 Who do you admire most, and why?
11 If you could be a superhero, what would your superpowers be?
12 Tell me about something in your life that you're really proud of.
13 If Hollywood made a movie about your life, who would you like to see play the lead role as you?
14 If you could have six months with no obligations or financial limitations, what would you do with the time?

c **A** interview **B** with your eight questions. **B** be imaginative and try to give good reasons for your answers.

d Swap roles. Then say if you would give each other the jobs and why (not).

7 WRITING an email job application

Writing Bank 1 *p.119* Write an email applying for a job in sports retail.

1B We may never know

G auxiliary verbs, *the*..., *the*... + comparatives
V compound adjectives
P intonation and sentence rhythm

"When you have eliminated the impossible, whatever remains, however improbable, must be the truth."

Sherlock Holmes in *The Sign of Four* by Arthur Conan Doyle

1 SPEAKING

a Look at three photos of unsolved mysteries. What do you think the mysteries might be?



b C **Communication** Unsolved mysteries **A** *p.108* **B** *p.114* **C** *p.118* Each read about one of the mysteries. Then tell the others about it.

2 READING & LISTENING

a 1.6 Read and listen to *The mystery of the lighthouse keepers*. Then cover the text and answer the questions with a partner.

The facts

1 What was the mystery and who discovered it?
2 What was strange about...?
- the lighthouse door
- a chair
- the rain jackets
- the clocks
- the log book

The theories

3 What theories did people come up with?
4 Which of the theories do you think could be true? Why?
5 Which do you think are impossible? Why?

b Find the following words in the article and work out from the context what they mean.

puzzle baffle remote
extraordinary trace solve

The mystery of the lighthouse keepers

The mystery of the Flannan Islands lighthouse keepers is one of the greatest puzzles in history – a case that has baffled real and amateur detectives for more than a century.

The Flannan Islands are seven uninhabited rocks that rise out of the sea. They form part of the Outer Hebrides, a chain of remote islands off the west coast of Scotland. For centuries, they were a danger for ships, so in 1899, a 75-foot lighthouse was built on the largest of the islands, and three lighthouse keepers were employed.



On 26th December 1900, a steamship sailed to the island carrying three new lighthouse keepers, to relieve the men who had spent three months alone in the Atlantic. But when they arrived at the lighthouse, they made an extraordinary discovery – there was nobody there! The lighthouse door was unlocked, and inside, everything was tidy, but one of the chairs was knocked over. One rain jacket was hanging on its hook, but the other two had disappeared. The clocks had stopped. The last entry in the log book was 9 a.m. on 15th December. But of the three keepers, Ducat, Marshall, and MacArthur, there was not a trace.

When the news of the keepers' disappearance reached the mainland, there was a huge amount of media speculation. Some suggested that the men had argued about a woman, and that one had murdered the other two before throwing himself into the sea. Others wondered whether perhaps they had been kidnapped by German agents who were planning an invasion of Britain, using submarines. Some thought they might have been carried away by a sea serpent, or a giant sea bird, or even by a boat full of ghosts. Robert Muirhead, a Northern Lighthouse Board superintendent who had originally employed the three missing men, was sent to the island from Edinburgh to solve the mystery.



Adapted from The Times

c Video Watch *The mystery solved?*. What was Muirhead's theory? Is it accepted today?

d Watch again. Why are the following mentioned?

1 a huge rock
2 *Queen Elizabeth II*, the White Cliffs of Dover
3 'the monster wave'
4 *The Vanishing*
5 The Isle of Lewis in the Hebrides
6 one man's rain jacket and the bodies of the lighthouse keepers

e Do you know of any other unsolved mysteries? Why do you think people find them so fascinating?

3 GRAMMAR auxiliary verbs

a Talk in small groups.

Have you (or has anybody you know)...?

- seen or heard something which can't be explained, e.g. a ghost or a UFO
- had a strange coincidence, e.g. meeting someone in an unexpected place
- visited a fortune-teller, psychic, or faith healer

Reacting to a story about something strange

When somebody talks about something strange or difficult to explain, we often react with these phrases.

How / That's	*strange / bizarre / odd / weird / spooky.*
What a	*weird story / amazing coincidence.*

b Look at the conversations and try to complete the gaps with an auxiliary verb (*do*, *did*, *is*, *was*, etc.).

1 A I heard a weird noise in the middle of the night.
B [1]_____ you? What kind of noise?

2 A You don't believe in ghosts, [2]_____ you?
B No, I don't.

3 A I've never been to a fortune-teller.
B Neither [3]_____ I.
C I [4]_____. It was really interesting.

4 A I don't believe you really saw a UFO.
B I [5]_____ see one! It couldn't have been anything else.

c 1.7 Listen and check. Then, in pairs, decide which highlighted phrase (1–5) is used...

A ▬ to add emphasis
B ▬ to say that you are different
C ▬ to check information
D ▬ to show surprise
E ▬ to say that you are the same.

d Grammar Bank 1B *p.141*

4 PRONUNCIATION intonation and sentence rhythm

a 1.9 Listen to the conversations. Underline the highlighted auxiliary verbs (*did*, *don't*, *do*) that are stressed.

1 A I dreamt that I saw a ghost last night.
B Did you? So did I. How spooky!

2 A I don't believe in fortune-telling.
B Don't you? I do.

3 A You don't like horror films, do you?
B I do like them. It's just that sometimes they're too scary!

b Practise the conversations with a partner. Copy the rhythm and intonation.

c Complete sentences 1–8 so that they are true for you.

1 I'm not very good at _____. (activity)
2 I'm going to _____ tonight. (verb phrase)
3 I love _____. (a kind of music)
4 I don't like _____. (a kind of food)
5 I've never read _____. (a famous book)
6 I'd love to live in _____. (a town or country)
7 I was very _____ as a child. (adj. of personality)
8 I didn't _____ yesterday evening. (verb phrase)

d Work in pairs, **A** and **B**. **A** read your sentences to **B**. **B** respond with a reply question and then say whether you are the same or different. Then swap roles.

I'm not very good at cooking.

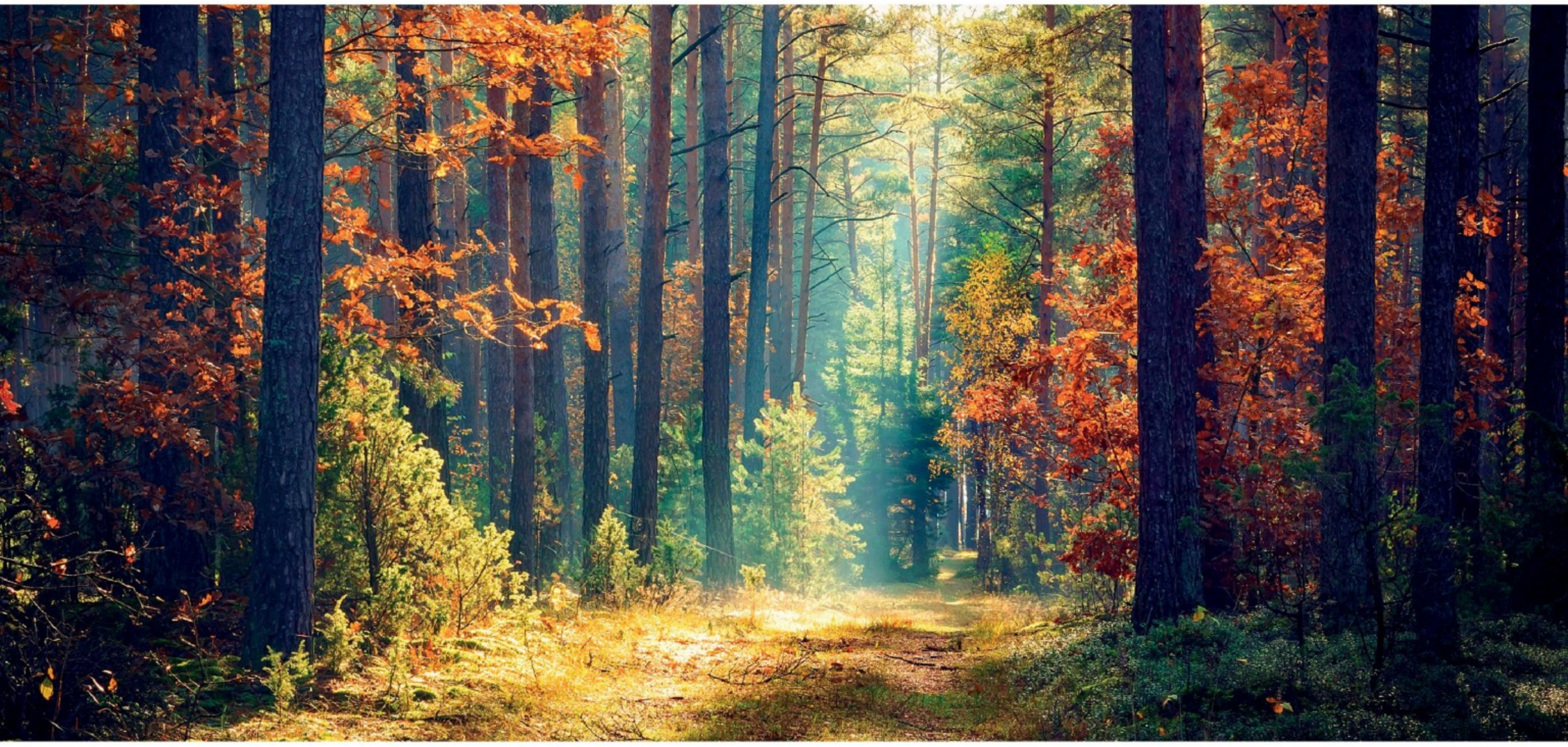
Aren't you? Neither am I.

I'm going to watch the football tonight.

Are you? I'm not. I'm going to study.

e Communication You're psychic, aren't you? **A** *p.109* **B** *p.114* Make guesses about your partner.

5 LISTENING & SPEAKING



a Look at the photo of a forest. How do you think you would feel if you were walking in it?

b 1.10 Now look at the photo and listen. Follow the instructions. Write your answers below.

A walk in the forest

1  _____

_____

2  _____

_____

3  _____

_____

4  _____

_____

5  _____

_____

6  _____

_____

c Listen again and check what you have written. Make sure you have answered all parts of the questions.

d 1.11 Now listen to an explanation of what you have written. Make notes in the chart.

A walk in the forest
1 the person =
2 the animal = how you interact with it =
3 the house = no fence = a fence =
4 the table =
5 the cup =
6 the water = how wet you get =

e Use the notes to interpret what you wrote in **b**. Then compare with a partner and say what you agree with and what you disagree with.

I put that the animal was a..., and it says that means..., but I don't think that's true...

f Do you believe in this kind of personality test? Do you believe that you can learn anything about someone's personality by...?

- analysing their handwriting (graphology)
- looking at their hands (palmistry)
- analysing the position of the sun, moon, and planets at the exact time of their birth (astrology)
- online personality quizzes, e.g. Buzzfeed

Grammar in context *the..., the...* + comparatives

The bigger the animal, the more problems you have.

The harder and more resistant the cup is, the stronger your relationship is.

Use *the* + comparative adjective or adverb, or *the more / less* (+ noun) to show that one thing depends on another, e.g.

- *The earlier we start, the sooner we'll finish.* = If we start early, we'll finish early.
- *The more money you spend now, the less you'll have for your holiday.* = If you spend a lot of money now, you'll have less for your holiday.

g Rewrite the sentences using *the..., the...* + comparative.

1 If you study a lot, you learn a lot.
The _____,
the _____.

2 If I drink a lot of coffee, I sleep badly.
The _____,
the _____.

3 If you have a lot of time, you do things slowly.
The _____,
the _____.

4 If you are fit, you feel good.
The _____,
the _____.

h 1.12 Now listen and check. Notice the stress and intonation pattern in the sentences.

i Complete the sentences in your own words. Then read your sentences to a partner. How similar are they?

1 The more money I have,...
2 The earlier I get up,...
3 The faster English people speak,...
4 The less I eat,...
5 The harder I work,...
6 The more exercise I do,...

6 VOCABULARY compound adjectives

a Look at some extracts from the listening in **5**. Can you remember what the gapped words are?

1 If there was no fence around the house, it means you are very open-_____, and welcome new ideas.
2 If you hardly got wet at all, it means that you depend less on your friends and are more self-_____.

b 1.13 Listen and check. Do the compound adjectives in **a** have a positive or negative meaning?

Compound adjectives

Compound adjectives have two parts. The second part often ends in *-ed* or *-ing*, e.g. *good-natured*, *hard-working*. The words are normally linked by hyphens.

c 1.14 Listen to some more compound adjectives. Which word has the main stress?

absent-minded bad-tempered big-headed easy-going good-tempered laid-back narrow-minded open-minded self-centred strong-willed tight-fisted two-faced well-balanced well-behaved

d With a partner, use the two parts of the words to try to work out their meaning. Which do you think are positive and negative characteristics? Are there any which you think can be either?

I think a bad-tempered person is somebody who gets angry easily...



e Video Watch the video. Describe one of the people using a compound adjective from **c**.

f Tell your partner about people with the characteristics below. Give examples of their behaviour.

Do you know somebody who is...?

- very open-minded
- a bit two-faced
- extremely absent-minded
- very good-tempered
- a bit tight-fisted
- incredibly strong-willed
- pretty laid-back
- quite self-centred

My cousin is pretty laid-back. She didn't even get angry when her boyfriend crashed her car!

COLLOQUIAL ENGLISH 1

English File talks to...

Aasmah Mir

Journalist



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Aasmah Mir*. What information did you find out about her? Given her job and experience, do you think she will be a good interviewee herself?

Part 1

a Video **Watch Part 1 of the interview. Then number the topics 1–4 in the order Aasmah Mir talks about them.**

- her interview with Scottish TV
- what she thinks about 'unusual' questions in job interviews
- what she did after university
- the kind of child she was

b Watch again. Then, with a partner, try to remember as much as you can about what she said about each topic in a.

Part 2



a Look at a list of things that a good interviewer needs to do during an interview. With a partner, choose your top three.

1 have done a lot of research in advance
2 listen to what an interviewee says
3 not interrupt an interviewee too often
4 be able to change direction during an interview if necessary
5 be aware of how long you have to do the interview
6 be nice to your interviewee
7 make sure that interviewees use language that the audience can understand
8 repeat a question or go back to a subject if the interviewee doesn't want to answer a question

b Video **Watch Part 2. Tick (✓) the things that Aasmah Mir believes make a good interviewer.**

c Watch again. Then mark the sentences T (true) or F (false).

1 Aasmah Mir sometimes doesn't follow her interview plan because the interviewee says something interesting she wasn't expecting.
2 Some people think that you shouldn't be too nice to an interviewee because then the interview won't be very interesting.
3 She sometimes has to ask politicians to use simpler language to make their point.
4 If someone doesn't want to answer a question, she either makes a joke and then repeats the question, or she highlights the fact that they don't want to talk about the subject.

Part 3

a Video **Watch Part 3. Which two types of people does Aasmah Mir find difficult to interview? Who did she really enjoy interviewing?**



b Watch again and check. Then complete the sentences.

1 In interviews, some politicians only want to talk about...
2 Some scientists can be difficult to understand because...
3 Aasmah Mir liked her previous job because...
4 She loved it when her favourite interviewee said, '...'
5 Her advice for helping nervous interviewees is...

Reading on screen

In pairs, look at some words and phrases related to a career in journalism and interviewing that you read in the video. Can you explain what they mean?

graduate trainee talk sb's language (*idiom*)
give sb an easy ride (*idiom*) jargon
stay on your brief (*idiom*) delivery be self-deprecating

Looking at language

Phrasal verbs

Aasmah Mir uses a lot of phrasal verbs, some of which are quite unusual.

a Video **Look at some extracts from the interview and guess the missing verbs. Then watch and check.**

1 These are nice people, and they're not trying to tr_____ me up in any way...

2 But if they're talking in jargon, also you have to be able to c_____ through that...

3 I don't quite think our audience are going to understand all those words, so if you could just b_____ it down a bit?

4 You really don't want to talk about this, do you, which is a bit weird because this is the thing you've c_____ on to talk to me about?

5 But sometimes the communication of it, the delivery of it is a bit difficult, and they talk in a lot of jargon terms. And then you have to try to br_____ it down.

b Read the extracts again and match the phrasal verbs to their meanings.

A ☐ get past sth that's in the way in order to get to the point

B ☐ divide sth into parts to make it easier to understand

C ☐ deliberately make sb make a mistake

D ☐ appear as a guest on a TV or radio programme

E ☐ make sth shorter by leaving out the parts that are less important

Reacting to the interview

Talk to a partner.

- How would you describe Aasmah Mir? Is there any one thing she talked about that you particularly remember?
- Do you think nowadays most people know what they want to do when they finish university? Do they tend to choose a subject to study because it will help them to get a specific job?
- Would you be attracted to a job like Aasmah Mir's?
- If you could interview a famous person, who would you choose and why?

2 THE CONVERSATION



When you're applying for a job, do you think it's OK to slightly exaggerate on your CV?

a Video **Watch the conversation. How do they respond to the question? Write D, S, and A on the line in the appropriate place.**

Yes, definitely ☐ It depends ☐ Absolutely not ☐

b Watch again. Match the sentence halves.

1 **Alice** Admitting you can't do something is OK if

2 **Alice** If you say you can speak French on your CV and you can't,

3 **Sarah** It's OK to exaggerate a bit about something if

4 **Sarah** If speaking a language was essential for a job,

5 **Debbie** If you lie and say you can do something,

6 **Debbie** If you don't have many hobbies,

A ☐ it's not very important for the job.

B ☐ you will have wasted the interviewer's time and given a bad impression of yourself.

C ☐ it's a good idea to exaggerate a bit.

D ☐ you say you are prepared to learn.

E ☐ it might be expensive for the company when they discover the truth.

F ☐ I wouldn't say I could do it.

c Video **Watch four extracts and notice how the speakers emphasize things. Which extract only uses stress to be emphatic?**

Adding emphasis

1 **Alice** I think it's a terrible, terrible idea to even slightly exaggerate...

2 **Alice** ...you've just made yourself look really, really silly.

3 **Sarah** I've definitely exaggerated on a CV!

4 **Debbie** ...you shouldn't outright lie because you will get caught out...

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

2A Call the doctor!

G present perfect simple and continuous
V illnesses and injuries
P /ʃ/, /dʒ/, /tʃ/, and /k/

"Never go to a doctor whose office plants have died."

Erma Bombeck, American journalist

1 VOCABULARY illnesses and injuries

a Do the first-aid quiz with a partner. Choose one or two of the options. As you read, try to work out the meaning of the highlighted words and phrases.

b Video Watch the video and check your answers. Did any information surprise you?

c Watch again. Then explain why some of the options are wrong.

d V **Vocabulary Bank** Illnesses and injuries *p.160*

e What illnesses or injuries might you get if you were...?

eating out hiking in the mountains
doing sport visiting a tropical country

MEDICAL *MYTHS* OR FIRST-AID *FACTS*?

First aid can help treat a minor injury, or even save a life in a medical emergency. However, it's important to know what **NOT** to do. Sometimes, incorrect first aid can actually be more harmful than helpful. So how useful is the advice you've heard? Do our quiz to find out.

For each question, decide which option(s) are correct (✓) and which are wrong (✗).



1 What's the first thing you should put on a burn?

A ☐ butter
B ☐ cool running water
C ☐ ice



2 How should you treat a sprained ankle?

A ☐ put a heat pack on the ankle
B ☐ put an ice pack on the ankle
C ☐ put the leg up, e.g. on a chair



3 What's the best thing to do for someone with hypothermia?

A ☐ rub their arms and legs to warm them up
B ☐ give them a brandy or a hot coffee
C ☐ cover them in something warm, e.g. a coat or a blanket



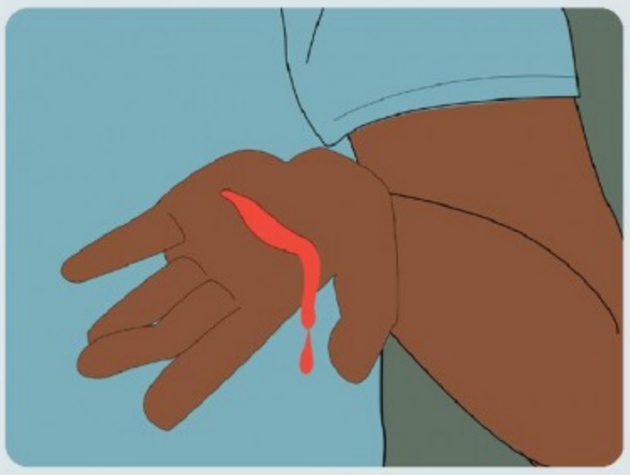
4 What's the first thing to do if someone is choking?

A ☐ stand behind them and push up against their stomach (the Heimlich manoeuvre)
B ☐ make them continue to cough hard
C ☐ hit them hard on the back



5 What's the best way to stop a nosebleed?

A ☐ pinch the soft part of your nose
B ☐ tip your head forwards
C ☐ tip your head backwards



6 After you have cleaned a bad cut, what should you do?

A ☐ put on antiseptic cream
B ☐ put on a bandage
C ☐ leave it open to the air

2 PRONUNCIATION
/ʃ/, /dʒ/, /tʃ/, and /k/

a Video Look at the sound pictures. How do you pronounce sounds 1–4 in the chart? Watch and check. Practise the difference between the sounds.



1 2 3 4

b Video Write the words from the list in the correct column. Then watch and check. Practise saying the words.

ache allergic bandage choking emergency infection injury pressure rash sick stomach temperature unconscious

c Use the words in the chart to answer questions 1–3 about the sound-spelling rules.

1 What ways can you spell the /ʃ/ sound? Which do you think is most common?
2 How do you often pronounce *g* before *i* and *e*?
3 In which two ways is *ch* pronounced in these words? Which do you think is the more common?

d 2.5 Look at some more medical words. Are they the same in your language? Which sounds from **a** do they contain? Listen and check.

cholesterol indigestion injection operation scratch surgeon syringe

e 2.6 Listen to some definitions of more words with the sounds from **a**. Write the words.

3 LISTENING & SPEAKING

a Talk in pairs. What would you do and why?

If you were in the street and saw someone who had a medical problem, what would your immediate reaction be?

a I wouldn't do anything myself, but I would wait to see if someone else was able to help.
b I'd call an ambulance and stay with the person until it came.
c I'd go up to the person and see if I could do any first aid.

b 2.7 You are going to listen to Jane, Daniel, and Alison talking about a time when someone needed first aid. First, listen to some extracts and complete the expressions.



Jane

1 ...he didn't have a _____, so I thought he was probably _____ _____ _____ _____.
2 ...he took her to one side to _____ _____ _____, because obviously she was _____ _____.
3 I kept going until the _____ _____ _____...



Daniel

4 ...a woman stepped off the pavement in front of me, and she _____ _____ _____ into the road.
5 She'd fallen heavily, but she _____ _____ _____...
6 It was obviously an effort for her to sit up; it was _____ _____...



Alison

7 Then, all of a sudden, he stopped walking and _____ _____...
8 Some teenagers in the queue _____ _____ _____...
9 ...then they put him on a stretcher and _____ _____ _____.

c 2.8 Now listen to their stories. When the incident happened, did they help? Why (not)?

d Listen again and answer the questions for each story.

1 What was the person doing when it happened?
2 Who needed first aid? Why?
3 What did they do?
4 What happened in the end?
5 How did they feel a) during the event, b) after the event?

e Talk in small groups.

Have you ever been in a situation where you had to give first aid? Who to? Where were you? What happened? How did you feel?

Has anyone ever had to give you first aid? Why? Where were you? What happened?

Have you ever received any first-aid training? If no, would you like to? In which jobs should people be given compulsory first-aid training?

What could you do if someone...?

- had a severe allergic reaction
- had a high temperature
- got very bad sunburn
- felt faint and dizzy
- got a big blister on their foot
- got food poisoning
- had an epileptic seizure

4 GRAMMAR
present perfect simple and continuous



a Video **Watch a conversation between a doctor and a patient. Then answer the questions.**

1 What symptoms does the patient have?
2 What does he think might be wrong with him?
3 What does he think he needs?
4 What does the doctor suggest?
5 What does she really think about the patient?

b Video **Watch some extracts and circle the correct form, present perfect simple or continuous. Are there any where you think both options would also be possible?**

1 Doctor, *I haven't been feeling / I haven't felt* well for a few days.
2 *I've been coughing / I've coughed* a lot and I keep getting headaches.
3 What *have you been taking / have you taken* for the headaches?
4 How many tablets *have you been taking / have you taken* today?
5 And *have you taken / have you been taking* your temperature this morning?
6 Yes. *I've been taking / I've taken* it five or six times already.
7 I think I need a blood test. *I haven't had / I haven't been having* one for two months.

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

d **In pairs, use the prompts to ask and answer the questions. The first question should be present simple and the second should be present perfect simple or continuous.**

1 / often *get* colds? How many colds / *have* in the last three months?
2 / *take* any vitamins or supplements? How long / *take* them?
3 / *drink* much water? How many glasses / *drink* today?
4 / *do* any exercise? What? How long / *do* it?
5 / *eat* a lot of fruit and vegetables? How many portions / *have* today?
6 / *walk* to school (or work)? How far / *walk* today?
7 How many hours / *sleep* a night? / *sleep* well recently?
8 / *be* allergic to anything? / ever *have* a serious reaction?

5 READING & SPEAKING

a **Look at the title of the article and read the first paragraph. With a partner, try to complete the definition of a *cyberchondriac*. Do you think the tone of the article is humorous or serious?**

cyberchondriac /ˌsaɪbəˈkɒndriæk/ (*noun*) a person who compulsively searches the internet for information about _____

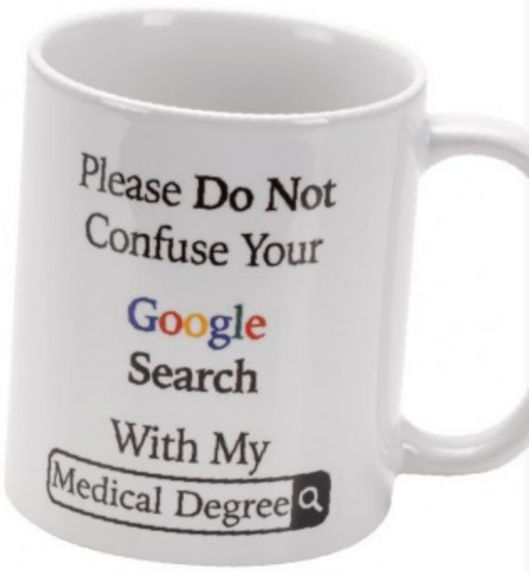
b **Now read the whole article. Complete the summary of each paragraph with phrases A–E.**

1 When the writer found out that she had a fast heart rate, she ▬
2 At the hospital, she discovered that she ▬
3 Since she returned from the hospital, she ▬
4 It's difficult to know from online information whether a condition ▬
5 A lot of online medical information ▬

A has been obsessively checking her symptoms online.
B googled the possible causes.
C isn't very reliable or up to date.
D was suffering from a chest infection and cyberchondria.
E is rare or very common.

c **Match the highlighted phrases in the article related to medicine to definitions 1–7.**

1 _____ the medical treatment of a heart problem that involves an operation
2 _____ successful treatments for an illness that was thought to be impossible to cure
3 _____ (*idiom*) not feeling very well
4 _____ exaggerated reports in the news that make people worry
5 _____ the most terrible situations that could happen
6 _____ the speed at which your heart beats
7 _____ an illness which could kill you





Confessions of a cyberchondriac

1 **A few weeks ago,** I was feeling under the weather. After days of intensive internet diagnosis, I finally went to see my doctor. After examining me, she told me that my heart rate was a bit fast and sent me off to the hospital for some tests. Did I go straight there? Of course not. First I took out my phone, logged on to Google, and found out that the technical term for a fast heart rate is *supraventricular tachycardia*. Then I typed these two words into Google. Sadly, the problem with Dr Google is that he isn't exactly a comfort in times of crisis. One website immediately scared me with a list of 407 possible causes.

2 I raced to the hospital, convinced that I probably needed open-heart surgery. Four hours later, I got a diagnosis. I had a chest infection…and a bad case of *cyberchondria*. The only consolation for the latter condition is that I'm in good company. A Microsoft survey of one million internet users last year found that 2% of all searches – a not-insignificant number – were health-related.

3 Unfortunately, once you have it, cyberchondria can be hard to cure. Since my trip to hospital, I have been obsessively checking my pulse, swapping symptoms in chat rooms, and reading all about worst-case scenarios. What if the doctors got it wrong? What if the ECG machine was faulty? It's exhausting trying to convince yourself that you might have a life-threatening illness.

4 The Microsoft study also revealed another serious problem – that online information often doesn't discriminate between common and very rare conditions. One in four of all articles thrown up by an internet search for *headache* suggested a brain tumour as a possible cause. Although it is true that this may be the cause, in fact, brain tumours develop in fewer than one in 50,000 people. People also assume that the first answers that come up in searches refer to the most common causes, so if you type in *mouth ulcer* and see that *mouth cancer* has several mentions near the top, you think that it must be very common. However, this is not the case at all.

5 Another problem for cyberchondriacs is that online medical information may be from an unreliable source, or out of date. A recent American study showed that 75% of the people who use the internet to look up information about their health do not check where that information came from, or the date it was created. 'Once something has been put up on the internet, even if it's wrong, it's difficult to remove,' says Sarah Jarvis, a doctor. 'This is a problem, especially with scare stories, and also with some alternative remedies which claim to be miracle cures, but which may actually do you harm.' Check the information? Sorry, I don't have time – I'm off to buy a heart-rate monitor!

Adapted from The Sunday Times

Glossary
ECG machine (*noun*) electrocardiogram machine, used to test people's heart rate

d **Now read each paragraph again carefully and choose a, b, or c.**

1 The problem with Dr Google is that the information is ___.
- a insufficient
- b worrying
- c false

2 Microsoft's survey discovered that ___ searches are to do with health.
- a very few
- b quite a lot of
- c the majority of

3 The information the writer has found since coming back from hospital has ___.
- a made her cyberchondria worse
- b made no difference to her cyberchondria
- c cured her cyberchondria

4 One of the problems with internet searches is that they ___.
- a don't rank answers in order of probability
- b only focus on common illnesses
- c don't always give an answer

5 Most people are unlikely to check ___ health information was posted.
- a why and by whom
- b how and when
- c when and by whom

e **In small groups, answer the questions. Ask for and give as much information as possible. Give examples if you can.**

1 Do you know anyone who you think is a hypochondriac or a cyberchondriac? What kinds of things do they do?

2 Do you think people in your country worry a lot about their…?

blood pressure cholesterol level
digestive system liver

Are there other things related to health that they worry about?

6 WRITING an email to a friend

Writing Bank 2 *p.120* **Write an email to a friend saying how you are and what you've been doing recently.**

2B You're never too old...

G adjective order before nouns
V clothes and fashion
P vowel sounds

"Is someone different at age 18 or 60? I believe one stays the same."

Hayao Miyazaki, Japanese film director

1 LISTENING

a Talk to a partner.

Do you wear jeans?

YES

1 How many pairs of jeans do you own?
2 Are they all the same colour / style?
3 Do you have a favourite brand?
4 Would you wear jeans to a formal event?

NO

1 Why don't you wear jeans?
2 What styles of trousers do you wear?
3 Do you normally buy them from the same place? Where?
4 What kind of trousers would you wear to a formal event?



b Video Watch *Some very special jeans*. What do you think is the unique selling point (USP) of Hiut jeans?

c Watch the documentary again. Then in pairs make notes under the following categories.

Description of Hiut jeans	
Material	
Style	

History of company	
Why David and Clare started the company in Cardigan in Wales	
Who they employ	
How many pairs of jeans they produce per week	
Two ways they try to make their jeans environmentally friendly	

d Would you be prepared to spend a lot of money on a pair of jeans like Hiut jeans? Why (not)?

2 VOCABULARY clothes and fashion

a Look at the title of the article about fashion. What's your answer to the question?

b Look at the photo of the Hoppen family and read the article. Complete the highlighted phrases with the clothes in the list.

jacket jeans sandals skirt
sweater top trainers

c Whose 'look' do you prefer? Do you ever borrow clothes or accessories from people in your family, or friends?

d V **Vocabulary Bank** Clothes and fashion *p.161*

3 PRONUNCIATION vowel sounds

a Say the vowel sounds 1–5. Are they short, long, or diphthongs?

1		denim linen silk tie
2		velvet Lycra striped tight
3		lace leather plain suede
4		fur scruffy shirt skirt
5		loose shoes suit wool

b 2.16 Circle the different sound in each group. Listen and check.

c Talk in pairs.

What would or wouldn't you wear...?

to a formal interview on the beach
to work or school / university to a wedding
for sightseeing in a city

Can the same clothes work for *all* ages?



The Hoppen family: Plum Hoppen (21), her mother Jenny (60), her sister Daisy (31) = *from left to right*

A recent survey found that 54% of British women borrow clothes from their mothers' wardrobes. One in five also 'share' with their grandmothers. 'It's not about what you "should" wear when you're young or old,' says designer Emilia Wikstead. 'It's about finding the things that really suit you, regardless of your age.'

When five women of the same clothing and shoe size – mother Jenny Hoppen and her daughters Daisy, Plum, Mimi, and Ella – live under the same roof, clothes are bound to go missing. 'I remember seeing this girl in the park and thinking, "That's a nice dress; it looks like one of mine,"' says Jenny. 'And I realized it was Ella, going to a wedding, wearing my dress and shoes.' But even if they borrow from each other, the same piece looks different on them all.

In the photo, Plum, Jenny, and Daisy are all wearing the same [1]cropped _____. Plum wears hers with [2]a leather _____ and [3]patterned _____, but they look just as good on Jenny with [4]a silk V-neck _____ and [5]red velvet _____, or on Daisy with [6]a see-through black _____ worn with a [7]black polo-neck _____. 'The principle we learned from our mother,' says Daisy, 'is to have our own sense of style and be adventurous.'

Adapted from The Telegraph

4 GRAMMAR
adjective order before nouns

a Look at sentences a–c. Say them to yourself and decide which one sounds best. Compare with a partner. Do you agree?

a Ali is wearing a black polo-neck beautiful sweater.

b Ali is wearing a black beautiful polo-neck sweater.

c Ali is wearing a beautiful black polo-neck sweater.



b **Grammar Bank** 2B *p.143*

c Video Watch the video. Describe each item using at least three adjectives.

d Imagine you have been given two items of clothing for your birthday which you don't like. You have decided to sell them on a second-hand website. Write a detailed description, making them sound as attractive as possible. Set a starting price. Add a photo if you can.



Blue and white striped cotton shirt

'Never worn! Would look great with jeans. Perfect for the summer.'

£4.50 1 bid

SIZE	M
CONDITION	NEW WITH TAGS
TIME LEFT	7 DAYS (THURSDAY 24TH APRIL 15:36)

Buy now | Make an offer | Ask seller

e Now read some other students' adverts. Are there any things that you'd like to buy?

5 LISTENING

a What can you see in the seven photos? Do you know anyone who wears these styles or items? Do you associate them with a specific age group? Why?



b 2.20 You're going to listen to a podcast about age and fashion. Look at some comments from the podcast. Which of the items in **a** do you think they are talking about? Listen and check your answers.

1 ___ ...I probably associate them more with people in their 20s or 30s – hipsters.

2 ___ ...I think you need to recognize that it can be a cultural thing.

3 ___ ...here in the UK, you'd associate them more with children

4 ___ Oh, any age. And any gender.

5 ___ They look sort of distinguished.

6 ___ ...it's to do with at what age you're prepared to put up with being uncomfortable

7 ___ Fine for anyone, so long as you make sure your bare feet look nice.

c Listen again and write **A** (Ardil) or **L** (Liz).

Who...?

1 ___ thinks man buns are really attractive

2 ___ thinks face shape is important when you're choosing a hairstyle

3 ___ wouldn't expect to see a 90-year-old wearing a Disney T-shirt

4 ___ dislikes T-shirts with slogans

5 ___ doesn't like baseball caps on older men

6 ___ doesn't think wearing sandals with thick socks looks good

d What is their conclusion about what people should wear? Do you agree with them?

6 READING

a Look at the things in the list. At what age do you think people reach their peak in these areas of life? Think of your parents, grandparents, and older friends, and with a partner, write **40s**, **50s**, **60s**, **70s**, or **80s**.

arithmetic _____ happiness _____

being nice _____ self-esteem _____

body confidence _____ ultramarathons _____

chess _____ vocabulary _____

b Read the article about a book called *The Changing Mind*, and complete the sub-headings with five of the topics in **a**. Which facts surprised you a) the most, b) the least?

Never past your prime!

Peaks we reach later in life – from running to self-esteem



It's easy to think that everything gets worse as you age. But are there things even someone as ancient as me (I'm 48) can still get better at? The assumption that ageing is inevitably a process of cognitive and physical decline is challenged by Daniel Levitin, professor of neuroscience at McGill University, in his book *The Changing Mind*. 'Contrary to popular myth, we never stop learning or growing new brain connections,' he says. So could your prime still be ahead of you? Here are some peaks that we hit in later life.

Forties – _____

This merciless world involves anything longer than a standard marathon, often 50 or 100 km, and includes multi-day races of many hundreds of kilometres. A 2020 study of people who had finished 100 km runs found that women peaked at between 40 and 44, and men at 45 to 49. This isn't a fluke: research consistently confirms that ultrarunners peak far later than other athletes. Even more interestingly, the longer the race, duration, or distance, the older peak performance

Adapted from The Guardian

seems to come. Dr Beat Knechtle has conducted much of the research on age and ultramarathons; the 59-year-old Swiss GP is also an ultra-athlete himself. 'It's a lot to do with experience and mindset,' he says. 'Experience, starting slow, going slow…Younger athletes always tend to want to push themselves to achieve a place, a podium, a time. The older ones like me say the first aim is to finish.'

Other things you are better at in your 40s: ***chess***

Fifties –

Healthy self-esteem is a key component of good mental health, and a long-term data analysis has found it climbs from adolescence onwards, peaking somewhere between 50 and 70. Interestingly, research from Japan found that self-esteem continued to rise through people's lives, even past 80 or 90, without the drop that studies of other areas had found. The researchers speculated this might be because people in Japan have 'more humble and balanced attitudes towards themselves, not just in old age', making peaks and steep declines less likely.

Other things you are better at in your 50s: ***arithmetic***

Sixties –

Research suggests older adults are more emotionally stable and less impulsive; they are better able to maintain positive relationships, and 'agreeableness' increases substantially with age. Do we just become nicer? 'Not everyone over 60 becomes nicer,' says Levitin. 'But generally, yes. There are both structural changes in the brain and neurochemical ones. The amygdala, the brain's fear centre, shrinks with age, causing older adults to become more trusting, compassionate, and empathetic. Also, older adults tend to recall more positive memories and fewer negative memories. They become more tolerant and accepting – what we call 'grandparent syndrome'. One of the reasons is that, after a certain age, you realize, 'I've had it pretty good. I've made it this far. I'm grateful.'

Other things you are better at in your 60s: ***vocabulary***

Seventies –

In a poll of 80,000 Americans, satisfaction with body image peaked for women at 74. For men, it came even later, at about 80. A poll is hardly definitive evidence, but other studies also found that older people in western countries were less concerned about their body image than younger people.

Eighties –

'Happiness may seem like a young person thing,' says Levitin. 'But the surprising thing is, when older people are asked to pinpoint the happiest time of their lives, the most common response is not an age in childhood, teens, or early adulthood – it's 82.' (That emerged from a telephone survey of Americans' wellbeing.)

When you look at everything we can excel at in later life, perhaps that is not so surprising after all.

c **Read the article again and choose the correct answer.**

1 One of the reasons why young ultra-athletes are less likely to complete a run is because they are less _____.

a focused b ambitious c fit d relaxed

2 Research showed that in Japan, people's self-esteem reaches its peak _____ in other countries.

a earlier than
b later than
c at the same time as
d more quickly than

3 People over 60 tend to be nicer because of changes in their _____.

a lifestyle b status c fitness d body

4 The author believes the data about body confidence because _____.

a it was published in several sources
b so many people took part in the research
c it coincided with his own research
d the poll was a reliable one

5 The writer of the article thinks the statistic about happiness is _____.

a shocking
b predictable
c not expected
d gratifying

d **Match words from columns A and B to make compound nouns from the text. Which part of the compound noun behaves more like an adjective? Can you make compound nouns like this in your language?**

A	B
peak	image
data	syndrome
grandparent	survey
body	analysis
telephone	performance

e **What information from the text makes you feel most positive about getting older?**

7 SPEAKING

Work in groups of three, and discuss three of the topics below. Try to use the language from the box if you want to politely disagree, or if someone interrupts you.

- People can wear anything they like at any age.
- Anti-ageing products should be made illegal.
- Being comfortable is always more important than looking good.
- You can tell a lot about someone's personality from the clothes they wear.
- Cheap fashion is a good thing because it gives people more choice.

Politely disagreeing, dealing with interruptions

Sorry, but I don't agree.
True, but…
I'm not sure about that.
I agree up to a point, but…
Can you let me finish?
Sorry. Go ahead.

1&2 Revise and Check

GRAMMAR

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

1 What were you and Sarah talking _____?
2 You didn't like her latest novel, _____ you?
3 My father loves opera and so _____ my mother.
4 **A** I've been to India twice.
B _____ you? I'd love to go.
5 What have you _____ doing since last week?

b **Circle a, b, or c.**

1 Could you tell me what time ___?
a the bus leaves b leaves the bus
c does the bus leave
2 How many people ___ this computer?
a do use b use c does use
3 You're not eating much. ___ like the food?
a You don't b Don't you c Aren't you
4 **A** Why didn't you call me?
B I ___, but your phone was switched off.
a do call b did called c did call
5 My parents are both blonde but my sisters ___.
a don't b aren't c are
6 ___ three cups of coffee already this morning.
a I've been having b I've had c I have
7 That was probably the worst film _____!
a I've ever seen b I've never seen
c I've ever been seeing
8 There's a ___ documentary on Netflix at the moment.
a new fascinating nature b fascinating new nature
c new nature fascinating
9 My mum brought me back a ___ plate from Valencia.
a large fabulous flowery b fabulous flowery large
c fabulous large flowery
10 I got a ___ bag for my birthday.
a beautiful leather Italian b Italian leather beautiful
c beautiful Italian leather

VOCABULARY

a **Complete the compound adjectives.**

1 My boss is very bad-_____. When things go wrong, he starts shouting at everyone.
2 I'm very _____-minded. I tend to forget things.
3 I think Paul is a bit tight-_____. He never pays.
4 Sylvia isn't shy – she's very self-_____.
5 That dress is very old-_____ – is it your mother's?

b **Write words for the definitions.**

1 bl_____ (*verb*) to lose blood from an injury
2 sw_____ (*adj.*) bigger than normal, especially because of an injury or infection
3 b_____ (*noun*) a piece of cloth used to tie round a part of the body that has been hurt
4 t_____ (*noun*) a pain in one of your teeth
5 r_____ (*noun*) an area of red spots caused by an illness or allergy

c **Circle the correct verb or verb phrase.**

1 I *have* / *feel* a bit dizzy. I need to sit down.
2 She *burnt* / *sprained* her ankle when she was jogging.
3 It was so hot in the room that I nearly *fainted* / *choked*.
4 This cardigan doesn't *fit* / *suit me*. It's a bit too big.
5 Can I go in jeans? I don't feel like getting *dressed* / *changed*.

d **Circle the word that is different.**

1 striped spotted loose patterned
2 silk cotton fur smart
3 collar sleeveless hooded long-sleeved
4 Lycra scarf vest cardigan
5 fashionable scruffy stylish trendy

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

1 My mother had very bad flu last week, but she's beginning to get _____ it now.
2 Please lie _____ on the couch over there.
3 I'm feeling sick. I think I'm going to _____ up.
4 Do we really need to dress _____ for the party tonight?
5 Please _____ up your clothes in the wardrobe.

PRONUNCIATION

a **Circle the word with a different sound.**

1  ache choke checked matches
2  unconscious rash fashion suede
3  injury striped silk blister
4  allergic burnt wear fur
5  cough flu suit loose

b Underline the main stressed syllable.

1 in|cre|di|bly
2 big-|hea|ded
3 an|ti|bi|o|tics
4 swim|suit
5 fa|shio|na|ble

Can you understand this text?

a Read the article once. Do the scientists who have studied Scott Kelly agree about the effect of space travel on the human body?

b Read the article again and choose a, b, or c.

1 Scientists expected that, after spending a year in space, Scott Kelly would be...
   a more intelligent.
   b taller and lighter.
   c younger.

2 Telomeres prevent...
   a ageing.
   b radiation.
   c damage to our chromosomes.

3 Scientists are afraid that astronauts...
   a will not want to do long space flights.
   b will have a lot of long-term health problems.
   c won't be able to travel further than Mars.

4 In space, astronauts...
   a are made to use the gym twice a week.
   b exercise more than when they are in training.
   c are not allowed to eat whatever they like.

Can you understand these people?



Sean Harry Maria Tom

Video Watch and choose a, b, or c.

1 One of the questions Sean was asked at a job interview was ___.
   a whether he liked working in restaurants
   b which his favourite team was
   c who his favourite superhero was

2 In the house where Harry grew up, there is a ghost which ___.
   a all of her family have seen
   b all of her family have heard
   c all of her family are afraid of

3 Maria gave her little brother first aid when ___.
   a her mother was not at home
   b his older brother had hit him on the head
   c he fell off the sofa and cut himself

4 Tom's friend ___.
   a is 16 years older than him
   b works as an actor
   c makes him laugh a lot



Astronaut returns from space younger than his twin

American astronaut Scott Kelly, and his identical twin **Mark**, also a retired astronaut, may be the most studied siblings in the history of science. Each time one of them went into space while the other remained on Earth, both men would carry out dozens of experiments, including cognitive exercises, genetic sequencing, and testing for bacteria on their bodies. When Scott landed in Kazakhstan, after 340 days in space, he came back two inches taller, fifteen pounds lighter, and with a strong desire to jump into a swimming pool. Changes like these were predictable and temporary. Now, however, scientists have found the first signs of a change that no one expected – during his year on board the International Space Station, Scott's body had become younger.

One of the genetic indicators of human ageing is the length of our telomeres. Telomeres are the caps at the end of each strand of DNA that protect our chromosomes, like the plastic tips at the end of shoelaces. Normally, telomeres get shorter as we age; they are about 11,000 molecules long when we are born and only about 4,000 long in old age, and this means that our DNA is increasingly vulnerable to damage as we get older. However, an analysis of Scott Kelly's cells, led by Susan Bailey, professor of radiation cancer biology at Colorado State University, showed that the 52-year-old astronaut's telomeres got longer while he was in space, before shrinking back again after returning to Earth.

In theory, expanding telomeres indicate the reversal of part of the ageing process. However, they are also strongly linked to cancer. NASA is aiming to send humans to Mars and beyond, but many scientists worry that long-haul trips into space could cause astronauts to suffer from chronic and severe health problems. So this is definitely not good news, and it could have serious implications for the future of space travel.

Christopher Mason, assistant professor of physiology and biophysics at Cornell Weill Medicine in New York, takes a different view. Professor Mason's team also found changes in Scott Kelly's genes while he was in space. But he thinks this may be less a result of simply being in space, and more due to the intense NASA fitness regime. 'On Earth, you might go to the gym on Tuesday and then decide you can't be bothered on Thursday and go to the pub, but on the space station, the astronauts exercise extremely regularly, and all food and exercise are very controlled.'

Glossary
15 pounds almost 7 kilos

Adapted from The Times

3A Flight plan

G narrative tenses, past perfect continuous, *so / such...that...*
V air travel
P irregular past forms, sentence rhythm

"Airplane travel is nature's way of making you look like your passport photo."

Al Gore, US politician and environmentalist

1 LISTENING & VOCABULARY
air travel

a 3.1 Listen to some announcements. Would you hear them when travelling by train or by plane? Write **T** or **P**.

A ___ C ___ E ___ G ___ I ___
B ___ D ___ F ___ H ___ J ___

b 3.2 Listen again to the ones you would hear when travelling by train (or Underground). What do you need to know if you want to travel on...?

1 the 11.32 train to Margate
2 the 14.15 train to Bournemouth
3 the 17.08 train to Paddington in first class
4 the Jubilee line

c 3.3 Listen again to the ones you would hear when travelling by plane. Answer the questions for each one.

- Would you hear it in the airport terminal or on the plane?
- What is it asking people to do?

d 3.4 Listen to some extracts from the announcements 1–6 in **c**. What do the formal words and phrases mean?

1 approximately
2 locate
3 proceed to
4 place, personal electronic devices
5 requiring
6 disembark, rear

e V **Vocabulary Bank** Air travel *p.162*

f Video Watch nine video clips and try to remember everything you see. Then answer the questions at the end of the video.

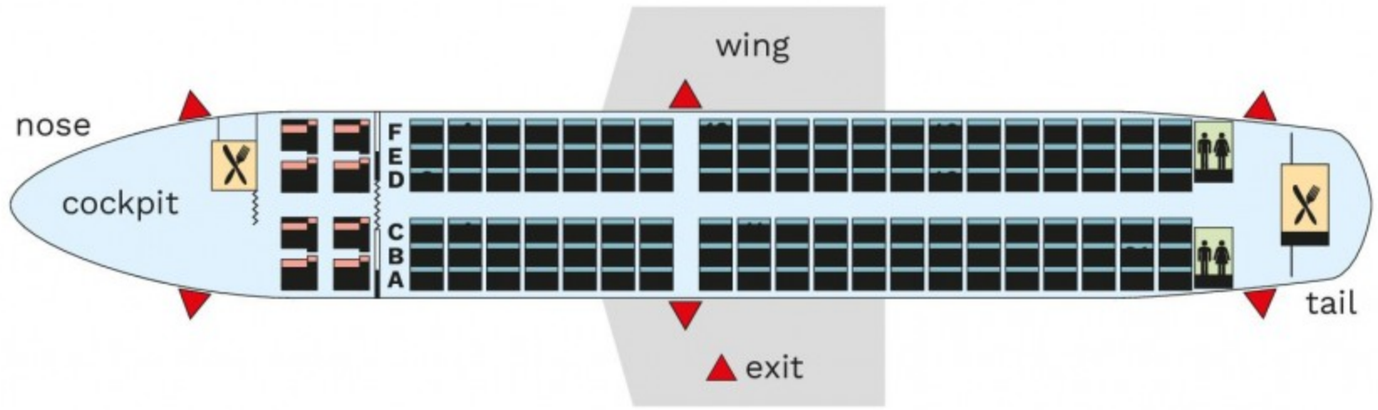
g Watch again and check your answers. Where are the clips? What's happening?

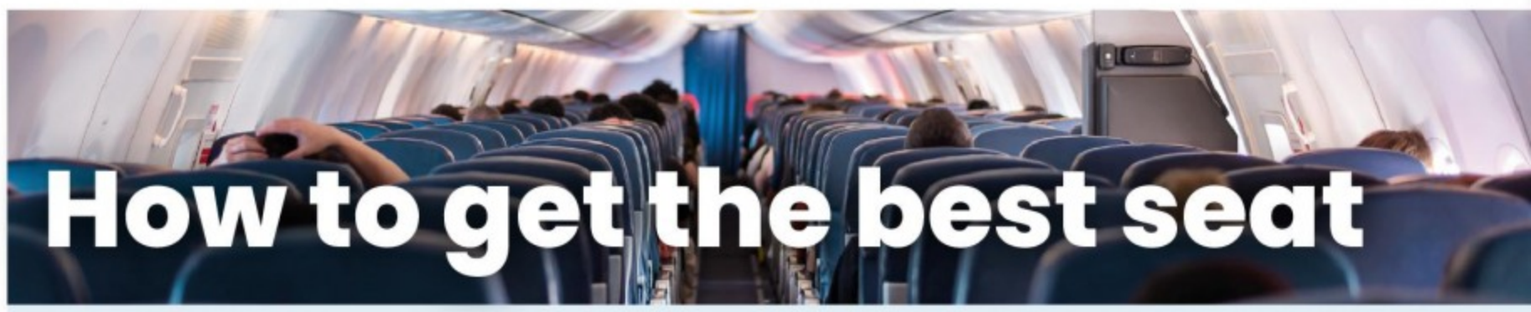


2 READING

a When you travel by plane, bus, or train, do you normally prefer to sit at the front, in the middle, or at the back? Do you prefer a window seat or an aisle seat? Why?

b Look at the seating diagram of a plane and the numbered seats. Then read the article about where to sit on a plane and match the seat numbers to the correct paragraphs.





How to get the best seat

Every time you fly, and have to choose a seat, you ask yourself, 'Which is the best seat to choose?' The answer is that it depends entirely on your priorities as a passenger. *Telegraph Travel* has sifted through the research to reveal the top spots.

If you want a speedy exit 4C

You're on a city break to Europe and you're travelling light with just a small carry-on case in the [1]_____. You want to maximize the amount of time you spend at your destination and minimize the time spent on the plane. **Verdict?** You need to grab an aisle seat towards the front of the plane on the left, which is where the main exit is located and where passengers leave the aircraft from.

If you want to sleep ___

Sleep is hard to come by at an [2]_____ of 35,000 feet. There are so many things conspiring against you that it's hard to nod off: the hum of the engines, the passenger next to you needing to get out, the lack of neck support in your seat. Some places, however, are better than others; for example, some areas of the [3]_____ are less noisy. Window seats give you control of the window blind and a place to rest your head; they also mean you don't need to be woken up every time the passenger next to you needs the toilet. **Verdict?** A window seat at the front of the plane, where it is also quieter.

If you don't like turbulence ___

Turbulence does, of course, shake the entire aircraft, but experts claim there are some seats on a plane where bumps will feel less intense. **Verdict?** Sit in the middle of the plane, ideally in an aisle seat, above the wings, which help keep the plane steady when the going gets tough.

Adapted from The Telegraph

c Now read the article again and complete it with a word or phrase from the list.

altitude cabin engine evacuation
low-cost overhead locker
special assistance tail

d According to the information in the article, which do you now think would be the best seat for you?

If you need more legroom

Seats in exit rows have more legroom than most. These seats are, however, in such high demand that some airlines, especially [4]_____ ones, charge more for them. They also come with restrictions: passengers in exit rows, for instance, must be willing to assist in the [5]_____ of the aircraft during an emergency, so they are not available for children or people needing [6]_____. **Verdict?** If you're travelling without children, if you're fit and you can afford it, choose a seat in an exit row.

If you want a better dining experience

According to Professor Charles Spence – author of *Gastrophysics: The New Science of Eating* – plane food tastes better at the front of the aircraft, where it is quieter and the air is more humid. 'Dry cabin air and the loud [7]_____ noise all contribute to our inability to taste and smell food and drink,' he told *Telegraph Travel*. **Verdict?** Sit as close to the cockpit as possible if you want to make plane food taste better. More often than not, you'll also get served first.

If you're safety-conscious

Airlines and plane manufacturers will tell you that all seats are equal when it comes to matters of safety. However, some seats are more equal than others. A 2007 study by the magazine *Popular Mechanics* found that passengers sitting near the [8]_____ of a plane were 40 per cent more likely to survive a crash than those sitting in the first few rows. **Verdict?** Sit as far back as possible.

If you want to have an empty seat next to you

If you are flying with a companion, try booking both the aisle and the window seat. You will often find that the middle seat – as it is the least favoured by passengers travelling solo – has been left empty. Relax and enjoy it.

Grammar in context *so / such...that...*

There are so many things conspiring against you that it's hard to nod off...

These seats are, however, in such high demand that some airlines, especially low-cost ones, charge more for them.

We often use *so / such...that* to express a consequence.

- Use *so* + adjective or adverb, e.g. *The taxi driver drove so quickly (that) we got to the airport on time.*
- Use *so much* + uncountable noun and *so many* + plural countable noun, e.g. *There was so much traffic / There were so many buses on the road (that) we nearly missed our flight.*
- Use *such a* + adjective + single countable noun, e.g. *It was such a great hotel (that) we want to go back there.*
- Use *such* + adjective + uncountable or plural noun, e.g. *We had such terrible weather / such small rooms (that) we didn't enjoy the holiday.*

e Complete the sentences with *so*, *so much / many*, *such*, or *such a / an*.

1 The flight was _____ long that I got really bored.
2 I had _____ uncomfortable seat that I couldn't sleep.
3 I slept _____ badly on the flight from New York that the jet lag was worse than usual.
4 There were _____ people at check-in that we had to queue for ages.
5 We had _____ luggage that we had to get two trolleys.
6 We met _____ nice people in the hotel that we were never bored.

3 SPEAKING

In pairs, ask and answer the questions.

If you have...

- **flown several times**
  1 How often do you fly? What kinds of airlines do you normally use?
  2 When was the last flight you took? Where did you go? What for? Where did you sit?
  3 Have you ever flown long-haul? Where did you go? How long was the flight? Did you get jet lag?
  4 How do you feel about flying? Have you ever had a very bad experience on a flight?
- **never / hardly ever flown**
  1 When was the last time you went on a journey? Where did you go? What for?
  2 How do you normally travel a) short distances, b) longer distances? Why do you choose to travel this way?
  3 What's the furthest you've ever travelled? Why did you go there?
  4 What's your favourite way of travelling? Why?

Have you ever...

- been very delayed when travelling? How long for?
- missed a flight, train, or bus? Why? What did you do?
- had to sit near a screaming baby (or a child that kept kicking your seat) on a plane, train, or bus? What did you do?
- had to catch a connecting flight, train, or bus with very little time to spare? Did you catch it?

4 LISTENING



10 questions you've always wanted to ask a flight attendant

Which type of passenger annoys you the most? How bad can turbulence get? After six years working as a flight attendant for a leading UK airline, Kristina Galvydyte, 30, has plenty of insights into an industry that still arouses a curious fascination for many.

a Look at the photo and text about Kristina Galvydyte. What do you think she might like most and least about flying?

b You are going to listen to Kristina answering some questions sent in by passengers. First, look at questions 1–10 with a partner and guess what the missing words are.

1 Which type of _____ irritates you the most?
2 What's the most _____ question you've been asked by a passenger?
3 Does anything ever go _____ from a plane?
4 What's the worst _____ you've ever experienced?
5 Do you think passengers should have to pay for in-flight _____ and _____?
6 Do flight attendants and pilots often end up _____ each other?
7 Are there any _____ requirements to be a flight attendant?
8 Do you eat the _____ _____?
9 What are the _____ and _____ parts of the job?
10 What questions do people always ask when you tell them you're a _____ _____?

c 3.9 Listen to the interview and check your answers to **a** and **b**. How many of the questions did you predict correctly?

d Listen again and make notes about her answers. Write just a few words to remind you what she said.

1 *blocking aisle, letting children run...*

e Compare notes with a partner. Can you remember everything she said? After listening to the interview, what do you think is the best and worst thing about being a flight attendant?

5 GRAMMAR

narrative tenses, past perfect continuous

a Read a newspaper story about a delayed easyJet flight. How did the passengers feel about the experience?

b Read the story again and circle the correct form of the verbs 1–10.

Don't worry, I can fly the plane!



Michael Bradley, who was hoping to travel to Alicante on holiday with his family, ended up flying the plane!

Michael Bradley, an off-duty easyJet pilot, had a short holiday booked in Spain with his wife and son. He wasn't expecting to have to fly the plane himself!

At 3 a.m. that morning, he *was only asleep / had only been asleep* for a few hours when his wife woke him up. She had seen online that their flight was delayed by two hours, because easyJet were minus one captain for the flight. So later that morning, when they left for Manchester airport, Michael [1]*decided / had decided* to take his pilot's licence with him, just in case.

When they got to the airport, the departures board [2]*was still showing / had still shown* that the flight was delayed. Michael [3]*phoned / was phoning* easyJet and said, 'Hiya, I'm standing in the terminal doing nothing. I have got my licence with me and I'd very much like to go on holiday and if you need a favour, I'm standing here ready to go.' Thirty-eight seconds later, easyJet phoned him back and asked him to fly the plane to Alicante.

While the passengers [4]*were waiting / had waited* in their seats ready for take-off, Michael [5]*explained / had explained* the situation and asked them if they were OK to have a captain who [6]*didn't wear / wasn't wearing* his pilot's uniform. They all cheered.

Michelle Potts, a passenger on the flight, later described her experience on social media. She had been expecting a delay after seeing it on the board, but then it suddenly changed to the original flight time, and she [7]*had to run / had had to run* to the gate. When she [8]*got / was getting* there, she asked the woman at the desk why the time [9]*was changed / had been changed*. 'Oh, your pilot's gone missing, but a guy that's going on your flight is going to fly the plane,' she said. 'Luckily, the guy was actually a pilot!' Michelle wrote.

A spokesman from easyJet said that the incident was exceptional, and that Mr Bradley was legally permitted to fly and was well-rested because he [10]*was just having / had just had* four days off.

Adapted from Manchester Evening News

c Now look at an extract from the story. When did Michelle start to expect the flight was going to be delayed? What tense is the highlighted verb?

> Michelle Potts, a passenger on the flight, later described her experience on social media. She had been expecting a delay after seeing it on the board...

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

e In pairs or groups, try to complete the two sentences in four different ways, using the four narrative tenses.

1 The police stopped the driver because he...

2 I couldn't sleep last night because...

6 PRONUNCIATION

irregular past forms, sentence rhythm

a Write the past simple of the following verbs in the chart, according to the pronunciation of the vowel sound.

~~become~~ ~~catch~~ cut drive fall fight fly
hear hide hold hurt keep leave lie read
ride say sleep tell think throw write

1	2	3	4
		caught	
5	**6**	**7**	**8**
			became

b Look at the verbs in **a** again. Which ones have a past participle which is different from the past simple form? Add these past participles to the chart.

c Video Watch the video and check. Practise saying the verbs.

d Read a short anecdote about a flight. With a partner, guess what the missing verbs might be.

> This [1]_____ when my **wife** and I were on a **flight** to **New York**, and we'd been [2]_____ for a **few hours**. I was [3]_____, and my **wife** was [4]_____ a **film**, when **suddenly**, we [5]_____ an **announcement** – 'Is **there** a **doctor** on **board**?' It [6]_____ **out** that a **woman** was [7]_____ a **baby**! **Luckily, two doctors** [8]_____ **forward**, and the **baby** was [9]_____ **safely**.

e 3.12 Listen and complete the gaps. Practise reading the anecdote aloud with the correct rhythm, with light stress on the main verbs and other **bold** words.

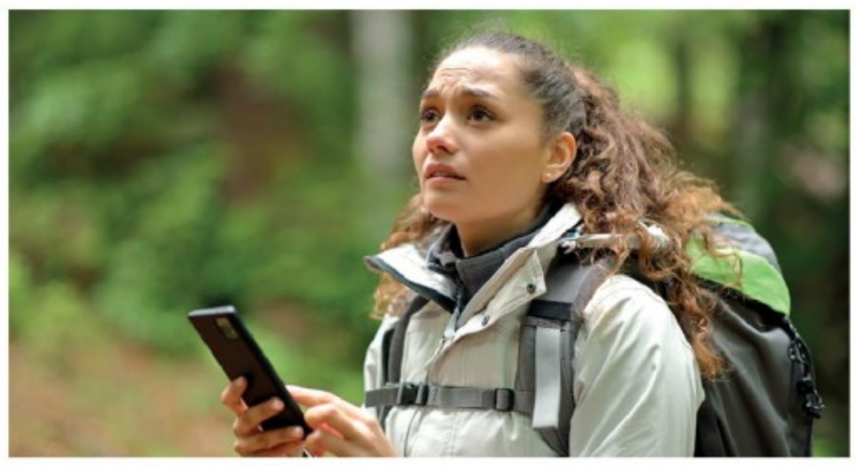
7 SPEAKING

a C **Communication** Flight stories **A** *p.109* **B** *p.115* Read a newspaper story. Then tell your partner the story.

b You are going to tell an anecdote. The story can either be true or invented. If it's invented, you must try to tell it in such a convincing way that your partner thinks it's true. Choose one of the topics below and plan what you're going to say. Use the language in the **Telling an anecdote** box to help you, and ask your teacher for any other words you need.

Talk about a time when you...

- were robbed or lost something important when you were travelling or on holiday.
- arrived home from a trip and had a surprise.
- got completely lost while travelling in another city or country.



Telling an anecdote

Setting the scene

This happened (to me) when I was...
I was...-ing when...
I..., because I had / hadn't...

The main events

I decided to..., because...
So then I...
Suddenly / At that moment,...

What happened in the end

In the end / Eventually,...
It turned out that...
I felt...

c In pairs, **A** tell **B** your story. **B** show interest and ask for more details. Decide whether you think the story is true or not. Then swap roles.

> *This happened to me a few years ago, when I was on holiday in Mexico. I was swimming in the sea one day when I saw a shark.*

> *Wow! Were you very scared?*

3B A twist in the tale

G the position of adverbs and adverbial phrases
V adverbs and adverbial phrases
P word stress and intonation

"A good story should make you laugh, and a moment later break your heart."

Chuck Palahniuk, US author

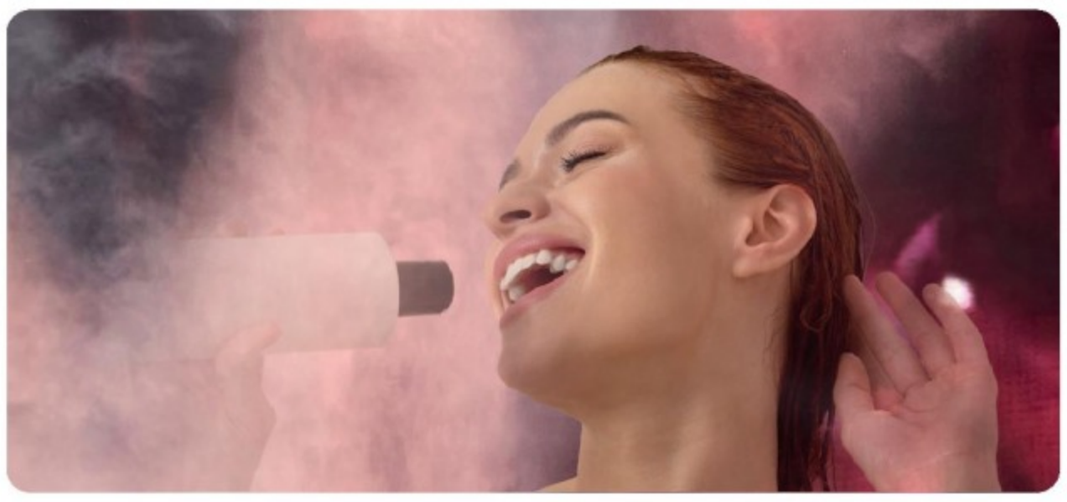
1 GRAMMAR the position of adverbs and adverbial phrases

a Read five 50-word stories. With a partner, predict how you think each story ends.

fiftywordstories.com

fiftywordstories.com is a website to which people from all over the world contribute stories in English which are exactly 50 words long.

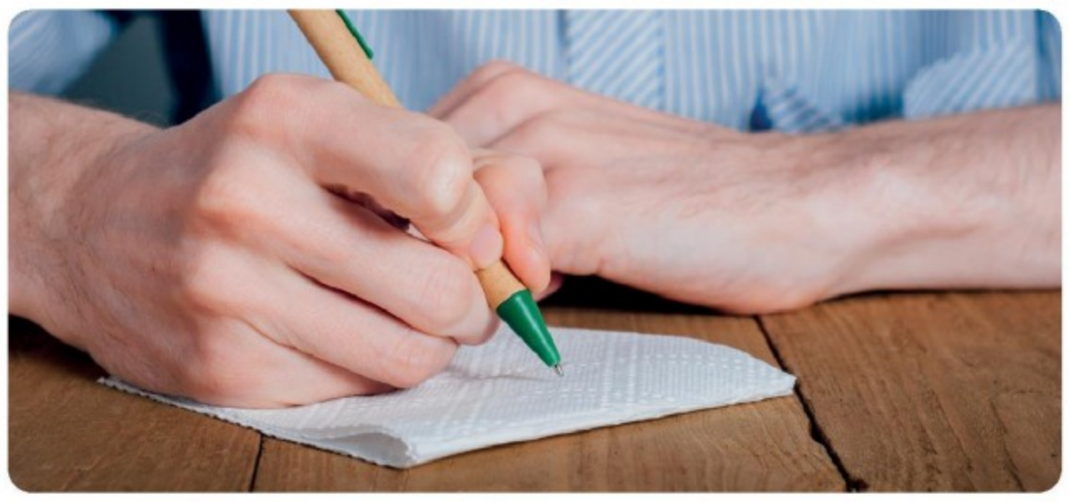
1 The singer



Laxmi takes a deep breath and pulls back the velvet curtains. She closes her eyes and sings; her powerful voice rings loudly and clearly, echoing in the hall. Then, to thunderous applause, she bows.

Afterwards, she opens the microphone with a sigh; pours shampoo. ▭

2 Compliment or condiment



He stared at her from his restaurant table. She blushed, sneakily glanced, and saw him write on a napkin. He left it on her table and walked away. Her heart almost escaped her chest. Was that a phone number?

The note read: ▭

3 Postcards



He was never one for long letters, just occasionally a postcard from exotic locations to let her know he was alive and well and thinking of her. With sadness, she read the news of his death on Friday. On Monday, his postcard arrived.

So like him: '▭'

4 Medical marvel



Palpitations. Pain. Fatigue, sweats, a new mole. I have every disease and they're all terminal. Basically, I am a medical marvel. She was incredibly brave, doctors will say. She dealt with so much. I arrive at the clinic. The doctor checks me over. 'You're fine,' she says. '▭'

5 Graduation



One by one, the graduates' names were called. For me, there was one who stood out. Maybe it was her face, etched with years, always filled with determination. Or how gracefully she stood up to accept her diploma. The smile that said, 'I did it.' ▭

b Read the five final sentences and match them to the stories. Which one do you think has the best ending? Do any of the stories make you a) feel sad, b) laugh, c) feel moved?

A Stay off Google!

B Wish you were here!

C Yes, Grandma, you really did.

D She begins to wash her hair.

E You have a ketchup stain on your blouse.

c Look at the highlighted adverbs or adverbial phrases in the stories. Think about what they mean and write them in the correct place in the chart.

Types of adverbs / adverbial phrases
Time and place (when and where things happen, e.g. *immediately*, *at home*) afterwards, _____, _____
Manner (how you do something, e.g. *slowly*) loudly, _____, _____, _____
Degree (describing / modifying an adjective, e.g. *very*) almost, _____
Comment (giving an opinion, e.g. *luckily*) basically, _____
Frequency (how often things happen, e.g. *rarely*) never, _____

d With a partner, decide where the **bold** adverbs should go in these sentences.

1 He speaks French and Spanish. **fluently**
2 I use public transport. **hardly ever**
3 I thought I'd lost my phone, but it was in my bag. **fortunately**
4 It's important that you arrive on time. **extremely**
5 When I find out, I'll tell you. **immediately**

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

f **3.14** Listen to some sound effects and short conversations. Then use the **bold** adverb to complete the sentence.

1 When she got to the bus stop, the bus... **just**
2 They were having a party when... **suddenly**
3 He thought he had lost his boarding pass, but... **luckily**
4 The woman thought Andrea and Tom knew each other, but in fact... **never**
5 The driver couldn't see where he was going because... **hard**
6 Carlos couldn't understand the man because... **incredibly**

2 VOCABULARY
adverbs and adverbial phrases

a Read another 50-word story. What do you think the missing word is?



Hard rock

I nearly forget his birthday! I rush to the shops. Lately, he enjoys listening to music, so I choose a Bluetooth speaker. I regret it now. His bedroom is near mine. The music is really loud! I open the door, and shout, '_____, it's late. Please turn the volume down!'

b Look at the highlighted adverbs. What's the difference between...?

a *near* and *nearly* b *late* and *lately*

c **Vocabulary Bank** Adverbs and adverbial phrases *p.163*

3 PRONUNCIATION word stress and intonation

a **3.17** Underline the stressed syllables in these adverbs. Listen and check.

ab|so|lute|ly ac|tua|lly a|ppa|rent|ly ba|si|cally de|fi|nite|ly e|spe|cia|lly e|ven|tua|lly for|tu|nate|ly gra|dua|lly i|dea|lly in|cre|dib|ly lu|cki|ly ob|vi|ous|ly un|for|tu|nate|ly

b **3.18** Listen and repeat the sentences, copying the stress and intonation of the adverbs.

1 There was a lot of traffic, and unfortunately, we arrived extremely late.
2 We definitely want to go abroad this summer, ideally somewhere hot.
3 It's incredibly easy – even a child could do it!
4 I thought Roberto was Portuguese, but actually, he's Brazilian.
5 Apparently, Jack has been offered a promotion at work, but it will mean moving to New York.
6 I absolutely love Italian food, especially pasta.

4 WRITING

a You are going to write a 50-word story. It must be 50 words exactly (not including the title) and you must include at least two adverbs. Contracted forms (e.g. *I'd*) count as one word. First, in pairs, choose one of the titles below.

A holiday romance **The lie**
A day to remember **Never again**

b Brainstorm ideas for the plot. Then together, write a first draft. Don't worry about the number of words.

c Now edit the story to make it exactly 50 words.

d Read two other pairs' stories. Which do you like best?

5 SPEAKING

a Look at the questions about reading habits and answer them with a partner.

READING HABITS

- **Which of the following do you read? How often?**

ONLINE
blogs
reviews
chat rooms / forums
news reports and articles
recipes
shopping websites
social media
song lyrics
study- or work-related articles

PRINT
comics or magazines
fiction, e.g. classic or modern novels, short stories, graphic novels
non-fiction, e.g. self-help books, history books, travel writing, guidebooks
textbooks, manuals, or instructions
textbooks, manuals, or instructions

- **Why do you choose to read some things in print and some on screen?**
- **What do you read, if anything, specifically to improve your English?**

b **C Communication** Reading habits *p.110*
Compare your reading habits.

6 READING & LISTENING

Reading for pleasure

When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about...

- the setting of the story: Where and when does it take place?
- the characters: Who are they? What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

Remember that some attitudes and behaviours which were common in the period in which the story is set may not be appropriate today.

Glossary
franc /frænk/ (*noun*) French currency, until the euro was introduced in 2002



The Necklace

by Guy de Maupassant

PART 1

Mathilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewellery, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

'Here,' he said, 'here's something for you.'

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

'What do you want me to do with this?'

'My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there.'

She looked at him impatiently and said, 'What do you want me to wear to the party?'

He had not thought of that; he hesitated.

'The dress you wear to the theatre—' He stopped, as he saw that his wife was crying.

'What's the matter? What's the matter?'

Mathilde wiped her eyes and replied calmly, 'Nothing. Only I have no dress, so I cannot go to this party. Give your invitation to some colleague whose wife has better clothes than I.'

Her husband was heartbroken.

'Look here, Mathilde, how much would this cost, a proper dress?'

She thought for a few seconds, and answered, 'I don't know exactly, but I think I could do it with four hundred francs.'

He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, 'All right. I will give you four hundred francs. But make sure you get a pretty dress.'

But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewellery to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.



a 3.19 Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 **in your own words**.

1 Mathilde was unhappy because...
2 She never visited Madame Forestier because...
3 Her husband was proud when he came home one night because...
4 Mathilde threw the invitation on the table because...
5 Her husband was really upset because...
6 He was able to give her the money for a dress because...
7 Mathilde was still unhappy because....
8 She was delighted when she visited Madame Forestier because...

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

b 3.20 Now listen to Part 2. Answer the questions with a partner.

1 Did Mathilde enjoy the party? Give examples.
2 How did they get home?
3 What did she discover when they got home?
4 What did her husband do?
5 What did they decide to do in the end?
6 How did they raise the money?
7 How did Madame Forestier react?

How do you think their lives will change now?

Glossary
clasp /klɑːsp/ (*noun*) a device that fastens something, such as a handbag or the ends of a piece of jewellery
Palais Royal /ˈpaleɪ rɔɪˈjæl/ an expensive area of Paris

c 3.21 Read and listen to Part 3. Answer the questions with a partner.

1 How did life change for Mathilde?
2 How did it change for her husband?
3 What had they achieved at the end of the ten years?
4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why?

What do you think would have happened if Mathilde hadn't lost the necklace?

How do you think the story ends?

d 3.22 Listen to the end of the story. Did it end the way you expected?

Do your feelings for Mathilde change during the story?

What do you think might have happened after the final conversation?

What do you think the message of the story is?

Glossary
Champs-Élysées /ʃɑːmz eˈliːzeɪ/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

7 WRITING a short story

Writing Bank 3 *p.121* Write a story of 140–190 words.



PART 3

Mathilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back – everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

Glossary
sou /suː/ (*noun*) an old French coin worth very little (100 sous = 1 franc)

COLLOQUIAL ENGLISH 2

English File talks to...

Joseph Coelho

Author



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Joseph Coelho*. What information did you find out about him? What do you think he means by 'poetry has the power to change lives'?

Part 1

a Video Watch Part 1 of the interview. Which topic <u>doesn't</u> Joseph Coelho mention?

- his first poem
- what he does to remember his ideas
- what performance poetry is
- the kind of things he writes
- getting children to memorize poems
- his favourite poem and poet

b Watch again. Then in pairs, try to remember something he said for each topic he talked about.

Part 2

a Look at the book covers. Have you ever read any of them, or similar ones?

b Video Watch Part 2. Match phrases 1–6 to book covers A–F.

1 one of the first books he enjoyed reading by himself
2 a book that was read to him as a child
3 a popular author he loved reading
4 one of a series of books he liked reading
5 a character from a series of books he liked
6 a book he loved for its illustrations as much as for the story

c Watch again and check. What does he say about...?

1 libraries
2 how he works with the illustrators of his books

Part 3

a Video Watch Part 3. Then try to remember the missing words in the two extracts. What does Joseph Coelho say are the main things that reading has brought to his own life?

'I think what makes a child want to read for pleasure is having the space and opportunity to [1]_____ books that they are interested in.'

'I don't think it should ever be a [2]'_____'. It should be a gentle recommendation.'



b Watch again. Then explain what he's talking about when he says:

1 And whatever a young person is into, [...] there will be a book.
2 If they're in an environment where they don't see that, then I think it becomes more difficult for them to see that that's an enjoyable pastime.
3 It will be, might be, too difficult for some children that are struggling with reading.

Reading on screen

In pairs, look at some types of books that you read about in the video. What can you remember about them?

Ladybird Books
Choose your own adventure books
classic children's books

Looking at language

Common expressions

Joseph Coelho uses a lot of common expressions which create images in the listener's mind, e.g. *It got lost to history, the poem, but I do remember that it had the title 'Unbearable'.* This phrase means the poem no longer exists and has been forgotten.

a Video Watch some extracts from the interview. Complete the highlighted phrases with one word.

1 We weren't read to, like, on a daily _____, but we were often taken to the library.
2 But there was something about the kind of archetypal nature of fairy tales that I really kept _____ back into.
3 I think choice is _____. I think so often we, and I can understand why, but we want to recommend books...
4 Reading broadened my _____. It taught me about a world beyond my _____...
5 I can't begin to put into _____ how much reading has added to my life...

b With a partner, say what you think the expressions mean.

Reacting to the interview

Talk to a partner.

- How would you describe Joseph Coelho? Is there any one thing he talked about that you particularly remember?
- Did you learn any poems when you were a child? Can you still remember any of them?
- Do you think any of the books from Joseph Coelho's childhood still appeal to children nowadays? Why (not)?
- Is reading important to you? What kind of reading do you do?

2 THE CONVERSATION



Are there any books that you think everyone should read?

a Video Watch the conversation. Do you agree with Ida when she says, 'empathy and understanding other people's experiences, I think that is the key to any good book.'?

b Watch again. Then match 1–3 to a book from the list.

Harry Potter (books) *The Diving Bell and the Butterfly*
Everything I Know About Love

1 It isn't very long. David was very moved by it, although Ida has never heard of it. Emma thinks it sounds good because you learn from reading about other people's experiences.
2 It's set in the present day and it's about the author's life and upbringing. Emma has recommended it to lots of friends.
3 Most of Emma's generation have read it. David has never read it, but thinks maybe he should, and Ida thinks it's influenced people all over the world.

c Video Watch three extracts and notice how the speakers use vague language to help them process their ideas as they speak. Which two expressions can be used synonymously?

Using vague language

1 **Emma** ...and it just becomes, like, everyone knows what you mean when you talk about your Hogwarts house, for example, and you just kind of lose yourself in this fantasy.
2 **Emma** ...a lot of people have said that it's helped them deal with, like, grief and things like that, so I think it's actually quite powerful...
3 **Ida** ...like you were saying, you, you, sort of grew up with it.

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

4A Riding the storm

G future perfect and future continuous
V weather
P vowel sounds

"You cannot go through a single day without having an impact on the world around you."

Jane Goodall, UK anthropologist

1 SPEAKING

a What do you understand by the expression *eco-friendly*? Can you think of any synonyms? On a scale of 1–10, how eco-friendly do you think a) your friends and family, b) people in your country are?

b Do the questionnaire and work out your score. Then compare with a partner. Give examples to explain your answers.

c C **Communication** Your score *p.110* Read about what your score means.



A Your values

Circle the statement (1–5) that best describes your habits. Write the number in the box.

1 I don't really do anything eco-friendly.
2 I do one or two things that are eco-friendly.
3 I do quite a few things that are eco-friendly.
4 Most things I do are eco-friendly.
5 Everything I do is eco-friendly.

Your values score = ☐

B Your actions

How often do you do each of the following? Score each action from 1 (never) to 5 (always).

a ☐ switch off lights when you leave a room
b ☐ put on a jumper rather than turning up the heating
c ☐ avoid buying something with a lot of packaging
d ☐ take your own shopping bag
e ☐ use public transport instead of driving
f ☐ walk or cycle
g ☐ buy recycled toilet paper
h ☐ avoid taking flights
i ☐ avoid leaving your TV on standby
j ☐ turn the tap off when brushing your teeth

Your actions score = ☐

Your overall score First, work out your actions score. Take the average of section **B** (add up and divide by 10) and write the number in the box. Subtract your values score **A** from your actions score **B**.

Adapted from The Guardian

2 GRAMMAR future perfect and future continuous



a Video Watch the documentary. How do the predictions for the five areas make you feel? Tick (✓) if you feel positive, cross (✗) if negative, and write **B** if both.

- ☐ energy
- ☐ food and water
- ☐ waste
- ☐ weather
- ☐ transport

b Complete the predictions with a past participle or an *-ing* form of one of the verbs in the list. Then watch the video again and check. Do you agree with the predictions?

die disappear get experience
invest recycle replace use

In 15 years' time...

1 gas boilers will have been _____ with heat pumps.
2 people will be _____ nearly 100% of their waste.
3 people will be _____ their own containers to buy basic foods.
4 governments will have _____ a lot more money in public transport.
5 low-cost airlines will have _____.
6 many species of fish will have _____ out.
7 we will be _____ most of our water from the sea.
8 we will be _____ more extreme weather.

c Look at the highlighted verbs in the predictions. Which ones refer to...?

a an action or situation that will be finished in the future
b an action or situation which will be in progress in the future

d G **Grammar Bank** 4A *p.146*

e Talk to a partner about the following predictions. Give reasons for your opinions.

In 15 years' time...



- people will be drinking much less coffee as it will have become a luxury due to climate change.
- most people will have stopped eating any animal products and will be following a vegan diet.
- all private swimming pools and golf courses will have been banned.
- the retirement age will have been raised to 75 in most countries.
- people will be having more holidays in their own country and fewer abroad.
- car companies will only be selling electric cars.
- most people in office jobs will be working from home.
- smoking will have been eliminated completely in most countries.



Making predictions

We often use verb + *definitely* or *probably*, and *be likely / unlikely* + *to* + infinitive when talking about the future, especially when we are making predictions.

I think...

it'll definitely	*happen*
it's (very) likely to	*be happening*
it'll probably	*have happened*
it probably won't	
it's (very) unlikely to	
it definitely won't	

f Now make some predictions of your own about life in 15 years' time. Talk about the things in the list. Use expressions from the **Making predictions** box.

artificial intelligence fashion health and medicine
housing politics shopping social media

3 VOCABULARY weather

a Video Watch the video which shows six different kinds of weather. Then number the phrases 1–6 in the order you saw them.

- a **heatwave** with **scorching** temperatures
- stormy weather with **thunder** and **lightning**
- heavy rain and **floods**
- **below zero** temperatures with **icy** roads
- sunny periods with a light **breeze**
- **smog** caused by pollution

b Watch again and check. What do the **bold** words mean?

c V **Vocabulary Bank** Weather *p.164*

4 PRONUNCIATION vowel sounds

a Look at the groups of words. What is the common sound in each group? Write the sound words for 1–10.

1	owl	sh**ow**er dr**ough**t
2	_____	bel**ow** sn**ow**
3	_____	c**oo**l h**u**mid mons**oo**n typh**oo**n
4	_____	fl**oo**d h**u**rricane th**u**nder
5	_____	h**ea**vy w**ea**ther
6	_____	h**ea**twave br**ee**ze fr**ee**zing
7	_____	p**ou**ring st**or**m sc**or**ching w**ar**m
8	_____	dr**i**zzling ch**i**lly
9	_____	br**igh**t **i**cy l**igh**tning m**i**ld
10	_____	cl**ear** z**e**ro

b Video Watch and check your answers. Practise saying the groups of words.

5 READING

a Read the introduction to the website of the Climate Stories Project. What is the project about?

b Read what six people from different continents have to say about climate change. With a partner, try to label the photos with the countries they are from.

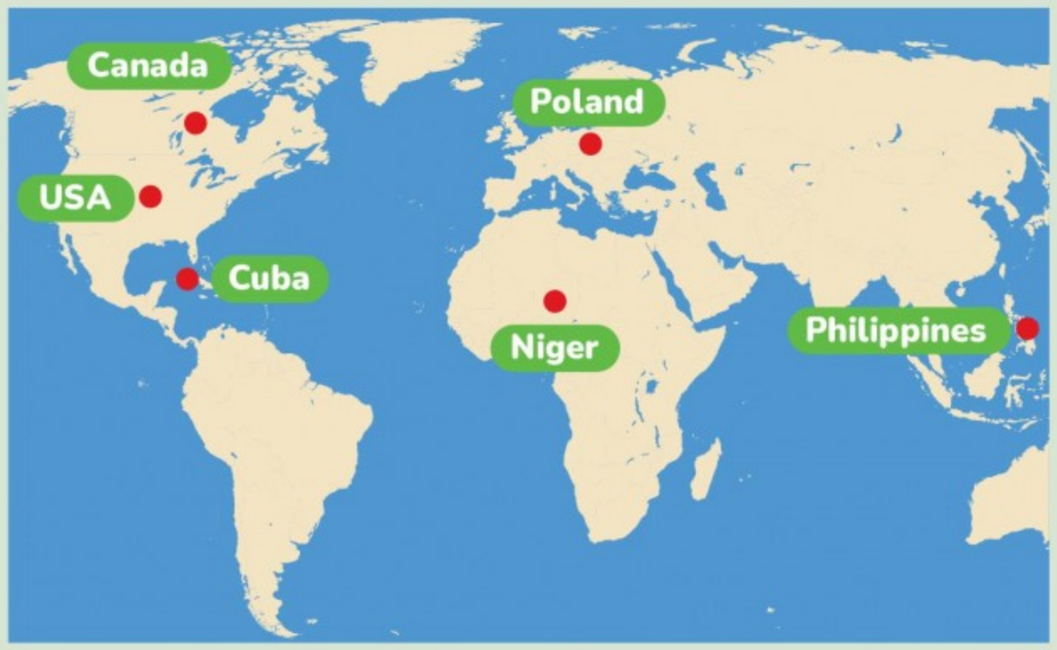
c Read the stories again. Then look at the things in the list. For each one, say who mentions them and why they are significant.

1 one month's rainfall
2 21st September
3 Los Angeles and Manhattan
4 the river
5 *przedwiośnie*
6 beautiful properties and parks

d Which person mentions things that are also happening where you live?

Climate Stories Project

Today, more and more of us are feeling the effects of climate change on a personal and community level. The Climate Stories Project allows people from around the world to share their stories about climate change and explain the impact that it is having on our lives.





Diana Maciaga from _____

We don't have major hurricanes or wildfires, but you can see that the weather patterns have been changing. For example, the winters are much milder than they used to be 20 years ago, and in the summers, we often have a huge heatwave. We used to have a special name for a period that is between winter and spring: we call it *przedwiośnie*, and now it doesn't really happen. So for me, this is one of the most significant examples of the changes in climate.



Umberto Crespo Palmarito from _____

Here, the rainy season used to start in March and the rain stopped in November. Now, the heavy rain only starts in June. Years ago, it would be pouring with rain every day. And now there can be a week, 15 days, without any rain. My grandfather and my father lived their life according to the weather because it was like a clock: it was never wrong. We used to say that 21st September was the day the weather changed. And now people don't say it. It's completely different from before.



Nadine Lefort from _____

For many years, we had less snow in the winter, and then this past year we had an extreme winter – freezing, with terrible blizzards – so weather patterns are changing and it's less predictable. Another thing I notice is that the coasts seem to be eroding much more quickly than they were in the past. It's sad, because so many beautiful properties and parks are right on the coast and it will be a shame to see them gone. People are saying that they'd never buy or build in those places because they'll be gone in the future.

Harou Abass Hadiza from _____



When I was at primary school, my friends and I used to go to the river. It was green, and the air was cool and fresh. Some of us were afraid to go far from the riverbank when we were swimming, because the river was deep and had a strong current. However, in the last few years, we are experiencing increasingly hot weather – extreme heat. Now the river isn't so deep, and it's dusty and dirty. Air quality in my city has also declined. There is more dust, due to desertification.

Efleda Bautista from _____



I come from Tacloban City, the city that was hit by Typhoon Haiyan, and this is really a prime example of what climate change can do to destroy a community. We had a long drought, and then rainfall equivalent to one month's rainfall falling in one or two days in the city, and everywhere was flooded. That never happened before, and it's closely connected with climate change.

Jordan Hamada from _____



There hasn't been a big snowstorm here for over ten years. This area is known for its rain, and there hasn't been much for the past few months, and I'm pretty surprised, because it's been so dry this winter. It's definitely not something I think about all the time, but I've seen some articles recently talking about how Los Angeles and Manhattan will eventually be under water, possibly in our lifetime, or the next generation's lifetime, and that makes it seem very real – that's definitely a scary thought.

6 LISTENING

a Look at ten photos related to things you should or shouldn't do during a heatwave. With a partner, discuss what you can see and what the tip might be.



b 4.6 Listen to a podcast called *Ten tips for surviving a heatwave*. Number the photos 1–10 in the order you hear them. Did you guess any of the tips?

c Listen again and complete the tips.

1 Use portable or _____ _____, but not during the day.
2 _____ will cool you down.
3 Spend most of your time _____.
4 _____ _____ extra sources of heat.
5 Remember to stay _____.
6 Avoid _____ _____ and _____.
7 Make a homemade '_____ _____' system.
8 Visit _____ _____ with air conditioning.
9 Don't eat large meals with a lot of _____.
10 Remember that _____ also suffer.

d In pairs, look at the tips in **c** again. Can you remember why these things were mentioned?

1 curtains and blinds; in the evenings or at night
2 a bucket, towels, and bandanas
3 the basement
4 fresh food; light bulbs and computers
5 sweating; electrolytes
6 diuretics
7 an open fridge
8 the hottest hours; libraries, cinemas
9 metabolic heat
10 a wet towel; cold water

e What experience do you have of heatwaves? Have you ever used any of the tips in **c**? Which ones do you think are most helpful? Are there any other things you have done?

7 SPEAKING

Talk to a partner.

Let's talk about the weather

- What's your favourite kind of weather? And your least favourite?
- How does the weather affect your mood?
- Do people in your country complain much about the weather? What kind of weather in particular?
- In what ways has climate change affected the weather in your country?
- Are you optimistic or pessimistic about climate change?

Have you, or has anyone you know, ever been somewhere when...?

- it poured with rain for days and days
- there was a flood
- there was a hurricane, or it was incredibly windy
- it was absolutely freezing
- it was very foggy, or there was bad smog
- you were caught outside in a thunderstorm

4B At your own risk

G zero and first conditionals, future time clauses
V expressions with *take*
P linked phrases

"Do one thing every day that scares you."

Eleanor Roosevelt, US diplomat and activist

1 LISTENING

a How risky do you think the following jobs or occupations are? Score them 1–5 (1 = not risky at all, 5 = very risky indeed). Then compare in small groups. Do you agree?

- airline pilot
- chef
- construction worker
- firefighter
- fisherman
- lorry driver
- police officer
- soldier
- stuntman

b Video You're going to watch *Interview with a stuntman*, an interview with Joel Adrian, a Swedish stuntman. First watch some extracts. Then with a partner, say what the highlighted words mean.



1 So I think there's a general misconception about stunts...
2 I think what it actually is, is people that are good at mitigating risks...
3 But I was working on Star Wars..., as Adam Driver's stunt double
4 And at some point, Palpatine...falls down a chasm.
5 It almost looks like it must be CGI.
6 ...but if (the horses) would stand and trample you, then that would hurt.

c Video Now watch the whole video. Can you remember what was happening in some of the stunts you saw?

d Watch again. Then with a partner, match the main things Joel says to the examples he gives.

1 Stuntmen spend a lot of time trying to avoid or minimize risk.
2 Many stunts that look dangerous aren't actually dangerous at all.
3 Some stunts can be really dangerous.
4 A type of scene where he has personally felt at risk of injury.
5 He probably takes more risks in his normal life than the average person.

A a Chinese film, where there were a lot of horses and riders
B doing freediving or other risk sports
C making a table soft
D the scene where Palpatine falls down a chasm
E acting lying dead on the ground when there are horses galloping around

e Would you be prepared to do any of the jobs in a? Which would you never consider?

2 SPEAKING

a Work with a partner. **A** interview **B** with the blue questions. Write *R* if you think that in that area, **B** is a risk-taker. Then **B** interview **A** in same way with the green questions.

b Now compare your answers in each area. Decide which of you is the bigger risk-taker.

What's your attitude to risk?

Appearance

Have you ever done something dramatically different to your hair, e.g. had a very different hairstyle or hair colour? How did you feel immediately afterwards?

Would you ever get a tattoo or a piercing?

Do you sometimes buy something completely different from your usual style or colour of clothes?

On the road

Where do you normally cross the road – always at a traffic light or zebra crossing, or just anywhere?

Do you walk by yourself late at night, or get late-night taxis?

Do you drive a car or ride a motorbike? Do you ever go really fast?

Online

Do you have different PINs and passwords for different websites, or do you always use the same one?

Have you ever bought something expensive online, e.g. jewellery or a second-hand car? Would you?

Have you ever tried online dating? How long after meeting someone online would you consider meeting in person?

3 GRAMMAR zero and first conditionals, future time clauses

a Match the sentence halves.

1 When you're crossing the road in the UK, ___
2 If my dad finds out I haven't been revising, ___
3 As soon as I've passed my test, ___
4 If it's still snowing tomorrow, ___
5 When we've booked the flights, ___
6 Unless you lend her the money, ___
7 If his temperature hasn't gone down, ___
8 If it hasn't rained by the end of the week, ___

A all the plants in the garden will have died.
B he'll be furious.
C I'm going to buy a motorbike.
D make sure you look right and then left.
E she won't be able to buy a car.
F we need to start looking for hotels.
G we won't be driving anywhere.
H he isn't going to school tomorrow.

b Look at the highlighted verbs. In first conditional sentences and future time clauses, what forms or tenses can you use...?

1 after *if*, *when*, etc. (1–8)
2 in the main clause (A–H)

c Now look at two more conditional sentences. Do the **bold** clauses refer to a) something which is a possible consequence of the *if*-clause, or b) something which is always a consequence of the *if*-clause?

1 If you don't use a strong password, **you run the risk of getting hacked**.
2 If you use online banking, **it's essential to never share your password**.

d G **Grammar Bank** 4B *p.147*

e In pairs, complete each sentence in your own words.

1 Don't buy a second-hand car unless...
2 You shouldn't think of getting a dog if...
3 Keep a first-aid kit in your house in case...
4 Children shouldn't use social media until...
5 Always take out travel insurance in case...
6 As soon as you've received your new bank card,...
7 Don't go walking in the mountains on your own unless...
8 If you are taking a new job abroad,...



4 PRONUNCIATION linked phrases

a 4.10 Listen and complete the sentence below with three words. Can you explain why a) the first and second words are linked together, b) the second and third words are linked together?

I'll call you _____ my shopping's been delivered.

b 4.11 Listen and complete the gaps with more linked phrases.

1 Don't call me _____ emergency.
2 As _____ concerned, you have to be mad to want to do an extreme sport.
3 Be careful with your wallet, _____, don't use your phone in the street.
4 It was _____ experience that I've never forgotten it.
5 I dyed my hair blue a _____, and I hated it!
6 I was quite scared at first, but it was _____ the end.
7 _____, let's try to find a cheap hotel.
8 _____ world, everyone would earn a salary.

c In pairs, practise saying the highlighted phrases quickly, trying to link the words together. Then make personal sentences with as many of the phrases as you can.

I never go to the doctor unless it's an emergency.

5 READING

a Have you ever done an extreme sport, e.g. bungee-jumping or paragliding? If yes, what was it? Did you enjoy it? Would you do it again? If no, is there one you would consider trying?

b Read the article. What is the short answer to each of the questions in headings 1–3?

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

1 The writer felt that the divers' explanation for why they did it was ___.
   a unbelievable
   b partly believable
   c not serious

2 The reason why some people enjoy extreme sports is ___.
   a because of the relationship they have with other people
   b the same as why some people choose to do high-risk jobs
   c due to two different types of motivation

3 People who are attracted to extreme sports ___.
   a are often also addicted to alcohol or tobacco
   b see the risk as an important part of the activity
   c think more people should take part in them

4 The writer believes that adventure sport athletes ___.
   a can get the same satisfaction from other kinds of new experiences
   b can occasionally react negatively to their experiences
   c should try to enjoy their daily life more



'Are you crazy?!' Why we like thrills, and the science behind adventure sports

I was at a waterfall recently. From the top to the bottom was seven metres minimum. The water temperature was a maximum of 15°C (that's cold). There were two guys standing at the top wearing wetsuits. As the thought of, 'Are you crazy? No, you won't!' passed through my head, the first one jumped and the second followed. I thought (and still think) they were crazy. I spoke to them after they finished seven more jumps, climbing back up each time. They were adventure sport athletes. Their reasoning was simple: 'It's exciting and it never gets old.' The explanation is logical – but it does not cover everything.

1 Is it only brain chemistry?

Almost all extreme sports have some element of danger to life. In such situations, there is a 'spike': that is, a sudden increase of adrenaline and a big boost of dopamine in the body. Both of these give a moment of clarity and utter focus. That's one reason why people do it – to 'feel the rush'. But the rush is never enough; such people will always seek stronger emotions.

However, it is not just about brain chemistry. There is a social element as well. By definition, extreme sports are 'extreme' because there is an active risk of dying. Most extreme sports require other people – usually a group of people whom we trust. Think about a scenario where you are about to jump out of an aeroplane. Would you jump if you did not trust your partner who packed the parachute?

We also see this type of bonding in careers that require decisions under high pressure and a natural trust in the ability of another. Think about military personnel, media fieldwork, pilots, lawyers, or emergency-room doctors. What makes these kinds of jobs different is that every member is key to the success of the project.

2 Can anyone be attracted to extreme sports?

Participation in extreme sports requires people to score highly in two personality traits – 'agreeableness' and 'openness to experience' – and to score highly in something called 'sensation-seeking'. Simply put, they are agreeable to new things; always open to novel experiences that give them a sensation that daily life does not. Coincidentally, sensation-seeking is also seen in addictive behaviours such as alcohol, smoking, and gambling. So, it's not always a good thing, and fortunately not everyone has it. Essentially, these people's psychological make-up does not perceive risk as a direct threat. Rather, it looks at the risk as a necessary process to gain the 'thrill' at the end.

3 Are we all sensation-seekers in different ways?

Adventure sport athletes and others with a similar personality often have a difficult time in day-to-day life. To put it simply, it is too boring for them. There is no spike to satisfy their craving. But there are other ways of being a sensation-seeker, whether it is to try out a new restaurant, or take on a new project at work, or leave a salaried job to start a business. Fundamentally, all these come from a desire to seek new and complex experiences. With the rise of social media culture and travel vlogs, there has also been a dedicated marketing push towards advertising sensation-seeking. But it is not for everyone. If your personality make-up is generally at the non-extreme end, engaging in thrill-seeking behaviours may trigger your anxiety and harm your mental health. So while the two cliff-divers were perfectly happy and chasing the positive emotion, someone else in their position could have had a panic attack on top of the waterfall.

A key part of being an adventure sport athlete is being comfortable dealing in absolute uncertainty. They are perfectly fine with negative consequences. Most people have an acceptable risk margin (10%, 20%, 30%, but anything beyond that and they pause). Adventure sport athletes are okay with 90% risk. Why? Because all they see is the 10% chance of the thrill.

Adapted from The Telegraph Online – Telegraph India

d Look at some phrases from the article. With a partner, decide what the **bold** words mean.

1 In such situations, there is a '**spike**'
2 But the **rush** is never enough
3 We also see this type of **bonding** in careers that require decisions under high pressure
4 to score highly in two personality **traits**
5 engaging in thrill-seeking behaviours may **trigger** your anxiety

e Is there any area of your life where you could consider yourself a 'sensation seeker'?

6 VOCABULARY expressions with *take*

a Complete sentences 1–5 with a preposition from the list. Are any of them true about you?

after in into on with

1 I never take risks _____ money.
2 My parents are both sports mad, but I don't take _____ them.
3 When I need to get to a station or airport on time I always take _____ account possible travel problems.
4 I'd never take _____ a new project if I didn't feel totally confident with it.
5 I'd love to take part _____ a TV reality show.

b Look at some more expressions and phrasal verbs with *take*. With a partner, try to work out their meaning from the context.

Expressions with *take*

1 My neighbour takes care of my son while I'm at work.
2 You should take advantage of that job offer. It's a great opportunity.
3 The concert will take place on 6th March.
4 You don't need to hurry. Take your time.
5 She didn't mean to upset you. Don't take it seriously.
6 Take no notice of my brother. He's just being annoying.
7 The dog looked so hungry that I took pity on it, and gave it some of my food.

Phrasal verbs with *take*

8 Take your jacket off – it's hot in here.
The flight will take off in about 20 minutes.
9 I'd love to take up snowboarding – it sounds really exciting.
10 My boyfriend's little sister has really taken to me – she always wants to play with me.
11 I don't know why Mum has suddenly taken against the neighbours. She always used to like them.
12 Jonas is taking me out for dinner tonight. He's booked a great new restaurant.
13 Please take the rubbish out. It's beginning to smell.

c C **Communication** I'll take a question **A** *p.110* **B** *p.115* Ask and answer questions with *take*.

7 LISTENING



a Video Watch *Riding the waves*. Which sentence best describes Grace's view on the danger of surfing?

1 She thinks that it's only dangerous for inexperienced surfers.
2 She never really feels that she's in danger of serious injury.
3 She accepts that it can be dangerous but it doesn't stop her wanting to do it.

Glossary
surfboard a long narrow piece of hard material that you stand on to surf (also **bodyboard**: a short, light board that you ride lying on your front)
wipe out to fall, especially when doing a sport such as surfing or skiing

b Watch the documentary again. Then complete the gaps in the summary with one word.

Grace is from Tramore in the south of [1]_____. She was inspired to take up surfing by her two elder [2]_____. Every day, she checks the [3]_____ conditions to see if the [4]_____ are good for surfing. She has won many competitions and travels all over the world to surf. She enjoys surfing abroad because the water is [5]_____ and the waves are [6]_____. Her most frightening surfing experience happened in [7]_____, but she was not injured. She thinks the most important thing if you fall off a wave is not to [8]_____. She thinks that accidents happen because people surf in conditions they [9]_____ be out in. Surfing has helped her to survive difficult times in her life, for example when she [10]_____ her father at the age of 16.

c Do you think doing something that gives you an 'adrenaline rush' is always more enjoyable? What things do you do that are 'both healthy and fun'?

8 WRITING a 'for and against' post

W **Writing Bank** 4 *p.122* Write a blog post describing advantages and disadvantages.

3&4 Revise and Check

GRAMMAR

a Circle a, b, or c.

1 When we got to Terminal 2, the flight from London ___.
a had already landed b had already been landing
c already landed

2 When we arrived at the airport, we ___ that our flight was delayed.
a had discovered b were discovering
c discovered

3 We ___ for about an hour when suddenly the plane began to lose height.
a had been flying b were flying c flew

4 Nico's father ___.
a speaks English fluently b speaks English fluent
c speaks fluently English

5 ___. I just need another five minutes.
a I've finished nearly b Nearly I've finished
c I've nearly finished

6 The driver ___ in the accident.
a seriously was injured b was injured seriously
c was seriously injured

7 The car ___ 50,000 km – we'll need to get it serviced.
a will soon have done b will soon do
c will soon be doing

8 You can watch TV as soon as ___ your homework.
a you'll finish b you're finishing
c you've finished

9 If the tickets cost more than 100 euros, ___.
a I don't go b I'm not going to go
c I won't have gone

10 She won't be able to get a place at university ___ she works really hard next year.
a until b unless c in case

b **Complete the sentences with the correct form of the verb in bold.**

1 Imagine! This time tomorrow we _____ on the beach. **lie**

2 The match starts at 7.00. By the time I get home it _____ already _____. **start**

3 You mustn't use your mobile phone until the plane _____. **land**

4 Many people have problems sleeping if they _____ coffee after midday. **drink**

5 I want to spend a year travelling when I _____ university. **finish**

VOCABULARY

a **Write words for the definitions.**

1 g_____ the place where you wait to board your flight

2 b_____ r_____ the place where you pick up your luggage after you've arrived

3 a_____ the passage between the rows of seats inside a plane

4 t_____ a series of sudden and violent changes in wind direction which affects flights

5 j_____ l_____ the feeling of being tired and confused after a long-haul flight

b Circle **the correct word.**

1 **A** How was your *trip* / *travel*?
B Great, thanks.

2 Gina and I haven't seen each other much *late* / *lately*.

3 Our hotel has a great view! We can *even* / *ever* see the Eiffel Tower!

4 I've been working too *hard* / *hardly* lately.

5 I love all pasta, but *especially* / *specially* lasagne.

c **Complete the sentences with the verb in the past tense.**

1 After the heavy rain, the river near my house f_____.

2 The taxi dr_____ me off outside the terminal.

3 It p_____ with rain last night and I got really wet coming home from work.

4 She g_____ on the bus, but there was nowhere to sit.

5 We t_____ advantage of the good weather and spent the day at the beach.

d Circle **the word that is different.**

1 breeze wind hurricane blizzard

2 chilly boiling hot scorching

3 fog damp mist smog

4 cold freezing bright icy

5 hail thunder lightning drought

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

1 We checked _____ as soon as we got to the airport.

2 The most dangerous moment during a flight is when the plane is taking _____ or landing.

3 I've decided to take _____ running. I need to get fitter.

4 Who do you take _____ most in your family?

5 The final will take _____ in Stockholm next Saturday.

PRONUNCIATION

a Circle the word with a different sound.

1 /aɪ/ aisle flight mild windy

2 /e/ weather heavy clear pleasant

3 /əʊ/ lounge snow cold closed

4 /ʌ/ luggage flood thunder humid

5 /eɪ/ train trolley lately delayed

b Underline the main stressed syllable.

1 e|ven|tua|lly
2 gra|dua|lly
3 e|spe|cia|lly
4 pa|ssen|ger
5 hu|rri|cane

Can you understand this text?

a Read the article once. Which volcano is the most challenging to climb?

b Read the article again. Answer the questions with Misti (**M**), Ngauruhoe (**N**), or Teide (**T**).

1 It's famous because it was in a film. ___
2 It's no longer an active volcano. ___
3 It can be freezing there, even in the summer. ___
4 It's the highest of the three volcanoes. ___
5 You don't have to have a guide. ___
6 You can see volcanic activity during the hike. ___

INCREDIBLE
VOLCANOES TO CLIMB



Mount Misti is Peru's most famous volcano. It is also its most active, so climbers must be aware of any eruption threats before attempting the exhilarating two-day hike to the summit. Due to the challenging environmental conditions, few people reach the top of the volcano. Ice picks and crampons are often a necessity, making this a difficult hike for a climbing novice, but a welcome challenge for anyone wanting to test their limits. You will need a guide, who will provide you with safe overnight accommodation. Along the way, look for hot gases hissing through volcanic cracks. From the summit, at 5,821 metres, you can look down at the city of Arequipa and see neighbouring volcanoes Chachani and Pikchu Pikchu.



Mount Ngauruhoe has become one of New Zealand's most popular climbing locations since its star turn as Mount Doom in Peter Jackson's *The Lord of the Rings* trilogy. After its last eruption in 1975, Mount Ngauruhoe's Volcanic Alert Level has dramatically reduced, although it is still listed as an active volcano. Ngauruhoe is 2,291 metres high, and a 90-minute walk takes you to the foot of the volcano. The hike takes about eight hours altogether. The first 45 minutes are suitable for children and the elderly, but the climb then becomes more dramatic, with a steep slope and few opportunities to rest. It's a challenging hike across loose rock surfaces, ice caps and at times sub-zero temperatures, even in summer. This is one for adrenaline seekers. You will also need a guide.



Mount Teide is Europe's highest volcano. It lies 3,718 metres above sea level on Tenerife, the largest island in the Canaries. Last erupting in 1909, it is now a dormant volcano that attracts eager climbers each year. Hikers can attempt to reach Teide's summit throughout the year, but due to the scorching summer heat, it is best to climb it during the spring (April–May) and autumn (September–October) when the weather is mildest. The terrain is not too treacherous, and the low altitude trails are accessible to climbers of all abilities. The five- to seven-hour trek to the summit is a challenging expedition, but when you reach the top and gaze down at Tenerife and its neighbouring islands, all your efforts will be worthwhile.

Adapted from a travel website

Can you understand these people?



Nora Rafael Diarmuid Julia

Video Watch and choose a, b, or c.

1 When Nora flew to Hong Kong ___.
   a she had a stopover in Ireland
   b she was able to get some sleep on the plane
   c the flight lasted for 30 hours

2 Rafael ___.
   a often reads novels
   b doesn't read very fast
   c never reads online

3 When Diarmuid was living in Japan, and there were typhoons, ___.
   a he wasn't allowed to leave the house
   b a lot of people panicked
   c his building was destroyed

4 Julia enjoyed waterskiing ___ the dangers.
   a because she was addicted to
   b despite knowing about
   c because she was ignorant of

5A Get me out of here!

G unreal conditionals
V feelings
P word stress in three- or four-syllable adjectives

"Survival can be summed up in three words – never give up. That's the heart of it, really. Just keep trying."

Bear Grylls, UK adventurer, writer, and TV presenter

1 SPEAKING

a Read survival questions 1–6. How do you think you would feel in each situation: calm, nervous, scared, or terrified?

1 What would you do if you woke up in the middle of the night and thought that you could hear an intruder?
a I'd confront the intruder.
b I'd keep still and quiet and hope that the intruder would go away.
c I'd lock myself in a room and call the police.

2 What would you do first if you were driving downhill and your brakes stopped working?
a I'd put the car in neutral gear.
b I'd put the car in a lower gear.
c I'd put the handbrake on.

3 What would you do if you were caught out in the middle of the countryside in a thunderstorm?
a I'd go down on my knees and make myself into a ball.
b I'd lie flat on the ground.
c I'd shelter under a tree.

4 What would you do if you fell through ice into a lake?
a I'd take off my clothes and shoes and try to keep afloat.
b I'd try to climb onto the ice from the place where I'd fallen in.
c I'd keep as still as possible and shout for help.

5 What would you do if you were hiking alone in the hills and you got completely lost (and there was no phone signal)?
a I'd stay where I was and wait to be rescued.
b I'd keep walking and try to find my way to my destination.
c I'd try to find my way back to where I'd started from.

6 What would you do if you were skiing off-piste and were buried in an avalanche?
a I'd push my ski poles up through the snow to attract attention.
b I'd curl into a ball and cover my head and wait to be rescued.
c I'd use swimming movements to try to get to the surface.

b Now answer the questions, choosing a, b, or c. Compare answers in groups of three and give reasons.

c C **Communication** It's an emergency! **A** *p.110* **B** *p.115* **C** *p.118* Work in the same groups of three. Read the answers to the situations, then explain what you should and shouldn't do.

d Did you choose the correct answers to the questions in **a**?

2 READING & LISTENING

a Read the description of a UK TV show. Do you have any similar programmes in your country?

The Island with Bear Grylls is a British reality TV programme. Narrated by Bear Grylls, a well-known British adventurer, it features two groups of participants who are placed on a remote, uninhabited Pacific island for five weeks, to test their survival skills. They are left alone, with only the clothes they are wearing and some basic tools and training. In each series the groups are divided according to different criteria, for example, in series 1 it was men and women, and in series 5, high and low earners.

b Read an interview with a participant, Ali Brookes. Would you like to learn any of these survival techniques? What do you think you would miss if you were on the island?

ALI BROOKES,

A 29-YEAR-OLD DOCTOR, WAS A PARTICIPANT IN SERIES FIVE, IN THE 'HIGH EARNERS' GROUP.

Why did you decide to apply?
I'd always really enjoyed watching *The Island with Bear Grylls*. And I think it's really the ultimate [1]_____, being stranded on a desert island, having to survive there with no help at all. I love being outdoors and going on adventures, [2]_____ that side of it really appealed to me as well. So I sent off my application form, and the next thing I knew, I had a couple of interviews, and then I got a phone call saying they wanted me to go on *The Island*! Never in a million years, when I applied, did I think I'd [3]_____ get to go. So I was absolutely stunned when they told me they wanted me to go on the programme, but at the same time, I was thrilled! And two weeks later, we were off on a plane to the island.

What survival techniques did you learn?
So we learnt a whole range of survival techniques. We learnt how to make fire, which was actually quite complicated. You had to get the right wood from a particular type of tree on the beach, and then use pieces of that wood, and a shoelace to make fire. In our training, they made it look very

c Read the interview again. Choose the best words to complete the gaps.

1 challenge programme aim
2 because since so
3 actually anyway apparently
4 complicated difficult easy
5 across over through
6 hurt injured sick
7 if unless until
8 Although As However
9 as well even though
10 definitely ideally obviously

d 5.1 Listen and check your answers. On balance, do you think she was positive or negative about the whole experience?

[4]_____, they had the fire lit within a few minutes. But in reality, it took us a couple of days before we made fire, but we did get it, which was amazing. Once we had fire, we could then boil water for drinking. The water we found was brown and green and had bits floating in it, so we would filter it [5]_____ a pair of trousers or a shirt to get rid of the big clumps of dirt, and then we would boil it to kill off any bacteria or parasites. Amazingly, nobody got [6]_____ from drinking the water during our whole five weeks on the island. They also taught us how to build shelters to protect ourselves from the bad weather. In practice, the shelters were not that waterproof and we had a lot of very wet, cold nights. They taught us how to navigate by the sun and how to build up a map of the island as we explored it. It didn't stop us getting lost though.

Who or what did you miss most?

Before I went on the show, I said I'd miss my husband the most. But in fact, the thing I missed the most was most definitely food. It was all I could think about, and [7]_____ I couldn't sleep, I would go through a list of different pizza toppings in my head to try and get to sleep. I really missed having a good night's sleep. [8]_____ we did build shelters off the ground to stop us getting bitten by the insects and other creepy-crawlies, it was really uncomfortable. Having clean clothes, I missed that [9]_____. Putting on dirty, wet socks every morning is one of the worst feelings. Of course, I missed my friends and family too, but actually what I realized was that I didn't miss many things. I [10]_____ didn't miss having a phone, or a computer, or the internet. Though as I said, I did miss clean, dry socks.

e You're going to listen to Ali talk about her best and worst experiences on the island. First, read some things she mentions. Do you think they were things she enjoyed (✓), or things she found difficult (✗)?

- ...most of what we ate was yucca, which is a bit like a potato...
- ...the water we had to wash in was the sea.
- ...when it rained...
- ...we were meeting all these new people we'd never met before...
- (He) threw us out of the boat and told us to swim to the island...
- ...we had a sports day and we had a talent show...
- ...leaving the island...

f 5.2 Now listen to the second part of the interview with Ali and check your ideas in **e**.

g Listen again. What does she say about...?

1 a few coconuts
2 a wild boar
3 tension and arguments
4 a communal shelter
5 35 days



h How many of the 16 people survived the whole five weeks? What general lesson did the participants learn as a result of their time on the island? Do you think you could survive on the island?

3 VOCABULARY & PRONUNCIATION
feelings; word stress

a 5.3 Listen to two extracts from the interview. How did Ali feel? Complete the gaps with adjectives.

So, I was absolutely [1]_____ when they told me they wanted me to go on the programme, but at the same time, I was [2]_____.

...seeing Bear pull up on his boat to come and collect us was just an amazing feeling. I felt both really [3]_____ and super [4]_____.

b **Vocabulary Bank** Feelings *p.165*

c 5.7 Listen to some conversations and look at the extracts. Underline the stressed syllable in the **bold** adjectives.

1 Please come quickly. I'm **des|pe|rate**.
2 You weren't **o|ffen|ded** by what I said, were you?
3 To be honest, I was a bit **di|sa|ppoin|ted**.
4 I'm completely **be|wil|dered** by so much information.
5 I was **a|sto|nished** – I really wasn't expecting it.
6 Yes, we'd be **de|ligh|ted** to. Thank you so much.
7 They were **de|va|sta|ted**. It was such a shock.
8 I was absolutely **ho|rri|fied**. It was an awful accident.
9 I'm **o|ver|whelmed** – it's stunning!

d Practise saying the extracts, copying the intonation and stressing the correct syllable in the adjectives.

e Choose three adjectives from **c** and tell your partner about a time or a situation when you felt like that.

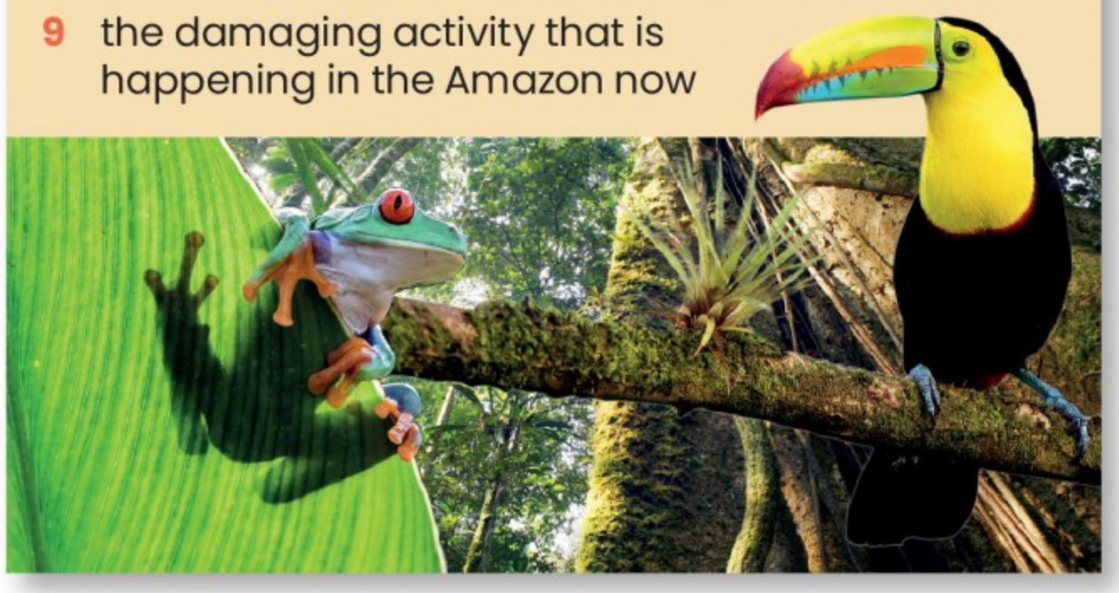
4 READING & LISTENING

a How much do you know about the Amazon rainforest? Do the quiz.



Can you name...?

1. a country beginning with 'A' that's roughly the same size as the Amazon rainforest
2. three of the nine countries that the rainforest spans
3. the chemical element stored in the rainforest
4. the river that flows through the rainforest
5. the height of the tallest trees in the rainforest
6. the percentage of global species of plants and animals that are found in the Amazon
7. the approximate number of languages spoken in the Amazon
8. two dangerous animals that live in the Amazon
9. the damaging activity that is happening in the Amazon now



b Video Watch *The Amazon rainforest* and check your answers.

c Read the beginning of a true survival story and then answer the questions below.

1. What was the three friends' original plan? How did this change?
2. What caused tensions between...?
   a. the three men and the guide
   b. Kevin and Marcus
3. Why did they finally separate into two pairs? How did they decide to travel?

Which pair would you have chosen to go with? Why? How would you have felt if you had been in Marcus's situation?

LOST IN THE JUNGLE

FOUR YOUNG MEN WENT INTO THE AMAZON JUNGLE ON THE ADVENTURE OF A LIFETIME. ONLY TWO OF THEM WOULD COME OUT ALIVE...



In 1981, three friends went backpacking in the Amazon rainforest in a remote area of Bolivia: Yossi Ghinsberg, 22, and his two friends Kevin Gale, 29, and Marcus Stamm, 29. They hired an experienced guide, an Austrian called Karl Ruprechter, who promised that he could take them deep into the rainforest to an undiscovered indigenous village. Then they would raft nearly 200 kilometres back downriver. Karl said that the journey to the village would take them about seven days. Before they entered the jungle, the three friends made a promise that they would 'go in together and come out together'.

The four men set off from the town of Apolo and soon they were deep in the jungle. But after walking for more than a week, there was no sign of the village, and tensions began to appear in the group. The three friends started to suspect that Karl, the guide, didn't really know where the indigenous village was. Yossi and Kevin began to get fed up with their friend Marcus because he was complaining about everything, especially his feet, which had become infected and were hurting.

Eventually, they decided to abandon the search for the village and just hike (instead of rafting) back to Apolo, the way they had come. But Kevin was furious because he thought that it was Marcus's fault that they had had to cut short their adventure. So, he decided that he would raft down the river, and he persuaded Yossi to join him, but he didn't want Marcus to come with them. Marcus and Karl decided to go back to Apolo on foot. The three friends agreed to meet in a hotel in the capital La Paz in a week's time.

Early next morning, the two pairs of travellers said goodbye and set off on their different journeys...



d You are going to listen to part of a documentary and find out what happened to the four men. After each part, answer the questions with a partner.



5.8

1 What happened to Kevin and Yossi on the raft?

2 What piece of luck did Yossi have?

Whose situation would you rather have been in, Kevin's or Yossi's? Why?



5.9

3 How were Kevin and Yossi feeling?

4 What happened to Yossi on his first night alone in the jungle?

What would you have done if you had been in Yossi's situation?



5.10

5 Why did Yossi's spirits change from desperate to optimistic, and then to desperate again?

How would you have felt at this point? What do you think had happened to Kevin?



5.11

6 What had Kevin been doing all this time?

7 What did Kevin decide to do?

8 Why was he incredibly lucky?

If you had been Kevin, what would you have done now?



5.12

9 How did Kevin first try to get help?

10 Why was it unsuccessful?

11 What was his last attempt to find his friend?



5.13

12 How long had Yossi been on his own in the jungle? How was he?

13 What did he think the buzzing noise was? What was it?

What do you think might have happened to Marcus and Karl?

e Do you think you would have survived if you had been in Yossi's situation? Would you have done anything differently? Who do you sympathize with most?

5 GRAMMAR
unreal conditionals

a Complete the gaps with the verbs in the correct tense.

1 What would you do if you _____ (hike) alone in the hills and you _____ (get lost)?

2 If I thought that I could hear an intruder in my house, I _____ (call) the police and I _____ (not confront) the intruder.

3 What would you have done if you _____ (be) in Yossi's situation?

4 If Kevin hadn't looked for his friend, Yossi _____ (die).

b Look at sentences 1–4 again. Which two refer to a hypothetical situation in the past? Which two refer to a hypothetical situation in the present or future?

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

d With a partner, write two conditional story chains, one with second conditionals, and one with third conditionals.

If I had one year off work, I'd go to South Africa.

If I went to South Africa, I'd probably go on a safari...

1 If I had one year off work, I'd _____.
If _____.
If _____.
If _____.
If _____.

2 If I hadn't been feeling so terrible, _____.
If _____.
If _____.
If _____.
If _____.

e Read your stories to another pair. Whose did you like best?

6 WRITING
a 'how to' advice post

Writing Bank 5 *p.123* Write a post about how to keep safe in different situations.



5B I wish...

- G *wish* for the present / future, *wish* for past regrets
- V expressing feelings with verbs or *-ed* / *-ing* adjectives
- P sentence rhythm and intonation

"Don't wish it were easier; wish you were better."

Jim Rohn, US businessman

1 GRAMMAR
wish for the present / future

a Look at some social media posts. Guess the missing word in each one.

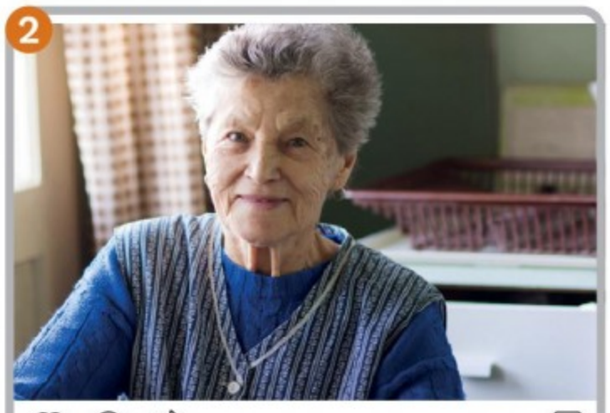
b Do you ever wish any of these things? Which ones?

1



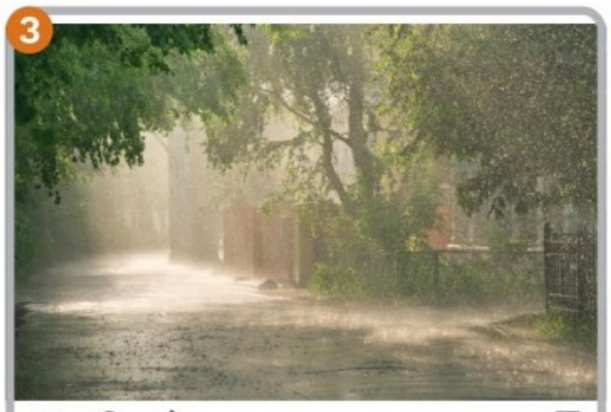
I wish the world had _____ people like this. #wish

2



I wish my _____ was still alive. #wish

3



I wish I knew when it was going to stop _____. #wish

4



I wish I could _____. #wish

5



I wish I didn't know who the _____ was. #wish

6



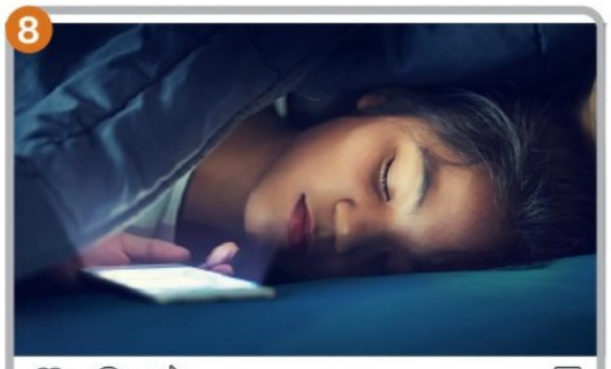
I wish I was _____. #wish

7



I wish I was a _____. #wish

8



I wish I was your _____ so I'd be the first thing you see in the morning. #wish

c Now look at a WhatsApp group where friends have shared things that annoy them. Tick (✓) the things that annoy you too.

So annoying!
You, Anton, Sue, Georgia, Dylan...

I'm just back from the cinema – couldn't enjoy the film. I wish they would ban people from eating in the cinema. Some people just can't last for two hours without eating or drinking something. Grrr. 08:58

Anton I wish football commentators would stop shouting 'Goooal' in that ridiculous way. If we're watching, we can see that it's a goal, and if we're not watching, it's because we don't care. 08:58

Sue I wish people wouldn't put their bags on seats to try and stop people sitting next to them. 09.17

Dylan I wish my partner wouldn't fall asleep every time I want to talk to him. 10.03

Georgia I wish my son would occasionally remember to fill up with petrol when he borrows my car. 15.11

Lola I wish people in call centres wouldn't use my first name as if we were old friends. 15.47

Harry I wish my family would take their tissues out of their pockets before they put their clothes in the washing machine. 16.08

Aisha I wish people wouldn't ask me 'What are you doing?' when it's completely obvious what I'm doing. 17.16

Jon I wish people wouldn't leave supermarket trolleys in the car park, just because they can't be bothered to take them back. 18.08

d Compare the things you've ticked with a partner. Which are your top three, and why?

Expressing annoyance

It really annoys me when...	*people eat crisps in the cinema.*
It's so annoying when...	
It drives me mad when...	

e Compare the social media posts in **a** and the messages in **c**. Then complete the rules with *would / wouldn't* + infinitive or past simple.

1 We use *wish* + person + _____ to talk about things you would like to be different in the present / future (but which are impossible or unlikely).

2 We use *wish* + person + _____ to talk about things we want to happen or stop happening because they annoy us.

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

g Write two more things that annoy you and that you would like people to change, and two things that you would like to be different about yourself or your life. Use *I wish* + *would / wouldn't* and *I wish* + past simple.

h In pairs or small groups, compare what you've written. Did anyone come up with the same things?

2 VOCABULARY & SPEAKING expressing feelings with verbs or *-ed / -ing* adjectives

Ways of talking about how we feel

We can talk about how we feel in three different ways:

1 by using a verb (e.g. *annoy*)
People who eat in the cinema really annoy me.

2 by using an *-ing* adjective (e.g. *annoying*)
People who eat in the cinema are really annoying.

3 by using an *-ed* adjective (e.g. *annoyed*)
I get really annoyed when people eat in the cinema.

a Complete the sentences with the correct form of the word in **bold**.

1 It really _____ me when people drive close behind me. **infuriate**

2 I get very _____ when something goes wrong with my internet connection and I don't know how to fix it. **frustrate**

3 It's so _____ when I can't remember someone's name, but they can remember mine. **embarrass**

4 I used to love shopping in the sales, but now I find it _____. After an hour, I just want to go home. **exhaust**

5 I'm often _____ with my birthday presents. My expectations are obviously too high! **disappoint**

6 It _____ me that some people still don't do their banking online. **amaze**

7 I find speaking in public absolutely _____. I hate doing it. **terrify**

8 I've often been _____ by reading about how some successful people have overcome difficulties. **inspire**

9 I never find instructions for electronic devices helpful – in fact, usually they just _____ me. **confuse**

10 When I travel, I'm always _____ if I manage to communicate something in a foreign language. **thrill**

b 5.19 Listen and check. Then with a partner, say if the sentences are true for you or not. Give examples or reasons.

Feelings adjectives that have an *-ed* form but not an *-ing* form

A few *-ed* adjectives describing feelings don't have an *-ing* form, e.g. *impressed – impressive*

NOT ~~*impressing*~~

c Complete the sentences below with a form of the adjectives in **bold**.

1 We are extremely **impressed** by your CV. Your CV is extremely *impressive*.

2 I get very **stressed** at work. My job is very _____.

3 I was really **scared** during the film. The ending was especially _____.

4 I was **delighted** to meet Jane. She really is a _____ person.

5 I was really **offended** by what you said. What you said was really _____.

d In pairs, choose three squares and think about what you are going to say. Then talk to a partner.

an **embarrassing** mistake you once made	something that makes you feel **depressed**
a film or a book or a TV series that you found really **disappointing**	a present someone gave you that you were **delighted** with
something that you find **frustrating** about learning English	something that really **stresses** you out in your daily life
someone famous who **inspires** you	some physical activity that you did that left you absolutely **exhausted**

I'm going to tell you about an embarrassing mistake I once made. I was emailing a colleague...

3 READING & SPEAKING

a Look at the photo in the article *How to live with your regrets*. Where do you think the man is? What might he be regretting?

b Read the first three paragraphs of the article. Where did the anecdote come from?



In 1981, a young American man named Bruce was on a train journey through northern France when a dark-haired young woman called Sandra boarded at Paris and sat next to him. Conversation came easily, and they were soon laughing and holding hands. When they reached her destination – a station in Belgium – they kissed, and on an impulse, Bruce considered jumping off the train with her to see where life may lead him. Instead, he quickly scribbled his name and parents' address on a scrap of paper.

Almost as soon as the doors had closed, Bruce regretted not having gone with his gut feeling. After his return to the US, he received a letter from Sandra. 'Maybe it's crazy, but when I think about you, I'm smiling,' it said. But – mysteriously – it contained no return address. In the decades since that encounter, Bruce has never stopped wondering what might have happened if he'd stepped down onto that platform.

The anecdote is just one of 16,000 accounts the author Daniel Pink has collected in his World Regret Survey. Analysing this data and drawing on the latest scientific experiments, he has been able to identify four different types of regret and the kinds of events that are most likely to lead to each one. This research, outlined in Pink's new book, *The Power of Regret*, helps us to understand the crucial role that regret plays in our lives.

c Read the rest of article. Were you surprised by the most common type of regret? How is Bruce trying to compensate?

The four types of regret

Regret is of central importance in the way we understand the world. Pink points to one study that examined recorded conversations between students and between married couples. Regret was the second most discussed emotion after love.

Pink found that most people's biggest regrets fall into one of four different types:

Foundation regrets are about [1]. This would include regrets about skipping school, overspending, or neglecting your health – bad habits that had negative long-term consequences for life.

Boldness regrets come from [2]. As Bruce found on that train through France and Belgium, we are sometimes presented with potentially life-changing opportunities.

Moral regrets are centred on other people, who [3]. Cheating on a partner is one of the most obvious and common examples.

Connection regrets concern lost relationships with family members, friends, or colleagues, [4].

How to avoid future regrets

One general strategy to avoid moral and foundation regrets is to anticipate problems: that is you deliberately imagine [5] before making a decision, suggests Pink.

However, connection regrets turned out to be the most common experience in Pink's survey. In his opinion, we should always reconnect with people we love when we sense [6]. 'If you're wondering whether or not to reach out to someone, simply being at that point in your thought process has answered the question,' he says.

Similarly, the frequency of boldness regrets shows us the danger of being too risk-averse; sometimes it's right to be impulsive. In many cases 'people see more peril than actually exists,' Pink says. This may be particularly true for cases where a lack of confidence stops us from [7] or approaching a potential love interest. We may hope to escape disappointment or embarrassment, but in return, we will be forever wondering 'what if?'

Bruce is trying to make peace with his biggest regret. More than 40 years since he and Sandra lost touch, he's recently posted a message online in the hope that they may finally see each other again. He cannot change the past, but he can try to make up for all that lost time.

Adapted from BBC Worklife

d Read it again and complete gaps 1–7 with phrases A–G.

A a distance is building
B a failure to be responsible
C being overcautious
D going for a once-in-a-lifetime job opportunity
E often through simply not making contact.
F the worst possible outcomes
G we have hurt through our own failings

e Look at two extracts from the text. What does the prefix *over-* mean? What is the opposite prefix? Can you use it with both these words?

> This would include regrets about skipping school, overspending...

> Boldness regrets come from being overcautious.

f Complete the chart. Which five of the verbs and adjectives in the list are commonly used with both *over-* and *under-*?

Verbs
achieve cook heat flow react work

Adjectives
active careful confident emotional qualified

over	under
overachieve	underachieve

g Is there a regret that you would be happy to share from one of the four categories in the text? Is there anything you can do about it?

4 GRAMMAR *wish* for past regrets

a 5.20 Listen to three people talking about regrets. What thing does each person regret?

b Listen again and complete the sentences with *wish*. What tense do we use after *wish* to talk about a regret?



Speaker 1
I wish I _____.



Speaker 2
I wish I _____.
I wish she _____.



Speaker 3
I wish I _____.

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

d Write a regret with *I wish* for each of the categories.

family health money travel

5 PRONUNCIATION & SPEAKING sentence rhythm and intonation

a 5.22 Listen and write down six more regrets with *wish*.

b Match regrets 1–6 from **a** with the sentences below.

A Do you want me to phone and make an excuse?
B Yes, watching it on TV is never as exciting.
C Well, it isn't too late. You're only 22.
D Yes, you should have had more self-control!
E Why don't you go back to the shop and see if they still have them?
F Yes, it was a bit tactless. I hope she's not too upset.

c 5.23 Listen and check. In pairs, practise the conversations. Copy the rhythm and intonation.

d Work in small groups. Tell the other students about...

- a famous person from the past that you wish you'd met.
- a live event you wish you'd been to.
- something you wish you'd learned to do as a child.
- something you wish you hadn't bought.
- something you wish you'd spent more time doing.
- a holiday or journey you wish you hadn't gone on.

6 LISTENING & WRITING

a 5.24 Listen to a poem about regret. What's the first line of each verse?

b Listen again, and for each verse, write down as many words as you can.

c Work with a partner. Compare the words you've written, and together, try to reconstruct the poem.

d Listen one more time and check your version.

e Together, write your own poem of at least three verses. Start each verse with *I wish I had / hadn't...*

f Read your poems aloud. Have a class vote for the best one.

COLLOQUIAL ENGLISH 3

English File talks to...

Dr Lisa Fenton

Survival expert



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Dr Lisa Fenton*. What information did you find out about her? What do you think inspired her to choose her career?

Part 1

a Video Watch Part 1 of the interview. Where was Lisa Fenton when she decided that she needed to learn survival skills? Why were her friends surprised?

b **Watch again. Then with a partner, complete the missing words in the summary.**

1 Lisa originally wanted to go to _____, but she couldn't because it was the _____ season.

2 She decided to go to Ladakh by _____, and when she got there, she went out on a hike.

3 When Lisa was hiking, she couldn't keep up with her young _____ because they moved much _____ than her, and she got lost.

4 She thought she was going to _____ – she was delirious and in a _____ way. But luckily, she survived.

Part 2

a **Look at some photos which show an experience that Lisa Fenton had. With a partner, imagine what might have happened.**

b Video Watch Part 2. Did you guess right? What did the owl hooting mean?

c Watch again. Then answer the questions.

1 How does the bushman compare what he knows to what his ancestors knew?

2 What are the three most important survival skills Lisa has learned from indigenous people?

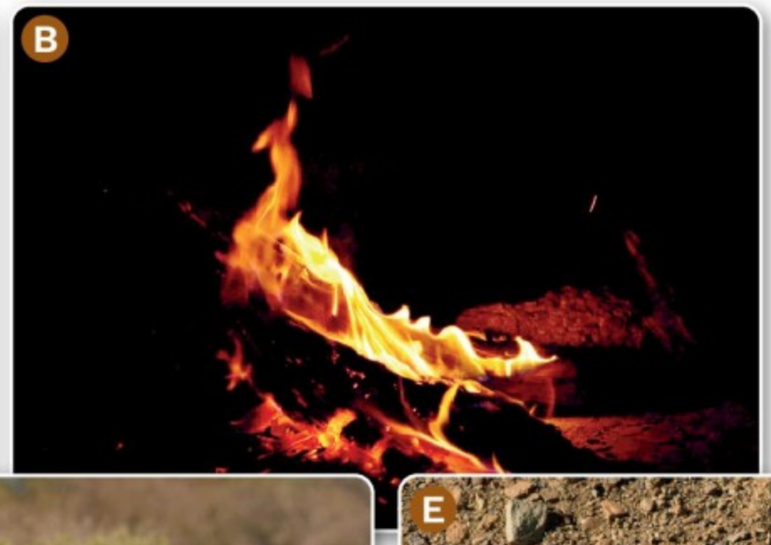
Part 3

a Video **Watch Part 3. Number the things 1–5 in the order she talks about them.**

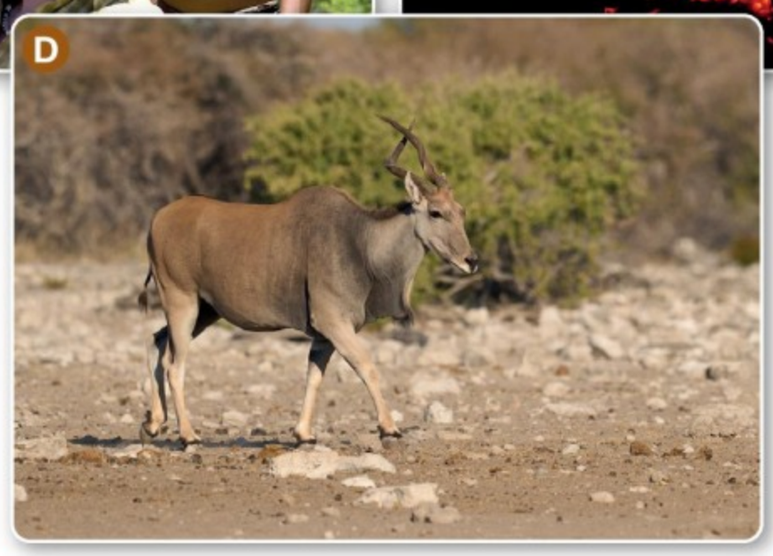
- a knife or a machete
- a pillow
- extreme cold
- the jungle in Belize
- the right clothes and shoes

b **Watch again. Then explain why she mentions the things in a.**











Reading on screen

In pairs, look at some places that you read about in the video. Where are they and what did you learn about them?

Ladakh Namibia Belize

Looking at language

Common collocations

Lisa Fenton uses a lot of common adjective-noun collocations, e.g. *a definitive moment*.

a Look at some extracts from the interview. Can you remember any of the missing adjectives in the highlighted phrases?

1 I spent a lot of time with the San Kung bushmen in Namibia, which was a **r**_____ privilege.

2 And I think one of the things they really taught me in that instance was how much we've lost in terms of our understanding and knowledge of the **n**_____ world...

3 And then one of the most **cr**_____ things would be something like finding water.

4 I would say the most **ch**_____ place that I've been to was in the jungles of Belize...

5 So I would say that those were the most **e**_____ items for me and for anyone that's building up a skill base in bushcraft to be out in the wilderness.

b Video **Watch the extracts and check.**

Reacting to the interview

Talk to a partner.

- How would you describe Lisa Fenton? Is there any one thing she talked about that you particularly remember?
- Do you think you have the personal qualities to be an adventurer? Why (not)? Does it appeal to you?
- Do you think it's relevant in your own life to know any of the survival skills Lisa has taught herself?
- What luxury item might you take with you if you were going on an adventure?

2 THE CONVERSATION



What motivates people to take risks?

a Video **Watch the conversation. Who, D (Devika), P (Phil), or A (Anna)...?**

1 ☐ doesn't mention their own personal attitude to risk

2 ☐ explains that their attitude to risk has varied over the course of their life

3 ☐ gives several examples of risks they have taken and what motivated them

b Watch again, and then answer the questions.

1 What kind of risks would Devika not take?

2 What did Anna do 23 years ago which made her less of a risk-taker?

3 What two risky things have both Anna and Devika done?

4 What kind of people does Phil talk about, and what does he think motivates them?

5 How does Anna describe what is happening when people take physical risks?

c Video **Watch three extracts and notice how the speakers use topic vocabulary to express their meaning efficiently. Explain highlighted phrases 2 and 3 in your own words.**

Using topic vocabulary

1 **Devika** I don't tend to take risks, when it's, it might be potentially risky for my health or my physical wellbeing...

2 **Anna** I have to say that I'm not a risk-averse person...

3 **Phil** But obviously being outside in nature or doing physical sport gives them a bit of a buzz.

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

6A Good night?

G *used to, be used to, get used to*
V sleep
P /s/ and /z/

"Laugh and the world laughs with you; snore and you snore alone."

Anthony Burgess, UK author

1 GRAMMAR *used to, be used to, get used to*



a Do you ever have problems sleeping? Why (not)? What kinds of things might make it difficult for people to sleep well?

b 6.1 Listen to three people, Rafa, Mike, and Steph, who all have problems sleeping at night. What are the main reasons they give? Have any of them managed to solve the problem?

c 6.2 Listen to six extracts from the listening. Complete the gaps with a few words.



Rafa

I can't get used to [1]_____ where there's light coming in from the streetlights outside.

I always used to [2]_____.



Mike

The main problem is that my body's used to [3]_____, not during the day.

It's very hard to get used to [4]_____ all night.

Before I became a policeman, I used to [5]_____ hours a night.



Steph

And just when I'm finally used to [6]_____, then it's time to fly back to the UK.

d Look at the highlighted phrases. Answer the questions with a partner.

1 What do you think *used to* means after *be / get*?
a tired of b accustomed to c good at

2 What's the difference between *be* + adjective, e.g. *be old*, *be used to*, and *get* + adjective, e.g. *get old*, *get used to*?

3 What form does the verb take after *used to* and *be / get used to*?

e G **Grammar Bank** 6A *p.150*

f Talk to a partner. Ask for and give more information.

1 When you were a young child, did you use to...?
- share a room with a brother or sister
- sleep with the light on
- wake up very early in the morning

2 Do you ever have problems sleeping when you're staying somewhere new or different that you aren't used to (e.g. in a hotel)?

3 Do you think you would find it difficult to get used to...?
- always going to bed after midnight
- getting up at 5.30 a.m. every day
- travelling long-haul very often

2 PRONUNCIATION /s/ and /z/

a 6.5 Listen to sentences 1–3. In which one is *used to* pronounced differently? What's the difference?

1 I used to get up really late, but now I get up early.
2 It often takes time to get used to sleeping in a new bed.
3 Valerian is a herb which is used to help people to sleep better.

b Video Watch the video. Repeat the pairs of words and sounds.

c 6.6 Listen to some sentences with words from the video. Which word do you hear each time, a or b? In 1–4 the context will help you, but not in 5–8.





1	a loose	b lose
2	a bus	b buzz
3	a course	b cause
4	a ice	b eyes
5	a race	b raise
6	a peace	b peas
7	a price	b prize
8	a place	b plays

d Practise in pairs. Take turns to say one word from each pair in **c** to your partner. They must say if it's a or b.

3 READING

a Look at the title of the book review and read the introduction. What do you think 'work against our natural body rhythms' means? Can you think of an example?

b Now read the whole review and match topic sentences 1–5 to paragraphs A–E.

1 Even for people who don't work night shifts, natural rhythms really matter and can particularly affect older and younger people.

2 Professor Foster also explains that a few popular beliefs are simply not true.

3 *Life Time* is a perfect popular science book, but maybe it should have bigger ambitions.

4 In a world of next-day parcel deliveries and all-night convenience stores, working against our biology has become normal.

5 Most urgently, perhaps, the medical profession needs to reconsider timing.

c Read the review again. What are the negative consequences of the following things?

- working nightshifts
- living in a care home
- teenagers' sleep patterns
- working in A&E at 5.00 a.m.
- taking blood pressure pills in the morning, or a flu vaccine in the afternoon
- looking at a screen during the night

d What is the reviewer's opinion of Professor Foster's book? Which of the issues in **c** do you think is potentially the most serious?

Life time

How the way we sleep affects our whole lives

In his book *Life Time*, Professor Russell Foster, head of Oxford University's Sleep Institute, explains how the way we sleep influences almost everything we do. When we work against our natural body rhythms, Foster warns, every aspect of our life is compromised.



A More than three million British workers now do night shifts, a figure that has increased significantly in the past ten years. However, most night workers' bodies never adapt to the sleep disruption and lack of daylight. The consequences are shocking. Men working nights are up to six times more likely to separate in the first five years of marriage, while night-shift workers have significantly higher rates of many kinds of cancer. Not getting enough sleep has been linked to the Bhopal, Exxon Valdez, and Chernobyl disasters and hundreds of thousands of accidents on the roads.

B People who live in care homes often have to put up with very low levels of lighting which makes it hard for their bodies to distinguish between day and night. This can have terrible consequences for their sleep patterns and as a result, their mental health. Teenagers naturally wake up and go to sleep later than others, which means that their body clock is at odds with the rest of society. It's not surprising that both of these groups struggle so much with sleep and tiredness.

C Foster tells us that a doctor on a nightshift who is awake between 4 a.m. and 6 a.m. is about as good a decision-maker as someone who is legally drunk, and doing this night after night makes the problem worse. Most of us are aware of this. However, the impact of the time we take drugs on their effectiveness is far less widely understood. For example, aspirin and blood-pressure pills apparently work much better if they are taken in the evening, although many doctors still recommend taking them in the morning. One flu vaccine was found to be three times more effective when given in the morning compared with the afternoon. Scientists are discovering that this is true for many other drugs, too.

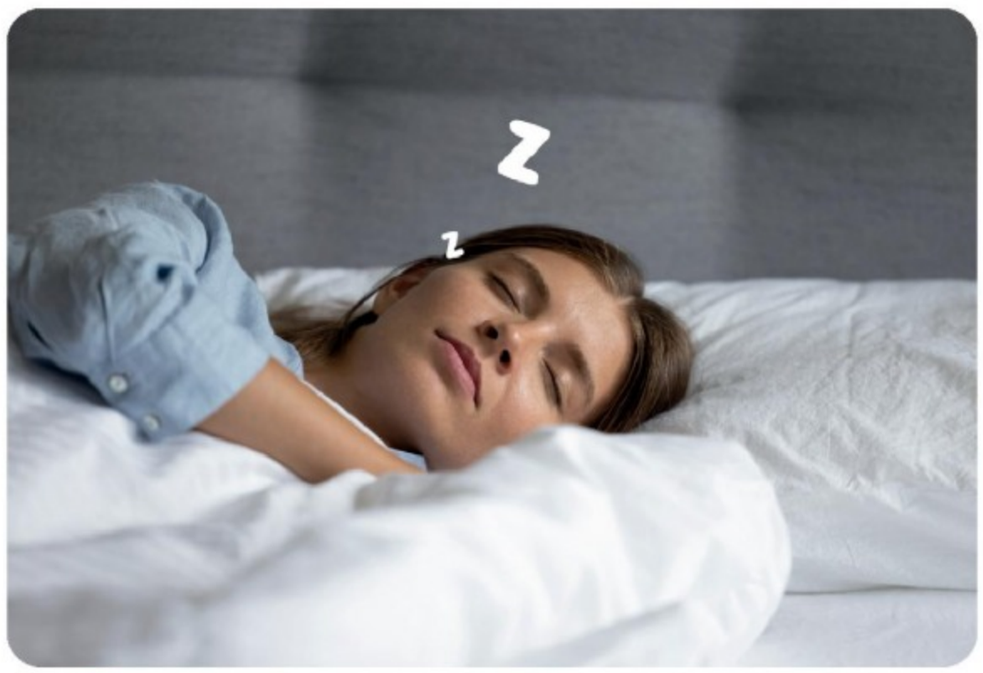
D One particularly well-known myth is that using electronic devices before bedtime encourages poor sleep because of the blue light in the screen. Manufacturers even advertise blue light-filtering apps. Yet the real reason to avoid using screens at bedtime, Foster says, is because what you read or watch stimulates the brain – it wakes you up. This is also the reason why you shouldn't turn your phone on if you wake up in the night. It seems that 'biphasic' sleep – where you sleep for a few hours, wake up for a while, and then sleep again – used to be very common centuries ago, and sleep will come again as long as you don't do anything to stop it.

E It is readable, full of surprising and useful facts, and based on rigorous evidence. Unlike many science books with similar subtitles, it really might revolutionize your life. Yet I think it should have tried to do more. It should revolutionize the whole way healthcare, education, and employment work. We can't go on knowing what Foster and other scientists have discovered and do next to nothing about it.

Glossary
Bhopal, Exxon Valdez, Chernobyl very serious industrial accidents (in India, Alaska, Ukraine)

Adapted from The Times

4 VOCABULARY sleep



a Video Watch some fascinating facts about sleep. Which did you find the most surprising?

b Try to remember the answers to questions 1–12. Then watch again and check.

1 At what times do most people feel **sleepy**? How long does the perfect **nap** last?
2 Who **yawns** more, male or female students?
3 How long should it take to **fall asleep**?
4 Do you gain or lose fat if you suffer from **insomnia**?
5 What problems can **sleeping pills** cause?
6 What chemical does the pressure of a heavy **blanket** produce?
7 Why do we say '**sleep like a log**'?
8 Who live longer, people who **oversleep** or who sleep too little?
9 How loud in decibels is the noise people can make when they **snore**?
10 What kind of people tend to have worse **nightmares**?
11 What percentage of people **sleepwalk**? Are their eyes open or closed when they are **fast asleep**?
12 Why is it important to wash your **sheets** and clean **pillows** regularly? How often should you wash your **duvet**?

c Work in pairs. Do the *Vocabulary race*. Use the correct form of the **bold** words or phrases in **b**. As soon as you finish, put your hand up.

d 6.7 Listen and check. Did the pair who finished first also get the most correct answers?

Vocabulary race

When your teacher says 'go', write the correct word or phrase in the column on the right.

1 Most people start feeling ____ at around 11.00 p.m. — sleepy
2 When they get into bed, they put their head on the ____. — _____
3 In bed, many people sleep under a ____ filled with feathers or synthetic material. — _____
4 Other people prefer to sleep under ____ and ____. — _____ _____
5 When people are tired they often open their mouth and ____. — _____
6 In hot countries, it's common to have a short ____ in the afternoon. — _____
7 According to one study, 4.7% of Americans ____ while driving. — _____
8 Some people who are asleep make a loud noise when they breathe, that is, they ____. — _____
9 In the middle of the night, most people are ____. — _____
10 A person who sleeps really well '____'. — _____
11 Some people can't sleep because they suffer from ____. — _____
12 People sometimes have to take ____ to help them go to sleep. — _____
13 Some children have ____ if they watch scary films before bedtime. — _____
14 As many as 15% of people ____ during the night, getting out of bed and even getting dressed or eating. — _____
15 If you don't hear your alarm, you might ____. — _____



5 LISTENING



a You're going to listen to a podcast by sleep expert Dr Neil Stanley. First, with a partner, discuss how you think he might complete sentences 1–8 below about his bedtime routine.

1 I sleep in a different _____ from my partner.
2 I sleep under natural _____.
3 I'm obsessive about _____.
4 I sleep with the _____ open.
5 I don't have _____ late.
6 I drink _____ in the evenings.
7 I need _____ hours' sleep.
8 I _____ before going to sleep.

b 6.8 Now listen to the podcast and complete the gaps with a word or number. Did you guess any of them correctly in **a**? Were you surprised by anything he does? What kind of person do you think he is?

c Listen again. Then with a partner, explain Dr Stanley's reasons for each of the things he does, using the prompts below.

1 Because then you don't...
2 Because you don't sleep well if...
3 Because it's really important to...
4 Because you need...
5 Because your body...
6 Because he isn't...
7 Because that's the amount...
8 Because it's his way of...

d Look again at the list in **a**. Do you normally do any of these things? Are there any that you would like to be able to do?

6 SPEAKING

In pairs, **A** ask the **red** questions, and **B** ask the **green** questions. Ask for and give as much information as possible, and react to what your partner says.



Do you usually sleep with your bedroom completely dark, or with the curtains or blinds open? Do you have problems sleeping if there's too much or not enough light for you? What temperature do you like the bedroom to be?



Do you take, or have you ever taken, sleeping pills? Do you have any tips for people who suffer from insomnia?



Do you ever work or study at night? Do you have any problems sleeping the next day? Why (not)? Do you think you would be able to work at night and sleep during the day for a long period?



Did you use to have a bedtime routine when you were a child? Would someone read to you in bed? Did you have a favourite story?

Do you watch TV in bed on a tablet or other device? Do you ever fall asleep while you're watching a programme?



Do you find it difficult to sleep when you're travelling, e.g. in buses or planes? What do you do if you can't get to sleep?

Do you snore? Have you ever had to share a room with someone who snores? Was this a problem?

Have you ever flown long haul? Where to? Did you get jet lag? How long did it take you to get used to the different time zone?

Do you often have nightmares or recurring dreams? Do you ever remember what your dreams were about? Do you ever try to interpret your dreams?

Are you a light sleeper, or do you usually sleep like a log? Do you need something to help you wake up in the morning?



Have you ever stayed up all night to revise for an exam the next day? How well did you do in the exam?

Have you ever overslept and missed something important? What was it?

Have you ever fallen asleep at an embarrassing moment, e.g. during a class or in a meeting?

Do you ever have a nap after lunch or at any other time during the day? How long do you sleep for? How do you feel when you wake up?

6B Music and emotion

G gerunds and infinitives
V music; words from other languages
P words from other languages

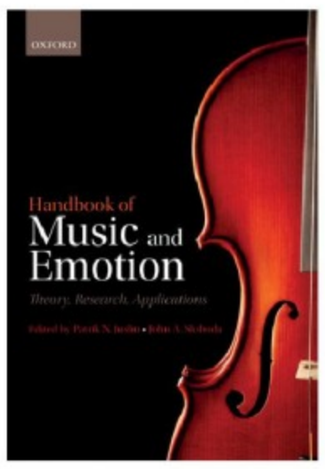
"Music with dinner is an insult both to the cook and the violinist."

GK Chesterton, UK author

1 LISTENING & SPEAKING

a On a typical day, do you listen to music? When and where? How? Do you listen to different kinds of music at different times of day? What makes you choose one kind of music over another?

b 6.9 Listen to Part 1 of a talk by John Sloboda, a music psychologist and author of *Music and Emotion*, about why we listen to music. Complete the reasons and examples 1–3 by writing key words or phrases.



Why do we listen to music?

1 to make us _____
e.g. _____
2 to help us to _____
e.g. _____
3 to intensify _____
e.g. _____

c Compare your notes with a partner, and try to remember more about what John said. Then listen again and add to your notes.

d Can you think of times when you listen to music for one of these three reasons? What kinds of music do you listen to?

e 6.10 Now listen to extracts from four pieces of music that John is going to mention in Part 2 of his talk. How do they make you feel?

1 the first movement of Beethoven's *Seventh Symphony*
2 *Mars*, from *The Planets*, by Holst
3 Albinoni's *Adagio for Strings*
4 the music from the Hitchcock film *Psycho*

f 6.11 Now listen to Part 2, where John explains why music can affect the way we feel. Complete the rest of the notes.

The human voice:

happy = people speak _____, the voice is _____

sad = people speak _____, the voice is _____

angry = people _____ their voices or _____

Music copies the human voice:

1 _____, _____-_____ music sounds happy.
2 _____ music with _____ pitches sounds sad.
3 _____ music with _____ rhythms sounds angry.

Emotions related to pieces of music:

1 _____ = the Beethoven
2 _____ = the Holst
3 _____ = the Albinoni
4 _____ = the film music from *Psycho*

g Talk to a partner, and give reasons.

What music would you play...?

- if you were preparing to go out and feeling happy and excited about it
- if you wanted to create a romantic atmosphere
- if you were feeling furious about something or somebody
- if you were feeling stressed or nervous
- if you were feeling depressed

If I was feeling depressed, I'd play Someone Like You *by Adele, because it makes me cry. It was my ex's favourite song...*

2 GRAMMAR gerunds and infinitives

a Look at some extracts from the listening in **1b**. Put the **bold** verbs in the infinitive (with or without *to*) or the gerund (*-ing* form).

1 Firstly, we listen to music to make us _____ important moments in the past. **remember**

2 When we hear a certain piece of music, we remember _____ it for the first time... **hear**

3 If we want _____ from one activity to another, we often use music to help us _____ the change. **go**, **make**

b 6.12 Listen and check.

c Look at sentences 1 and 2. Match the meaning of *remember* to A and B.

1 I **remember** meeting him for the first time.

2 Please **remember** to meet him at the station.

A ☐ to not forget to do sth; to do what you have to do

B ☐ to have or keep an image in your memory of sth you did or that happened in the past

d **Grammar Bank** 6B *p.151*

e Tell your partner about...

- a piece of music you'll never forget hearing for the first time.
- something you sometimes forget to do before you leave the house in the morning.
- something you remember doing before you were five years old.
- something you must remember to do today or this week.
- a job that needs doing in your house / flat (e.g. the kitchen ceiling needs repainting).
- something you need to do this evening.
- a skill you tried to learn, but couldn't.
- something you've tried doing when you can't sleep at night.

3 VOCABULARY & PRONUNCIATION music; words from other languages

a 6.15 Listen to some instruments and musicians and match them to a word in the lists.

instruments

☐ a bass guitar
☐ a cello
☐ drums
☐ a flute
☐ a keyboard
☐ a saxophone
☐ a violin

musicians

☐ a choir
☐ a conductor
☐ an orchestra
☐ a soprano

b 6.16 Listen and check. Practise saying the words. Then in pairs, try to add more words to the two groups. Can you play any of the instruments?

Foreign words that are used in English

English has 'borrowed' many words from other languages. In the field of music, many words come from Italian, Greek, and French. The English pronunciation is often similar to the pronunciation in the original language, e.g. *c* before *e* and *i* in words from Italian is /tʃ/, as in *cello* and *ciao*; and *ch* in words from Greek is /k/, as in *choir* and *orchestra*.

c In pairs, look at the 'borrowed' words below and try to say them. Underline the stressed syllable.

Borrowed from...	
Italian	concerto /kən'tʃeətəʊ/ mezzo-soprano /metsəʊ sə'prɑːnəʊ/
Greek	chorus /'kɔːrəs/ rhythm /'rɪðm/ symphony /'sɪmfəni/
French	ballet /'baleɪ/ encore /'ɒŋkɔː/ genre /'ʒɒnrə/

d 6.17 Listen and check. How are the pink letters pronounced?

e Video Watch the video. With a partner, try to write a borrowed word for each clip with the correct spelling. How is it pronounced? Do you think the word is from Italian, Greek, or French?

f Video Watch the video and check your answers.

g Does your mother tongue borrow words from other languages? Which languages in particular? In which fields (music, food, technology, etc.) are there a lot of 'borrowed' words?

4 READING

a Do you normally listen to music when you're working or studying? What kind of music?

b Quickly read the article. Why does Bobby Seagull now think classical music is the best for revising?

Music that helps you revise better

Bobby Seagull talks to Blanca Schofield

'Can you send me your revision playlist?' Sitting in the university library, I would often hear that question whispered by students who were tired of their own music and needed something new to improve their concentration. My own playlists were varied and often unexpected. I am an avid pop fan – Taylor Swift has been my most-listened-to Spotify artist for several years – but at uni, I preferred rock and blues or indie-electronic music as I tried to finish a difficult essay. But wouldn't it be wonderful to find the perfect music for studying? Does it exist?



Bobby Seagull, an English maths teacher, broadcaster, and writer, who became a household name on the TV quiz show *University Challenge*, seems to think so. In a new radio show, he presents a 'perfect playlist' to help students study. The secret? Classical music, of course. Speaking to me from his home in east London, Seagull explains that his playlist is based on a 1997 book called *The Mozart Effect* by Don Campbell. 'Campbell was trying to link music with memory,' Seagull says. 'He found that if you listened to classical music, it could relieve stress, improve communication, and increase efficiency.'

The 'Mozart effect' – the theory that classical music makes you smarter – has been repeatedly shown to be false. But Seagull argues that classical music can in fact help with revision. The key, he says, is the music's soothing effect. 'Listening to Mozart can reduce your blood pressure and heart rate, which makes it easier to learn because your learning faculty is heightened when you're relaxed.' Music with lyrics doesn't work either, he says, because it distracts you. Seagull quotes research showing that listening to works with 60 beats per minute results in a dramatic reduction in stress. This means that composers such as Vivaldi, Handel, and Bach are the most appropriate.

Yet even such a simple project as finding the perfect playlist for students to revise to has caused arguments. When Seagull posted on social media to ask what classical music people found best for studying, well-known author Philip Pullman responded saying that was not what classical music was for and that it should be treated with respect. The post sparked a debate that Seagull remembers fondly. 'It ended up getting lots of feedback and hundreds of people engaging, including celebrities and composers.'

And what about people who think revision is a time for silence; that any melody is distracting? Seagull disagrees. 'I personally am not a big fan of silent revision unless it's something that requires absolute concentration and exam conditions, like doing a past paper for practice. But if you're revising, you want to make it an enjoyable process and not a miserable experience.' He thinks classical music is a way to help people set the right environment for revision. 'I'm not saying it's the be-all and end-all, but if it helps, then why not have this additional tool?'

So I guess it's time to ditch the indie electronic and listen to my dad, who says there is no composer better than Bach – I'll start by downloading the *Goldberg Variations*.

Glossary

University Challenge
a long-running British TV quiz show, where teams from different universities compete to answer difficult general knowledge questions



Adapted from The Guardian

c Read the article again. Why are the following mentioned...?

1 *University Challenge*
2 the 'Mozart effect'
3 listening to Mozart
4 listening to music with lyrics
5 Vivaldi, Handel, and Bach
6 Philip Pullman
7 celebrities and composers
8 silent revision

d Read about some of Bobby's playlist choices. Which one...?

A ☐ reminds him of his favourite sport
B ☐ was important when he was revising for a TV show
C ☐ makes him think of being outside
D ☐ makes him feel refreshed when he's been working very hard
E ☐ helps him look forward to the end of revising
F ☐ reminds him of singing in a choir

Some of Bobby's playlist choices:

1 **Bach, *Aria* from *Goldberg Variations*** Essential quiz revision accompaniment during my *University Challenge* quizzing days.

2 **Fauré, *In Paradisum* from *Requiem*** I sang this when I was at university. Rest for the tired mind.

3 **Saint-Saëns, *The Swan* from *Carnival of the Animals*** The cello and two pianos capture a feeling of longing for that joyous period after exams.

4 **Handel, *Zadok the Priest*** I'm a huge football fan – the Champions League theme was inspired by this stirring piece.

5 **Mozart, *Andante* from *Piano Sonata No 16*** Light and calm, this simply beautiful music can restore the soul after a few hours of concentrated work.

6 **Vaughan Williams, *Fantasia on Greensleeves*** When I'm studying indoors, this serene piece reminds me of walking along the river in Cambridge.

e 6.18 Now listen to extracts from pieces 1–6 in **d**. Which (if any) of them would help you revise best? Why?

5 SPEAKING

Work in small groups. Discuss the statements below. Do you agree? Why (not)?

The music that means the most to you is the music you listen to as a teenager.

When music is sung, the lyrics are as important as the music.

You always enjoy music more when you listen to it live.

The best decade for pop music was the 90s.

People who go to music festivals don't really go to listen to the music.

Most young people nowadays are not interested in opera and classical music.

All schoolchildren should be taught to play a musical instrument.

Anyone can learn to sing.

6 LISTENING





a Look at the photos. What do you think is unusual about Isata's family?

b Video Watch *An interview with Isata Kanneh-Mason* and check. Why does the interviewer say that the future looks bright for the Kanneh-Mason children?

c Can you remember who or what she is referring to in the extracts below? Watch again and check.

1 ...they were always playing classical music around the house and I just always listened to it.
2 ...I've been playing since then.
3 ...He's a very charismatic person and I just really enjoyed the whole thing.
4 ...it's quite hard to say what it was like because I don't really know it any other way.
5 ...we always give each other advice and help each other with our practice.
6 ...it's always going to be a sacrifice.
7 ...you go because you want to feel something special.

d Do you know any families where they are mostly interested in or good at the same thing?

7 WRITING a review of a music festival

Writing Bank 6 *p.124* Write a description of a live event.

5&6 Revise and Check

GRAMMAR

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

1 They escaped from the jungle because they found the river.
They wouldn't have escaped from the jungle if they _____ _____ the river.

2 I can't go to dance classes because I work in the evening.
I would be able to go to dance classes if I _____ _____ in the evening.

3 We went to that restaurant because you recommended it.
We _____ _____ _____ to that restaurant if you hadn't recommended it.

4 Marta goes to bed late, so she's always tired in the morning.
If Marta didn't go to bed late, she _____ _____ so tired in the morning.

5 It's a pity I can't speak French.
I wish _____ _____ _____ French.

6 I regret not learning to play the piano when I was younger.
I wish I _____ _____ _____ _____ the piano when I was younger.

7 I hate seeing your dirty clothes on the floor.
I wish _____ _____ _____ your dirty clothes on the floor.

8 After living in London for a year I still find driving on the left difficult.
After living in London for a year I still can't get _____ on the left.

9 My hair was very long when I was a child.
When I was a child, I used _____ _____ very long hair.

10 I get up very early, but it's not a problem for me now.
I'm used _____ _____ _____ very early.

b **Complete the sentences with the correct form of the bold verb.**

1 I don't remember _____ you before. **meet**
2 My hair needs _____. I'm going to book an appointment at the hairdresser's. **cut**
3 We managed _____ to the airport on time. **get**
4 Please try _____ late tomorrow. **not be**
5 My sister isn't used to _____ in such a big company. She was self-employed until recently. **work**

VOCABULARY

a **Complete the sentences with an adjective expressing a feeling.**

1 Our son played brilliantly in the concert! We felt very pr_____.
2 I'm feeling a bit h_____. I really miss my family.
3 Thanks for lending me the money. I'm very gr_____.
4 I was so r_____ when they police rang me to say they'd found my lost wallet.
5 When I heard that I'd won the prize I was completely st_____. I couldn't say anything!

b **Complete the sentences with the correct form of the bold word.**

1 That walk was _____. I need a good rest now. **exhaust**
2 I was really _____ when I read Tim's email. **shock**
3 You really _____ me at the party last night! **embarrass**
4 It's very _____ when you think that you are going to miss your flight. **stress**
5 It _____ me when people who don't know me use my first name. **annoy**
6 Last night's concert was really _____. The orchestra didn't play well at all. **disappoint**
7 It always _____ me that people actually enjoy doing risky sports. **amaze**
8 We were _____ when we heard the news. **horrify**
9 What you said to Ruth was rather _____. I think you should apologize. **offend**
10 It was an incredibly _____ film! **scare**

c **Complete the missing words.**

1 Could I have an extra p_____ for my bed, please?
2 My husband says I sn_____ really loudly at night.
3 I didn't sleep last night, so I'm going to have a n_____ now.
4 Last night I had a horrible n_____ . I dreamt that I was lost in the jungle.
5 Don't forget to set the alarm so you don't o_____.

d **Write the words for the definitions.**

1 _____ the person who directs an orchestra
2 _____ a group of people who sing together
3 _____ a stringed instrument that you hold between your knees
4 _____ a woman who sings with a very high voice
5 _____ an electronic musical instrument, like a piano

PRONUNCIATION

a Circle the word with a different sound.

1 
sleepy delighted
relieved keyboard

2 
alarm yawn
soprano guitar

3 
loose place
eyes course

4 
raise miserable
lose homesick

5 
orchestra chorus
psychology chef

b Underline the main stressed syllable.

1 ab|so|lute|ly
2 de|va|sta|ted
3 in|fu|ri|a|ting
4 in|som|ni|a
5 sleep|walk

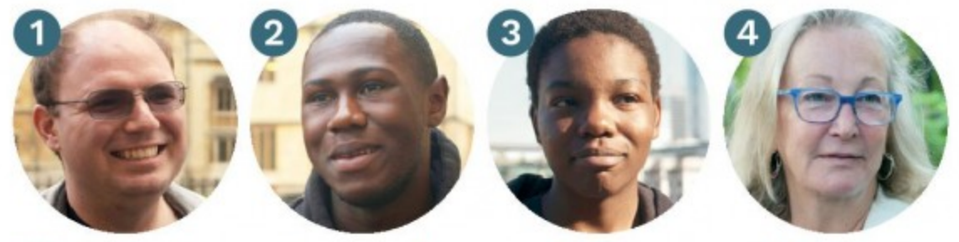
Can you understand this text?

a Read the article once. According to Dr Breus, what kinds of music should you listen to before going to sleep?

b Read the article again and choose the best words to fill the gaps.

1 a after b while c between
2 a effective b affectionate c harmful
3 a active b relaxed c alert
4 a adjust b increase c stop
5 a pride b excitement c boredom
6 a advise b forbid c order
7 a last b first c next
8 a possibly b likely c probably
9 a deeper b comfortable c uncomfortable
10 a as b because c if

Can you understand these people?



Christopher Lemuel Mary Martina

Video Watch and choose a, b, or c.

1 If Christopher was left alone on a desert island, he thinks ___.
   a he would survive well because he was a boy scout
   b he wouldn't worry too much about being rescued
   c he would have an idea from films about what to do

2 Lemuel finds it annoying when other people ___.
   a talk during lectures
   b don't walk fast enough in the street
   c bite their nails

3 Mary sometimes has problems sleeping when ___.
   a she's feeling depressed
   b her bedroom is too warm
   c she's been reading an exciting book

4 Martina likes listening to country music to help her to ___.
   a wake up
   b feel more energized
   c relax in the evening

How you can use *music* to sleep better

by Dr Michael Breus

Music is a regular fixture in my daily life. I listen to music to keep motivated [1]_____ I exercise or work, to relax me when I travel, and to unwind before bed. It's especially [2]_____ on nights when I'm feeling tense.

Slow beats are best. The body and brain are highly responsive to music, including its rhythm and tempo. Use up-tempo songs to get you moving in the morning, or to keep you [3]_____ on a long drive. To move your body into sleep mode, use songs that have a rhythm of about 60–80 beats per minute – you can find lots of examples on YouTube. Your heart rate will [4]_____ to match these slower beats, and your breathing will slow down, putting you closer to a sleeping state.

Avoid emotional triggers. Don't listen to music that makes you feel strong emotions, whether sadness or [5]_____. These are not the songs you want to listen to at bedtime.

Go lyric-free. Lyrics can be mentally stimulating. I [6]_____ my patients to choose music without words at bedtime. Give the cognitive centres of your brain a rest, rather than lighting them up.

Be consistent. Research suggests that the beneficial effects of music for sleep get stronger over time. If you're stressed out in the evenings, your new music routine might not make an immediate difference in the [7]_____ few nights. Stick with it for a few weeks, and you'll find the soothing effects become stronger.

Don't ignore the rest of your sleep environment. If you're playing a Bach sonata in a room blazing with lights, or looking at a computer screen, you're not [8]_____ to benefit from the sleep-inducing effects of the background music. Make sure your nightly routine and environment is soothing, calm, and dimly lit.

Don't fall asleep with earphones. If you want to listen to music as you fall asleep, that's fine. But don't use earphones, which can make sleep [9]_____ and damage your ear canal.

Pay attention to how you feel. We all react differently to songs and find different meaning within them. Classical music is often used in studies, and is a popular choice for bedtime listening. But [10]_____ it's not your thing, that's fine. Try jazz, or new age, or folk music. Whatever makes you feel calm and puts your body and mind in a restful mode is the right choice for you.

From Michael J Breus, founder www.thesleepdoctor.com

7A You be the judge

G past modals: *must have*, etc.; *would rather*
V verbs often confused
P weak form of *have*

"Don't raise your voice; improve your argument."

Desmond Tutu, Nobel Peace Laureate

1 GRAMMAR
past modals: *must have*, etc.



a Look at the photo. With a partner, predict who the people are, where they are, and what they are arguing about. Use *could be*, *can't be*, and *must be*.

They can't be a family, because... They must be...

b Video Watch the video and check. Who is the 'guilty' person?

c Video Watch some extracts from the conversation and complete them with *could have*, *might have*, *must have*, *can't have*, or *should have*.

1 Not me. You _____ _____ finished it.
2 One of you _____ _____ used it.
3 It _____ _____ been Emma.
4 _____ you _____ drunk it last night...?
5 Someone _____ _____ given it to the cat.
6 ...you _____ _____ put your name on it.

d Look at the gapped phrases 1–6 in **c** and think about what they mean. Then with a partner, match them to meanings A–D. Write the number in the box before each phrase.

Which phrase (or phrases) means you think...?

A ☐☐ it's very probable (or almost certain) that something happened or somebody did something
B ☐☐ it's possible that something happened or somebody did something
C ☐ it's impossible that something happened or somebody did something
D ☐ somebody didn't do the right thing

e G **Grammar Bank** 7A *p.152*

2 PRONUNCIATION
weak form of *have*

have When he got home, he realized he must ~~of~~ left his bag at school, so he ran back, but when he

a Look at an extract from a British child's homework above. Why do you think the child made that mistake?

Weak form of *have*

When *have* is an auxiliary verb, it is usually contracted in spoken English, e.g. *I've*, *you've*. If it's not contracted, it's often pronounced /əv/, e.g. after a modal verb. The pronunciation is exactly the same as the weak form of *of*.

b 7.3 Now listen to six sentences with past modals and repeat.

c 7.4 Listen and write six sentences with either *have* or *of*.

d In pairs, read the conversations and complete **B**'s responses with your own ideas (for responses 5–8 you also need to use *must have*, *might have*, *should have*, or *can't have*). Then practise the conversations.

1 A It was my birthday yesterday!
B You should have told me.

2 A I can't find my phone anywhere.
B You must have _____.

3 A I definitely said we were meeting them at 7.00.
B They may have _____.

4 A I'm so tired. I can't keep my eyes open.
B You shouldn't have _____.

5 A I failed my piano exam.
B _____.

6 A Why do you think Fiona and Brian broke up?
B _____.

7 A Alberto didn't come to class yesterday.
B _____.

8 A We're going to be late. There's so much traffic.
B _____.

3 READING & SPEAKING

a You're going to read an article from *The Guardian* where two people describe a domestic problem from opposite points of view. First, read the introduction to the article and the headings, and in pairs, check you understand the words in the list.

the defence the judge the jury the prosecution

b Read **The prosecution** and answer the questions. Do you think Anaïs is being reasonable? Why (not)? Would Nelson annoy you if you had to share a flat with him?

1 Why does Kojo keep his bike inside?
2 Why does Anaïs have a problem with it?
3 What is her solution to the problem?

c Now read **The defence**. What does Kojo say in response to Anaïs's points in **b**?

d Look at highlighted phrases 1–5. Reading between the lines, which phrase shows that... ?

- Anaïs thinks Kojo is being lazy
- Anaïs isn't completely innocent herself
- Anaïs thinks Kojo is being a bit ridiculous
- Anaïs partly understands Kojo's point of view
- Kojo is happy with things the way they are

e Now read **The jury**. Who...?

- is pro Anaïs
- is pro Kojo
- thinks both need to make concessions

f Now you be the judge. Have a class vote. Is Kojo guilty or innocent? Then go to **Communication** You be the judge *p.111* and find out what *The Guardian* readers voted. Did they vote the same as you?

You be the judge
Should my flatmate keep his bicycle outside?

Kojo is determined to keep his bike in the flat. Anaïs says she keeps bumping into it and wants it out. You decide who's right!



The prosecution:
Anaïs

Kojo and I met at university and moved in together after graduating. It's been a good partnership – he's like a brother to me. Kojo has often had bikes stolen in London. Then he got Nelson, a really good bike, and decided to keep it inside. (I don't know why it's called Nelson.) Having a bike constantly in the corridor is quite annoying. I didn't have anything against this at first because [1]I didn't want Nelson to get stolen right after Kojo had bought 'him'. But now, maybe because I'm working from home more, I feel differently. I often hit my elbow or catch my bag on Nelson when I leave the flat in a hurry. [2]I have suggested that Kojo keep him in the bike storage shed at the end of our road, 30 seconds from our house. It costs £60 a year – it's a small price to pay to have more space in our tiny flat – but Kojo says he can't afford it. [3]And he says Nelson will be lonely outside in a bike store! Kojo and I get on well and this flat has been our home for a while, but it seems there are three of us living here and I didn't sign up to share my space with the extra housemate.

The defence:
Kojo

In London, bikes often get stolen. A couple of years ago, I got a new, quite expensive bike after my old one was stolen. I was cycling every day, so I got into the habit of bringing Nelson into the flat because it was safer. Also, he was new and I wanted to keep him in the house to protect his lovely blue paint. Anaïs was cool with it for a long time, but she's now asking me to put poor Nelson into one of those bike storage sheds nearby. She thinks Nelson will be safe there, and she's probably right, but [4]I just don't want to do it. I would have to walk three minutes to get to the shed every time I needed my bike. I don't want to pay the monthly storage fee and leaving Nelson so far away from me at night makes me a little bit sad. [5]Anaïs keeps five giant suitcases in our shared storage space and kitchen, so why can't I keep Nelson in the corridor? He doesn't take up too much space – less than her suitcases, in fact. Summer is here now so I'll be taking Nelson out most evenings and weekends. Anaïs won't even notice when he's here.

The jury
Readers say:

Nelson may be beautiful, but he's in the way when he's in the flat. However, if Anaïs really wants the bike in storage, she should pay half the fees. Space is important in a home, but so is compromise. **Stephanie, 35**

Bike theft is a real worry, and it's reasonable to want to keep a treasured possession in the home. Ignore it, Anaïs. A 'brotherly' housemate is far more valuable. **Gautham, 37**

The secure bike shed just three minutes away sounds ideal for Kojo's bike. Why create an obstacle in the hallway if you don't need to? That said, Anaïs should store her suitcases in her own room. **Mary, 37**

Shared areas must be respected, especially the kitchen. So it's time for Nelson to become an adult bike and move in with his roommates three minutes away. **Joey, 25**

If bike storage was an issue, Anaïs should have mentioned it when Nelson first arrived. But Kojo needs to ask himself if he is willing to put friendship above his bike. **Sarah, 50**

Adapted from The Guardian

4 LISTENING & SPEAKING



You share a flat with someone you didn't know before. At first, you got on really well, but recently there have been several things that have been annoying you, which you've both avoided talking about. Now you think the time has come to have a talk about them.

a Read the situation above. Then go to **C Communication** Argument! **A** *p.111* **B** *p.116* Role-play an argument.

b **7.5** Listen to a psychologist giving some tips about how to argue better. Which two general points does she make?

1 ☐ Never avoid an argument by refusing to talk.
2 ☐ Try to avoid having an argument in the first place.
3 ☐ It isn't a bad thing to argue from time to time.
4 ☐ Always involve another person to mediate.

c Listen again. Tick (✓) the ones you should say and cross (✗) the ones you shouldn't. Why are they right or wrong?

1 ☐ 'Look, you're not doing your share of the housework.'
2 ☐ 'I think we should have another look at how we divide up the housework.'
3 ☐ 'Sorry, it was my fault.'
4 ☐ 'You always forget our wedding anniversary.'
5 ☐ 'I didn't mean to shout. I'd rather we didn't argue, but this is very important to me.'
6 ☐ 'And another thing: I was really disappointed with my birthday present.'
7 ☐ 'I'd rather talk about this tomorrow, when we've both calmed down.'

d Look at the things in **c** that the psychologist recommends you should say in an argument. Then do the **Communication** activity in **a** again, with a new partner. Try to follow the psychologist's advice.

Grammar in context *would rather*

- *Listen, I'd rather talk about this tomorrow, when we've both calmed down.*
- *I'd rather we didn't argue, but this is very important to me.*

1 We use *would rather* with the infinitive without *to* to talk about present / future preferences, as an alternative to *would prefer to*.

I'd rather go on holiday in July than August.
Would you rather stay in or go out tonight?
I'd rather not go out tonight. I'm really tired.
NOT ~~*I'd not rather.*~~

2 We can also use *would rather* + person + past tense to talk about what we would like another person to do, as an alternative to *I would prefer it if...*, e.g. *I'd rather you came on Saturday; I'm a bit busy on Friday. I'd rather you didn't smoke in here, if you don't mind.*

e Rewrite the highlighted phrases using *would rather*.

1 I'd prefer to go to the cinema than to a club.
2 I'd prefer not to go to the party if my ex is going to be there.
3 Would you prefer to meet on Thursday morning or afternoon?
4 I'd prefer it if you didn't take photos.
5 I'd prefer it if your parents stayed in a hotel and not with us.

f Work in pairs. Look at the options and take turns to ask and answer. Say why.

Would you rather...?

1 live on your own **or** share a flat with friends
2 do an English course in London **or** New York
3 have a summer holiday **or** a winter holiday
4 stay up very late **or** get up very early
5 go to a concert **or** a sporting event

5 VOCABULARY
verbs often confused

a **7.6** Listen to six short extracts. What's happening? Use a verb from the list.

advise	argue	deny	discuss	refuse	warn

1 *He's denying something.*

b **V Vocabulary Bank** Verbs often confused *p.166*

c Complete the questions with the correct verb from each pair, in the correct form. Then ask and answer with a partner.

1 Do you _____ if people are a bit late when you have arranged to meet them, or do you think it doesn't _____? **matter** / **mind**

2 Can you usually _____ family birthdays, or do you need somebody to _____ you? **remember** / **remind**

3 Have you ever been _____ when you were on holiday? What was _____? **rob** / **steal**

4 What would you _____ people to do if they want to come to your country in the summer? What might you _____ them to be careful about? **advise** / **warn**

5 Do you think taking vitamin C helps to _____ colds? What other things can people do to _____ catching colds? **avoid** / **prevent**

6 Do you ever _____ clothes from friends or family? Have you ever _____ clothes to someone which they then ruined? **borrow** / **lend**

7 Have you ever _____ a cup or medal for anything? Are there any games or sports where you absolutely hate being _____? **beat** / **win**

6 READING & WRITING

a Read the article once. Which of the tips do you think could also apply to a face-to-face argument? Which do you think are the most important?

b Look at some examples of posts on forums. Which advice in the article could you use to improve the highlighted phrases? What could you change them to?

1 You must be crazy! Everybody knows that it will never be possible to completely eradicate plastic.

2 According to my mother, children who grow up bilingual find it easier to learn a third language.

3 You're completely wrong to say that all young people are addicted to technology.

c Work in groups of four. Each take one of the arguments below, and write a response arguing either for or against the statement.

1 Private schools and hospitals should be abolished.

2 The best way to save the planet is to become a vegan.

3 It's impossible to like the works of an artist or musician if you think they were bad people.

4 People should not be allowed to inherit money or property from their parents.

d Pass your paper to the next person in the group, and continue the thread. When you have all responded to each statement, read all the comments on each one. Who do you think argued most effectively, and why?



How to win an online argument

When it comes to arguing face-to-face, many people use persuasive intonation or facial expressions to help win the argument. However, these are no use when you want to argue your case online. A recent study of comment threads on online forums has found that some words are more effective than others and that using numbers makes you more persuasive. Lillian Lee and her PhD students at Cornell University analysed almost two years of posts made on the forum site ChangeMyView, a website where users invite others to challenge their views and present alternative opinions.

The best ways to win an argument

Get your timing right Typically, the first person to reply to the thread has a greater chance of changing the view of the original poster (OP) than someone who joins the debate later on.

Use alternative terminology Use words that are different from those used in the post. For example, if discussing climate change, describing it as *global warming* in a reply makes more of an impact than using the same terminology as the OP.

Be polite The study suggests that swearing or using aggressive terms instantly makes your argument less effective.

Think about length Longer replies in general tend to be seen as more persuasive.

Use evidence Using numbers, statistics, and examples to back up opinions makes people sound more convincing. The same is true of links to examples and outside sources.

Show consideration for others' opinions Phrases like 'It could be the case that...' or 'It may be true that...' show that you are open to other points of view. Although this sounds like it might signal a weaker argument, the researchers said it may make your argument easier to accept, by softening its tone.

Check the language in the original post Personal pronouns, such as *I*, suggest that a person is more open-minded to persuasion, whereas *we* and *us* suggest they are more stubborn. Stubborn people also use more emotive language and use decisive words such as *certain*, *nothing*, and *best*.

Know when to give up Finally, the researchers found that after four or five 'back-and-forth' posts have been made, the chances of changing someone's opinion significantly drops.

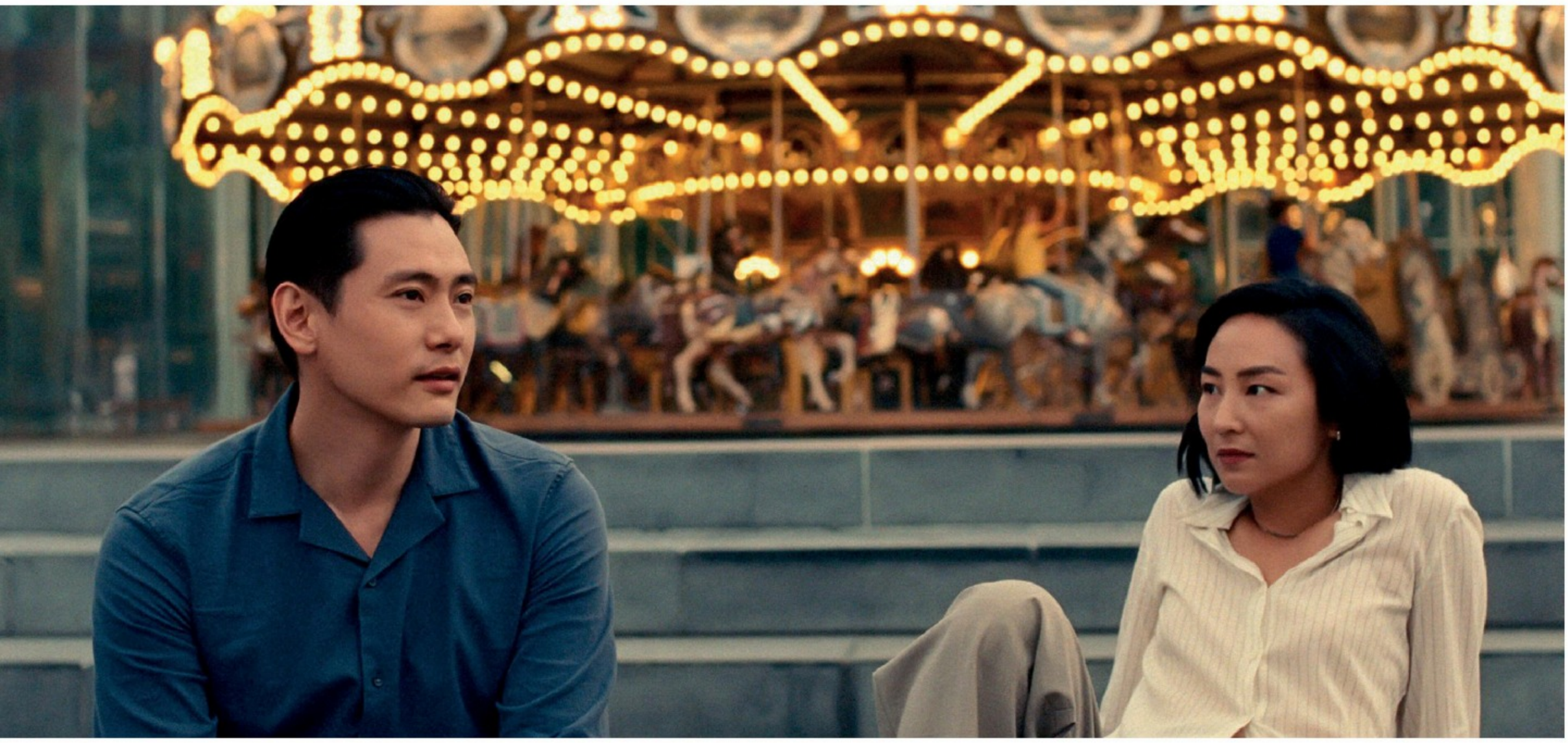
Glossary
thread (*noun*) a series of connected messages on a message board on the internet which have been sent by different people, e.g. a forum

Adapted from The Daily Mail

7B Only an act

G verbs of the senses
V the body
P silent consonants

> "Botox should be banned for actors... Acting is all about expression; why would you want to iron out a frown?"
>
> Rachel Weisz, UK actor



1 GRAMMAR verbs of the senses

a Look at the adjectives for feelings in the list. In pairs, take turns to mime one of them for your partner to guess. You can only use your face and hands.

astonished embarrassed disappointed
shocked miserable scared stiff

b Look at the still from the South Korean film *Past Lives*. Focus on the actors' expressions and body language and choose a, b, or c to complete sentences 1–3 below.

1 They **look like**...
   a brother and sister.
   b old friends.
   c a couple.

2 They **look**...
   a angry.
   b uncomfortable.
   c unhappy.

3 They **look as if**...
   a they would like to get together.
   b they have just broken up.
   c they are about to kiss.

c 7.8 Now listen to a film critic describing what's happening in the scene. Check your ideas in **b**.

d Look again at the sentences in **b**. What kinds of words or phrases do you use after *look*, *look like*, and *look as if*?

e G **Grammar Bank** 7B *p.153*

f Look at four more film stills on p.73. What film type in the list do you think they belong to? Do you know anything about any of the films?

animation biopic drama horror

g Now look carefully at the actors' expressions and body language, and describe:

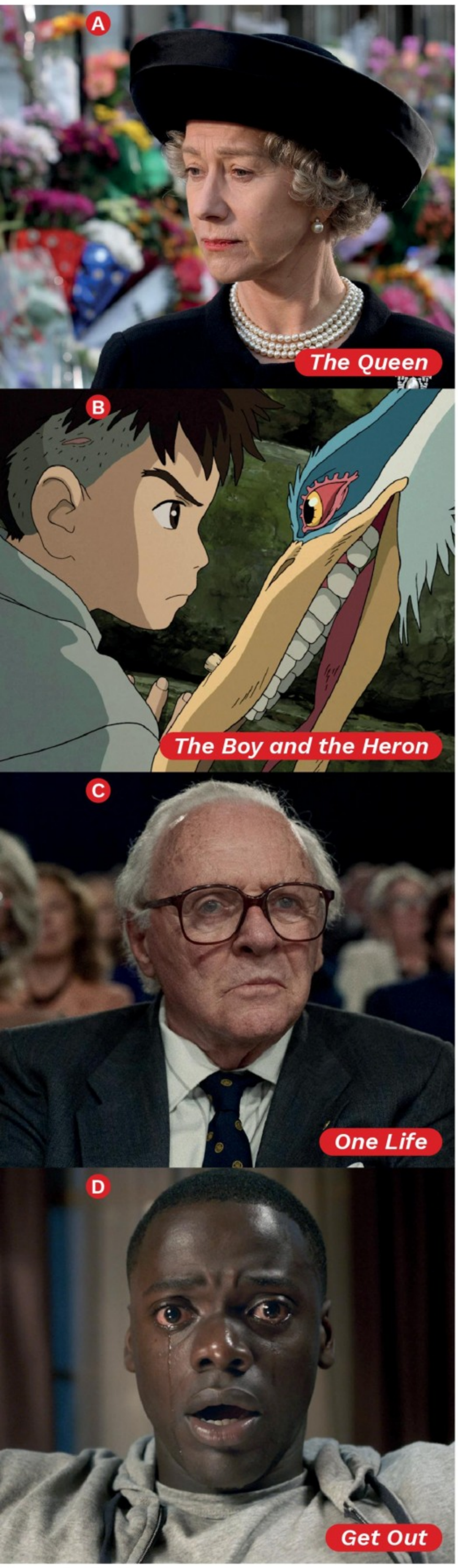
1 how you think they are feeling (using *looks* + adjective).
2 what you think is happening (using *look as if* + clause).

h 7.10 Listen to the film critics and check your answers to **f** and **g**. Did you guess correctly?

i 7.11 Listen to these sounds. What do you think is happening? Use *It sounds as if...* or *It sounds like...*

I think it sounds as if they've...

j C **Communication** Guess what it is **A** *p.111* **B** *p.116*
Describe objects for your partner to identify using *looks*, *feels*, *smells*, or *tastes* + adjective, or *like* + noun.



2 READING & LISTENING

a Have you ever acted in a play or film / video? Where and when? What was your role? Did you enjoy it?

b Read the introduction to an article. What is the best way to do the exercises?

How to improve your acting skills

If you want to be a good actor, you should take every opportunity to improve your acting technique. There are plenty of different exercises you can try, which develop useful skills such as observation and communication. Some you can do alone, whenever you have a spare moment, but generally they are more enjoyable to do in a group. Many of these ideas are available for free on acting websites, but they are all activities created and used regularly by drama teachers.

c **Communication** Developing your imagination *p.112* Read the instructions and do the drama exercise in groups.



d Video Watch *A drama class*. Complete the names of two more exercises. What are they designed to help with?

Exercise 2 Stroking an _____

Exercise 3 What were they _____?

e Look at the instructions for the two exercises. With a partner, try to remember any of the missing information. Then watch again. Together, complete the instructions.

Exercise 2

1 Think of an _____ that you _____ _____.
2 Imagine _____ _____.
3 _____ the action to the rest of the group for them to _____.

Exercise 3

1 Sit in a _____.
2 Choose one person to be the _____.
3 Focus on what everyone _____ _____.
4 After three minutes, all _____ your _____, except for the _____.
5 The host will _____ you all _____.

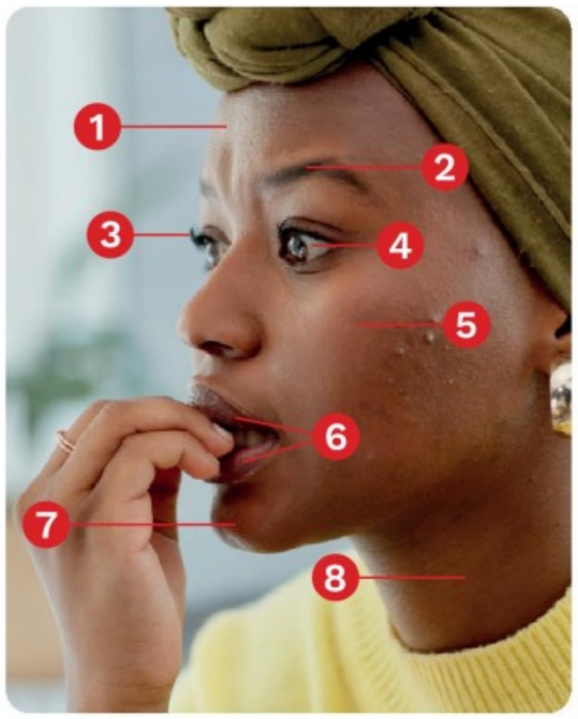
f Now, in your same groups as **c**, do exercises 2 and 3.

3 VOCABULARY the body

a Look at the photo. What emotion do you think the woman is showing?

b Match the words in the list to 1–8 in the photo.

cheek chin eye
eyebrow eyelash
forehead lips neck



c 7.12 Listen and check.

d **Vocabulary Bank** The body *p.167*

e Video Watch the video. Then in pairs, in one minute, write the verb phrase for each body part.

1 nails
2 shoulders
3 nose
4 hair
5 arms
6 toes
7 thumb
8 head
9 eyebrows
10 back

4 PRONUNCIATION silent consonants

a Cross out the 'silent' consonant in these words.

calf comb kneel palm thumb wrinkles wrist

b 7.16 Listen and check. What can you deduce about the pronunciation of...?

- *kn* and *wr* at the beginning of a word
- *mb* at the end of a word

c Look at the phonetics for some more words with silent consonants. In pairs, try to say them.

1 /ˈɒnɪst/
2 /ˈfɑːsn/
3 /ˈmʌsl/
4 /ˈwɪsl/
5 /aɪl/
6 /daʊt/
7 /dɪˈzaɪn/
8 /hɑːf/
9 /həʊl/
10 /kɑːm/
11 /klaɪm/
12 /nɒk/

d 7.17 Match words A–L to the phonetics in **c**. Then listen and check. What is the silent consonant in each one?

A aisle
B calm
C climb
D design
E doubt
F fasten
G half
H honest
I knock
J muscle
K whistle
L whole

e Practise saying the phrases below.

half an hour I doubt it calm down an aisle seat, please
designer clothes anti-wrinkle cream kneel down

5 READING & SPEAKING

a Look at the title of an article by Professor Thomas Ormerod about his research and read the first paragraph. What is the accepted 'best way to spot a liar'? What was the purpose of Ormerod's experiment?

The best way to spot a liar...or is it?



How easy is it to know whether someone is telling the truth or lying? Some people aren't very good at pretending, whilst others are far more expert. Most of us are familiar with the kind of body language which tends to indicate deception, such as avoiding eye contact, blushing, fidgeting, or laughing nervously; and identifying whether somebody is telling the truth can be fairly straightforward with people we know well, our children, family, or friends. However, research shows that relying only on body language to spot a liar is in fact very unreliable, especially when you are not familiar with how a person usually behaves. In fact, according to one study, just one in 400 people manage to make a correct judgement based on non-verbal indicators with more than 80% accuracy. Just because someone looks nervous does not mean they are guilty, and in more formal contexts, such as interviewing crime suspects or in security screening at airports, the consequences of getting it wrong can be very serious. So, my research team and I devised an experiment to develop a more reliable method of lie detection, which relies not on how people behave, but on what they say.

We tested out our method on passengers at airport security. Firstly, we recruited a selection of 'fake' passengers of different nationalities, such as American, German, Swiss, and Canadian, and offered them an extra fee if they managed to pass through a security interview without being spotted. Each person prepared a convincing cover story about their life and work history and the purpose of their plane journey. They were all given valid tickets and passports, and were asked to dress appropriately and carry suitable luggage. A team of trained officers then selected some of the passengers who were passing through security, and carried out specially constructed interviews in order to try to spot the 'fakes'.

b Now read the rest of the article and match Ormerod's five key principles A–E to gaps 1–5.

A **Ask open questions**
B **Build rapport**
C **Look for changes in style**
D **Try to find contradictions**
E **Use surprise questions**

So, what kinds of things did the officers ask in these interviews?
These are the key principles we used to increase the chance of finding out if someone was lying:

1 ___ Officers were asked to give the impression that this was a fairly casual conversation, and to put passengers at their ease with general, friendly questions such as 'How are you today?' and 'Did you have a good trip to the airport?'

2 ___ We told officers to use questions such as 'Can you tell me about...?', 'Can you explain to me who...?' and so on, which required passengers to give more information, rather than just answering 'yes' or 'no'.

3 ___ Passengers were asked, for example, for extra information about a family member or about the company that they worked for; handling unexpected questions is more difficult for a liar than for a truthful person.

4 ___ Officers were encouraged to ask follow-up questions to test passengers' statements. For example, if the passenger claimed to work in Oxford, the officer might ask them about their journey to work, to check if they could report that accurately, and to try to spot any gaps in expected knowledge.

5 ___ Liars are often more confident when they feel in control of a conversation, but if they start to feel undermined or challenged, they begin to limit their responses. We told officers to watch out for people who started to reply with much shorter answers, or who showed a tendency to become evasive in their answers, not replying directly to the questions.



The aim was to put all passengers under gentle pressure, which would increase the chance that something a 'fake' passenger might reveal during a conversation would give them away. The officers were also told not to pick up a lie immediately – rather, to encourage the liar to continue to talk, and then to challenge them when they were sure they were lying. And the results were striking. The security officers using our interview technique were over 20 times more likely to detect the lying passengers than officers using traditional behaviour observation methods.

c Read the article again and choose the correct option.

1 Body language as a way of identifying a liar can be helpful if the person is ___.
a someone you know
b a criminal suspect
c very nervous

2 In Ormerod's experiment, passengers were paid to ___.
a travel to America and Europe
b lie about who they were
c use fake passports

3 Trained airport security officers interviewed passengers who were ___.
a behaving suspiciously
b all on the same flight
c randomly chosen

4 People find it more difficult to lie successfully when they are asked ___.
a for extra information
b casual questions
c about their journey to work

5 Officers were told to be suspicious of passengers who ___.
a seemed confident
b always gave short answers
c talked a lot

6 The experiment proved that verbal clues are ___ body language in helping to identify a liar.
a less effective than
b equally as effective as
c more effective than

d **C Communication** Truth or lie **A** *p.112* **B** *p.116* Play the game.

e Did any of Thomas Ormerod's techniques help you to tell if your partner was telling the truth or not?

6 WRITING a detailed description of a photo

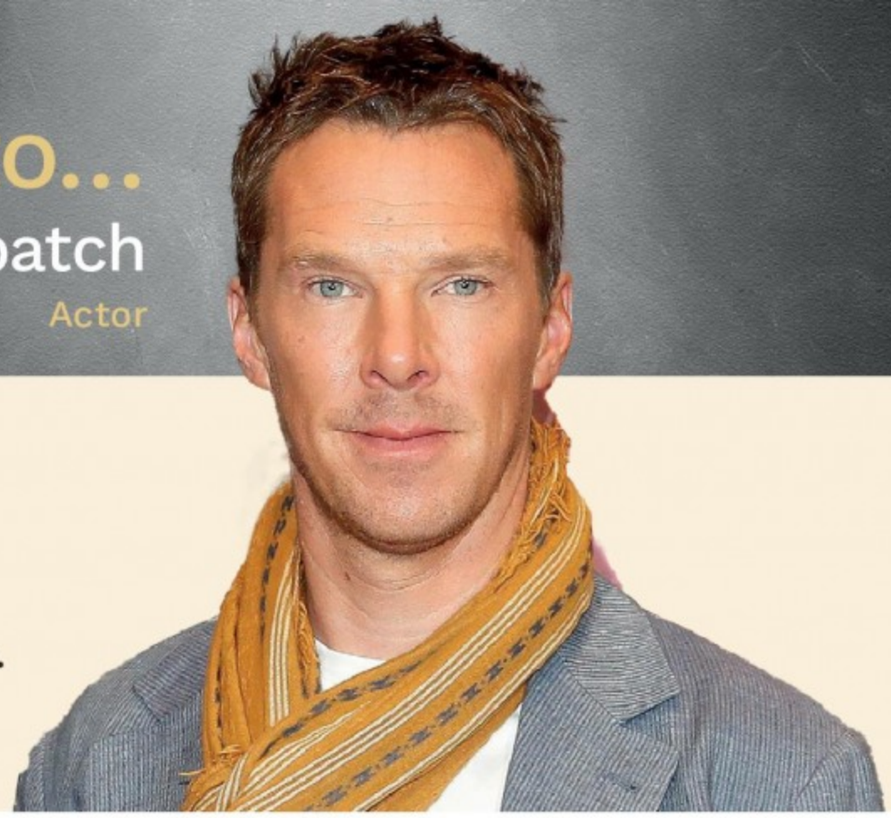
W Writing Bank 7 *p.125* Write a description of a picture, speculating about what the people are doing, feeling, etc.

COLLOQUIAL ENGLISH 4

English File talks to...

Benedict Cumberbatch

Actor



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with Benedict Cumberbatch*. What information did you find out about him? What did you find most surprising?

Part 1

a Video Watch Part 1 of the interview. Number photos A–E in the order he mentions them.











b Watch again and check. What connection does each photo have with Benedict Cumberbatch?

Part 2

a Do you know anything about the people in the list? What do you think they might have in common?

Vincent van Gogh Julian Assange
Alan Turing Dominic Cummings

b Video Watch Part 2 and check. Does Benedict Cumberbatch have a favourite role?

c Watch again and circle the correct option.



1 He approaches playing real characters in *the same way as* / *a different way from* fictional ones.
2 A lot of people *were* / *were not* expecting the modern version of *Sherlock* to be a success.
3 Jeremy Brett and Basil Rathbone are *his* / *other people's* favourite interpreters of Sherlock Holmes.
4 *57* / *75* people had played the role of Sherlock Holmes before Benedict Cumberbatch did.
5 He tends to have special empathy with characters who have *suffered* / *discovered things*.

Part 3

a Video Watch Part 3. What two topics does Benedict Cumberbatch talk about?

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

1 He used to practise doing different accents when he was at school.
2 He describes himself as very musical.
3 He thinks the only way to learn an accent is listening and repeating.
4 One difficult accent he had to master was Julian Assange's American accent.
5 It can be difficult to maintain an accent if the film crew are speaking with a different one.
6 He thinks there are psychological and physical benefits to swimming in cold water.
7 He loves to read books about acting.

Reading on screen

In pairs, look at some things Benedict Cumberbatch mentions that you read about in the video. Can you explain what they are?

TEFL LAMDA
Love's Labour's Lost and *A Midsummer Night's Dream*
water baby

Looking at language

Sophisticated language

Benedict Cumberbatch speaks in quite a complex way, using sophisticated words and phrases. For example, instead of saying, e.g. *It was difficult to explain something.*, he says *It was a struggle to impart information.*

a Video Watch some extracts from the interview and try to guess the meaning of the highlighted phrases from the context. Then match them to A–F.

1 ...which stood me in good stead for a few tactics and a few techniques...
2 I grew up in a culture and society, a demographic of live performers, actors, singers, dancers, and it was normalized very early on.
3 I was eager to try and do what I knew,...
4 I was [...] very, very fortunate in that regard...
5 ..., Sherlock is obviously the first one that springs to mind,...
6 But I was very wary of the loyalties that people have...

A ☐ keen to
B ☐ I got used to it when I was young
C ☐ relating to what I've just mentioned
D ☐ careful, because I thought it might be a problem
E ☐ that I can think of
F ☐ was very useful to me

b Watch again and check.

Reacting to the interview

Talk to a partner.

- How would you describe Benedict Cumberbatch? Is there any one thing he talked about that you particularly remember?
- Do you have a favourite role of his? What did you think was so good about it?
- What current actors do you particularly admire? Why?
- Do any of the things Benedict Cumberbatch does to relax appeal to you? Why (not)?

2 THE CONVERSATION



Do you think a biopic is a good way of learning about somebody's life?

a Video Watch the conversation. Tick (✓) their conclusion.

1 ☐ A book will always be better than a biopic to teach you about a person's life.
2 ☐ A biopic will always be more enjoyable than a book.
3 ☐ Biographies and biopics have different advantages.

b Complete the sentences with phrases A–E (there is one phrase you don't need). Then watch again to check.

1 Tim says that *Bohemian Rhapsody* ☐.
2 He also mentions *Florence Foster Jenkins* and says that it ☐.
3 Anindhita talks about *Oppenheimer* and says that it ☐.
4 Syinat mentions *Napoleon* and says that it ☐.

A presents the protagonist in a way they didn't agree with
B taught them about a person they knew nothing about
C confirmed the opinion they already had about the protagonist
D inspired a new interest in their family members
E helped them to understand the complexity of the protagonist's situation

c Video Watch four extracts and notice how the speakers often begin with a discourse marker to manage the flow of the conversation, for example, to show their attitude, or the purpose of their remark.

Beginning a comment with a discourse marker

1	**Tim**	However, I think it's a good way of learning about aspects of a person's life...
2	**Tim**	And you know, they learned about Queen and they are now big fans of Queen.
	Syinat	Really?
	Tim	Probably mainly because of the film.
3	**Tim**	Also, a biopic can tell you about someone you don't know anything about...
4	**Anindhita**	For instance, *Oppenheimer*. I mean, I can't detach it from *Barbie* anymore because they were released at the same time...

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

8A Modern crime

G the passive (all forms); *have something done*; *it is said that...*, *he is thought to...*, etc.
V crime and punishment
P the letter *u*

"A society gets the criminals it deserves."

Val McDermid, Scottish crime writer

1 LISTENING

a Imagine you are alone in the street at night in an area that you don't know well. Would you feel nervous? What might you do to feel safer?

b Read the introduction to a page from a police crime prevention website and look at the pictures. With a partner, decide what advice you think is shown in each picture.

c Video Now watch *Stay safe*. Then complete the headings. What advice did you predict correctly in **b**?

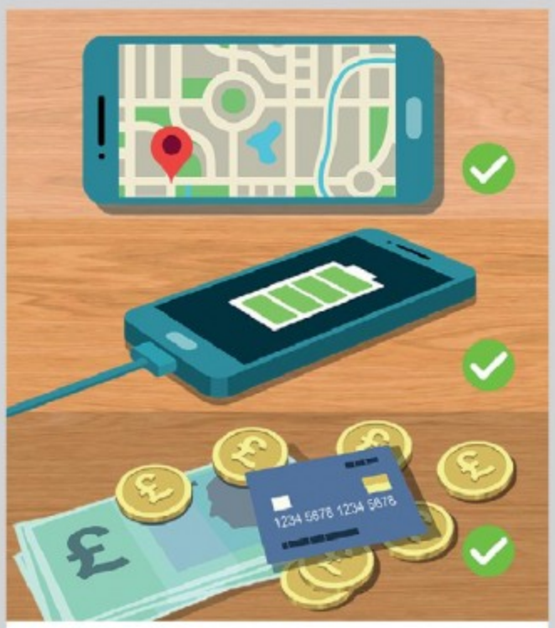
d Watch the video again and answer the questions.

1 What should you plan in advance?
2 Why is it important to look confident?
3 What three things shouldn't you do in the street?
4 What kinds of things should you keep out of sight?
5 Why should you walk facing oncoming traffic?
6 What three things make places safer to walk at night?
7 What should you discuss with friends when planning a night out?
8 Why shouldn't you let your drink out of your sight?

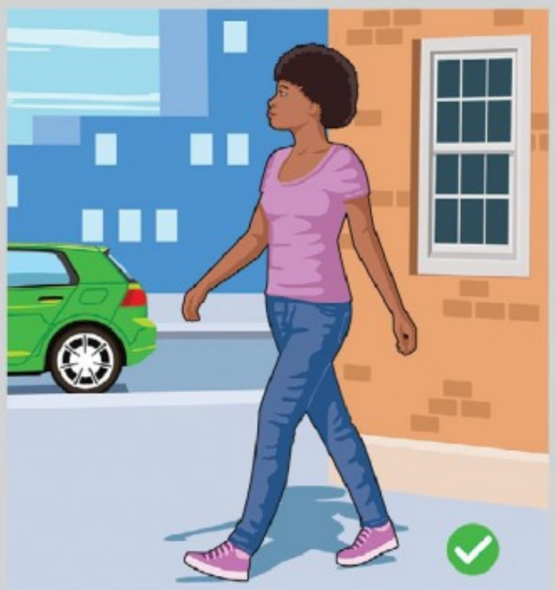
e Was any of the advice about street crime new to you? Which tip do you think is the most useful? How safe / unsafe is your town, or the area where you live?

Stay safe

Street crime is often unplanned, so making yourself less of a target, moving with purpose, and being aware of your surroundings will go a long way to keeping you safe when you're out and about. Here are eight important pieces of advice.



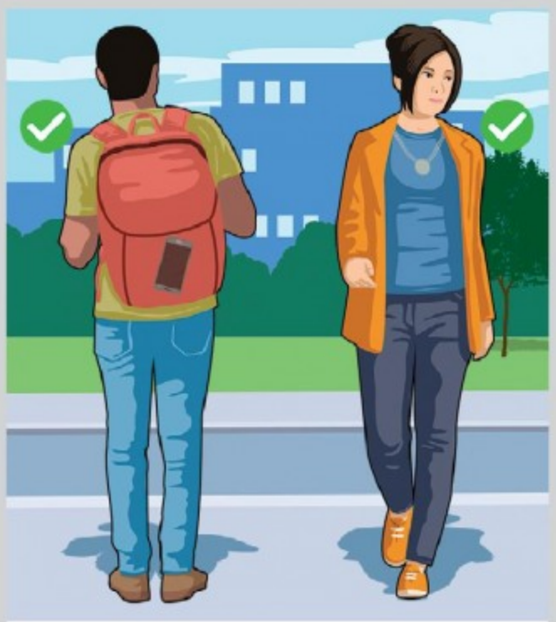
1 Be _____



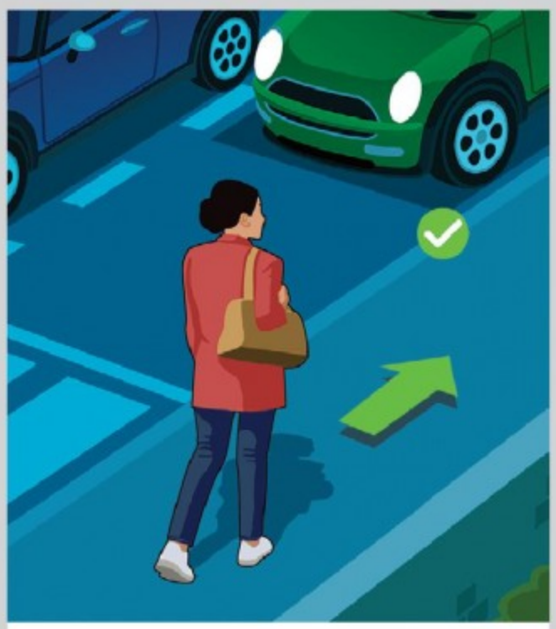
2 Be _____



3 Be _____



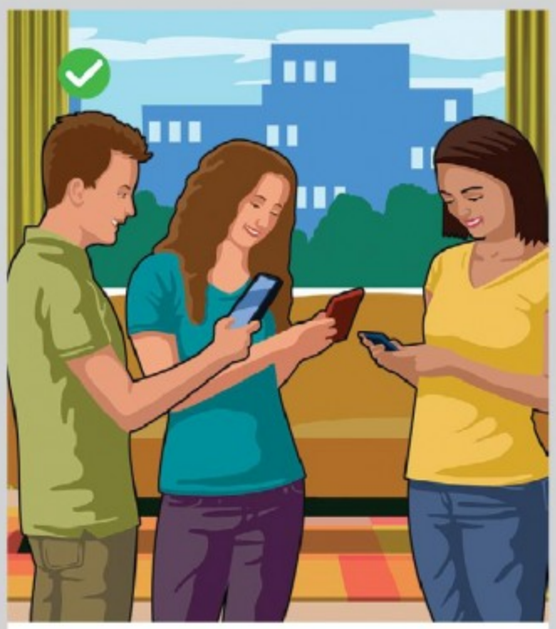
4 _____ it



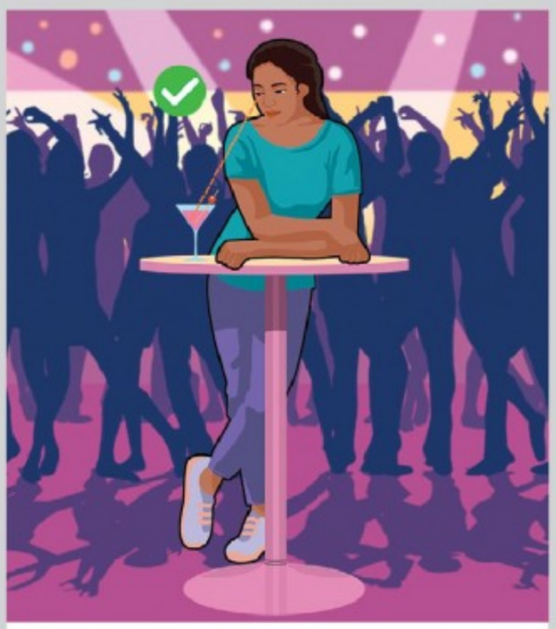
5 Go _____ the flow



6 Trust your _____



7 Make a _____



8 Look out for _____

Adapted from the Metropolitan Police website

2 VOCABULARY
crime and punishment

a How much do you think you know about keeping your home safe? Can you 'beat the burglar'? Do the quiz to find out.

Beat the burglar



1 What's the most common time of day to be burgled?
a between 10.00 and 12.00 a.m.
b between 2.00 and 5.00 p.m.
c between 10.00 and 12.00 p.m.

2 How long do you think a burglar normally takes to search someone's house?
a 10 minutes b 20 minutes c 30 minutes

3 What two things influence a burglar to choose a house to break into?
a it's in an expensive area
b there's no one at home
c there are trees and bushes around the house

4 Which are the most common things that burglars steal, apart from money?
a laptops and tablets
b paintings and antiques
c jewellery

5 What is the best place in the house to hide your valuables?
a the living room
b the main bedroom
c a child's bedroom
d the kitchen
e the study

6 What is most likely to prevent a burglary?
a a dog b a burglar alarm

b C **Communication** Beat the burglar **A** *p.113* **B** *p.117*
Find out the answers, according to an ex-burglar.

c Match the highlighted words in the quiz to definitions 1–5.

1 _____ (*noun*) a person who breaks in and steals from a private house
2 _____ (*verb, passive*) to have sb enter your house and take things that belong to you
3 _____ (*noun*) the crime of entering a house illegally and stealing things from it
4 _____ (*phr. verb*) to enter a place by force
5 _____ (*verb*) to take sth without intending to return it or pay for it

d 8.1 Listen and check.

e V **Vocabulary Bank** Crime and punishment *p.168*

3 PRONUNCIATION & SPEAKING
the letter *u*

a Look at the words in the list. Which sound does the letter *u* make? Put them in the correct column.

accuse drugs judge jury
mugger punishment smuggling

/ʌ/	/ʊə/	/juː/

b Now look at the pink letters in some more words which include the letter *u*. Put them in the correct column, according to how the vowel sound is pronounced.

burglar caught court fraud guilty murderer

/ɜː/	/ɔː/	/uː/

c Video Watch and check your answers to **a** and **b**. Practise the words and sounds. Then answer the questions.

1 Is the vowel sound before a double consonant short or long?
2 Which two words are pronounced exactly the same?
3 How do we pronounce *gu* before the letters *a*, *e*, and *i*, as in *guard*, *guess*, *guilty*?

d 8.4 Listen and write five sentences. Then practise saying them.

e Talk in small groups. Ask for more details.

What do you think are the most common crimes in your town or city?

Have you ever witnessed a crime? What was it? Where? What happened?

Do you know anyone...?
- whose phone or bicycle has been stolen
- whose car has been vandalized
- who has been stopped by the police while driving
- who has been mugged
- who has been burgled
- who has been offered a bribe

4 GRAMMAR

the passive (all forms); *have something done*; *it is said that..., he is thought to...*, etc.

a Read three true crime stories. In which story was someone...?

A caught because of what they stole

B caught because of what they were wearing

C caught because of what they said

1 The telltale trousers When an attempted robbery at a DIY store went wrong, Milton J. Hodges fled across the street and jumped over a fence to avoid [1]*catching / being caught*. Unfortunately, he [2]*landed / was landed* in the grounds of the Cypress Cove Nudist Resort & Spa. Hodges [3]*spotted / was spotted* by police easily, as he was the only person wearing clothes.

2 The Apple iDiot Last week in San Francisco, a woman had her iPhone stolen. A thief cycled up to her on the pavement, [4]*snatched / was snatched* the iPhone out of her hands, and rode away. However, unknown to him, the woman worked for Apple and [5]*was demonstrating / was being demonstrated* the iPhone's new GPS tracking device to some customers. The tracker worked, and the thief [6]*caught / was caught* a few minutes later.

3 Parlez-vous français? The victim was hysterical when the Calgary police arrived at her house. A window [7]*had broken / had been broken* and her jewellery had gone. While the police officer was there, her French-speaking father [8]*called / was called*. She explained to him, in French, that it was all a plan to get the insurance money. What she didn't know was that Officer Meharu speaks six languages, including French. She [9]*has been charged / has charged* with fraud.

b Read the stories again. Circle the correct form of verbs 1–9, active or passive.

c Look at the extract from story 2.

A woman **had her iPhone stolen**.

Does it describe...?

1 something the person arranged for someone to do for her

2 something bad that happened to her

d 8.5 Now look at another headline and listen to the news story. In what way was the robber polite?

BRITAIN'S MOST POLITE ROBBER

e Listen again and complete extracts 1–4. How is the structure different between 1 and 4, and 2 and 3?

1 Police in Stockport are looking for a man who is said _____ _____ Britain's most polite armed robber.

2 It is believed _____ _____ _____ a tall man in his early 40s...

3 It is thought _____ _____ _____ _____ at least four shops in Stockport in recent weeks.

4 He is reported _____ _____ _____ to his victims...

f G **Grammar Bank** 8A *p.154*

5 READING

a You're going to read some information about three different types of modern crime. First, look at the headings and pictures. What do you think the crimes involve?

Trolling



What is it? Trolling is when somebody posts or comments online to deliberately upset other people. Trolls want to provoke an argument or emotional reaction; when they disagree with the views of another person or group online, they try to discredit or humiliate them. They may also encourage others to join in the attack so it can become overwhelming. Trolls tend to post under a fake name or anonymously so they can say things without being held responsible. This can make them feel more powerful and less cautious than they would be if they were talking to someone in person. Trolls also often try to downplay the impact of their behaviour, claiming anyone who's upset by their posts or comments is overreacting. This can make the person who was trolled feel even worse.

What should you do?

Resist the urge to respond Don't get involved in an online argument. This just gives the troll the reaction they want.

b Read the article once and check. Then tick (✓) the things that according to the article are true for each crime.

1 Trolls tend to...

- a encourage other people to take their side in an argument.
- b reveal their true identity eventually.
- c claim they didn't mean to hurt anyone.

2 Porch piracy is...

- a more frequent since the Covid 19 pandemic.
- b upsetting even when the stolen items are not valuable.
- c a big problem for delivery drivers.

3 Catfishers often...

- a ask unusually detailed information about you.
- b give a lot of detailed information about themselves.
- c tell lies about problems they're having.

Porch piracy



What is it? Porch piracy is an amusing name for a serious offence: that is, when somebody steals a package that's been delivered to your doorstep. The rise in popularity of online shopping, especially since the Covid 19 pandemic, has created an epidemic of such thefts. Somebody appears just moments after a delivery driver has left an address, picks up the parcels, and drives away. Items may be low value – typical examples include cleaning materials, light bulbs, or books – but package theft feels deeply personal because it happens at people's homes, sometimes when residents are just feet away. Apparently, people are often less angry about losing the item itself than about the fact that a thief came on to their property and took something. And of course, some items are really important or valuable, such as medication or electronic products.

What should you do?

Use a package-receiving service Google where you live and see what's available. It's a little bit of a hassle to pick your package up somewhere else, but it's worth it for your peace of mind.

Catfishing



What is it? A catfish is someone who sets up a fake online profile to trick people who are looking for love, usually to get money out of them. Conversations may get personal very quickly, even though you've only been talking for a couple of days or weeks. They find ways to get information like your full name and address, or bank details. However, they may only tell you vague details about themselves, and nothing that can be fact-checked. Catfishers may ask you to keep the relationship secret or try to isolate you from your friends or family. They often ask for money using emotional stories, for example, claiming that they've fallen on hard times or that a relative is ill. Watch out for an inconsistency in their story, and if something doesn't make sense, ask about it.

What should you do?

Keep details private Don't share too much personal information, such as your full name, date of birth, or bank details.

c Now read six more things you should do to protect yourself. As quickly as you can, match two to each crime. Which words or phrases helped you decide?

1. **Invest in a video doorbell** These devices take high-resolution video of anyone approaching your property, which provides excellent evidence if the person is a criminal. It might not stop a thief, but it will make them think twice.
2. **Check them out** Find out whether they're genuine by putting their name, profile pictures, or any repeatedly used phrases and the term 'dating scam' into your search engine.
3. **Buy a delivery bag** These heavy-duty bags can be locked to any stationary object. You leave them open for the delivery driver, who puts your package inside and locks it.
4. **Get more help** Talk to someone you trust about these posts, like a close friend or family member, or call a helpline.
5. **Money matters** Don't send money to someone you've never met in person, no matter what reason they give or how long you've been speaking to them.
6. **Collect evidence** Online services and platforms have a responsibility to ensure people can use them safely. Make screenshots or recordings of the abusive comments, then report and block the troll.

d Look at some more modern crimes. Say what you think they involve. Can you think of any recent examples?

cybercrime hate crime identity theft
trafficking modern slavery

6 SPEAKING

a Look at the questions. For each one...

- decide what you think.
- think of reasons for your opinions.
- decide how you think the 'crime' should be punished.

Do you think it should be illegal to...?

- post a photo or video of someone online without their permission
- post aggressive or threatening messages or comments
- download music, books, and films without paying for them
- own an aggressive breed of dog
- squat in an unoccupied house (live there without paying rent)
- paint graffiti on a wall or fence
- smoke or vape in parks or in the street
- kill or injure another person in self-defence

If yes, how do you think they should be punished; e.g. a fine (how much?), community service (what?), a prison sentence (how long?)? If no, say why not.

b Now discuss the questions in groups.

7 WRITING an article expressing your opinion

Writing Bank 8 p.126 Write an article for an online forum, saying what you think about some aspects of crime.

8B Faking it



G reporting verbs
V the media
P word stress

"For most people no news is good news, but for journalists good news is not news."

Gloria Borger, US political commentator

1 LISTENING & SPEAKING

a Talk to a partner.

1 Where do you get your international, national, and local news from?

2 Look at the list below. What kinds of news are you normally interested in?

arts and culture business celebrity gossip
crime the environment food & drink health
local / national news politics sport technology
TV and entertainment the weather world news

3 What kinds of news headlines – e.g. a death, news about a celebrity, a sports result – might make you want to read the whole article?

4 What stories are in the news at the moment in your country?

b In pairs, look at the photos for two news stories. What words or phrases would you google to find out what the news stories are?





c 8.9 Listen to the stories. Then, with a partner, write a short headline for each story.

d Listen again. Then, in pairs, each retell one story using the prompts below.

Story 1

This happened at...
The orchestra was performing a piece by...
The composer wanted...
The conductor auditioned...
Cookie, Sophus, and Sica were in training for...

Story 2

Vlad the Impaler lived...
He is thought to be the inspiration for...
Scientists have analysed a...
They discovered...
It seems likely that Vlad was...

e Look at two more photos for news stories. With a partner, guess what they are about.





f C **Communication** Strange, but true? **A** *p.113* **B** *p.117* Read the stories and check, then tell each other what happened.

g Three of the four stories in this lesson are true and one is fake news. Which one do you think is the fake?

2 GRAMMAR reporting verbs

a Look at three extracts from the news stories. Can you remember the verbs in the bold phrases?

1 (The psychologist) **a**_____ **the person to** build up courage and speak to their partner.

2 A couple **r**_____ **to tip** their waitress more than 40p because she didn't do enough.

3 Gardner **d**_____ **being** mean. '40p's fine. You can get a lollipop and temporary tattoos for that.'

b **Grammar Bank** 8B *p.155*

3 PRONUNCIATION word stress

Wife accused of poisoning husband

Minister admitted accepting free tickets

a Look at the two-syllable reporting verbs in the list. All of them except four are stressed on the second syllable. Circle the four exceptions.

a|ccuse ad|mit ad|vise a|gree
con|vince de|ny in|sist in|vite o|ffer
or|der per|suade pro|mise re|fuse
re|gret re|mind su|ggest threa|ten

b **8.11** Listen and check.

Spelling of two-syllable verbs

If a two-syllable verb ends in consonant–vowel–consonant and is stressed on the second syllable, the final consonant is doubled before an *-ed* ending, e.g. *regret > regretted*, *admit > admitted*. However, when the stress is on the first syllable, the final consonant is not doubled, e.g. *offer > offered*, *threaten > threatened*.

c Complete the sentences below with the correct reporting verb in the past tense.

Shall I make some coffee?
1 He offered to make some coffee.

No, I won't go.
2 He _____ to go.

OK, I'll help you.
3 He _____ to help me.

I'll call you. Believe me.
4 He _____ to call me.

Remember to lock the door!
5 He _____ me to lock the door.

You should buy a new car.
6 He _____ me to buy a new car.

Would you like to have dinner?
7 He _____ me to have dinner.

I didn't break the window!
8 He _____ breaking the window.

Yes, it was me. I stole the money.
9 He _____ stealing the money.

I wish I hadn't married Susan.
10 He _____ marrying Susan.

Let's go to a club.
11 He _____ going to a club.

You killed your boss.
12 The police _____ him of killing his boss.

d **8.12** Listen and check.

e Cover the right-hand column in **c**. Look at the direct speech and say the reported sentence, linking the verbs and *to* where appropriate.

Linking

Remember that if a word ends in a /t/ or /d/ sound, e.g. regular past tense verbs, and the next word begins with a /d/ or /t/ sound, the two words are linked, e.g. *offered to*.

f **8.13** Listen to some more sentences in direct speech. Then report them using the verb you hear.

1 I didn't steal the wallet! **deny** *He denied stealing the wallet.*

4 VOCABULARY & SPEAKING
the media

a Look at some photos and headlines from true news stories. In pairs, discuss which four 'news' verbs from the list could complete the headlines.

fall for rush hit quiz split wed









b 8.14 Listen and check. What do 'news' verbs in headlines 1–4 mean? Which story did you like best?

c **Vocabulary Bank** The media *p.169*

d Look at the questions below. Decide if you personally agree or disagree with them. Think of reasons and examples to support your opinion.

Is it ever OK...?

- for journalists to access other people's phones or email accounts
- for the media to publish stories and photos about celebrities' private lives
- for the paparazzi to take photos of well-known people when they are at home or on holiday
- to censor the news
- to publish news articles that aren't completely true

I think it's perfectly OK for / to...

I think it can be OK for / to..., depending on the circumstances.

I don't think it's ever OK for / to...because...

e Work in small groups. Take turns to ask one question. Give your opinion and explain why. Then discuss with the group. What is the majority opinion on each topic?

5 READING

a Read a news report about a skydiving incident. What happened to Alice Kempton?



Skydiver does high jump

An amateur skydiver who failed to listen to the instructor had a shock when she jumped out of the plane on her first skydive. Despite attending the morning's mandatory training course, first-time solo jumper Alice Kempton leapt from the plane over the drop zone and immediately shot upwards. 'It doesn't matter how many times I say it, there's one in every group who fails to pay attention to the single most important thing I tell them,' said local skydiving instructor Marnie Jacobs. 'They assume they know everything and it's easy, but she didn't even know which direction to go. We watched her getting smaller and smaller as she rose into the stratosphere.' Reports confirmed Kempton had finally released her parachute as she left Earth's atmosphere.

Adapted from The Onion

b Read the article again. At what point in the article did you realize that this is not a serious piece of news? Are there any other features of the article that made you suspicious?

c Now read an article about how to spot fake news. Complete the headings with a word from the list.

addresses date fake images
name sense spellings trust

d Read the article again and answer the questions about each section.

Introduction Why do many online sites publish fake news?

1 Why don't you need to worry about a Category Six hurricane?
2 What was suspicious about the story in the *Denver Guardian*?
3 What was the problem with the URL ABC.com.co?
4 What was wrong with the photos of a news report about a terror attack in Brussels?
5 Why does a lot of spelling mistakes in a news article mean that it might be fake?
6 How would you know that the Twitter handle @WarrenBuffet was fake?
7 Why might an emotionally disturbing image with a news story be a telltale sign?
8 What should you do before making an important decision based on online information?

8 TIPS ON HOW TO SPOT **FAKE NEWS**

Fake content has become a daily reality of life online, with hundreds of sites creating false or exaggerated stories for political or personal gain. In spite of the efforts of big tech companies to limit the spread of fake news, some stories fall through the cracks. The expert advice is that it's always useful to have a critical eye and to be on the lookout for misleading stories. There are several telltale signs to look for. Fake news experts Will Moy, director of British fact-checking charity Full Fact, and Cambridge University researcher Sander van der Linden offer their tips.



1 Beware of stories that don't make _____

One of the key signs of fake news is that the stories are highly improbable. During Hurricane Irma, a hugely popular viral story claimed that it was a Category Six hurricane that would 'wipe cities off the map'. Category Six hurricanes do not exist. Moy says, 'Extraordinary claims need extraordinary evidence. If somebody says Elvis is alive, ask for a song before you believe it.'

2 Check the _____ of the news site that published it

Unfamiliar sites built to sound like news organizations are behind many fake news stories, but the names of the sites are often a hint that stories may be fake. When the *Denver Guardian* made claims about Hillary Clinton's emails during her presidential election campaign, there was one small problem – there is no such publication as the *Denver Guardian*. It sounds real, but it is completely fake. 'Be careful of websites that you haven't heard of before,' says Moy.

3 Beware faked website _____

Some sites may try to impersonate real news outlets with URLs which seem similar but have slight differences. For instance, one fake news site impersonated ABC news using a URL which read ABC.com.co, rather than abcnews.go.com.

4 Check the _____

False news stories often include timelines which make no sense or contain the wrong dates. For instance, images purporting to be of a terror attack in Brussels were actually from an attack on Moscow's Domodedovo Airport five years earlier.

5 Look for unusual _____ and mistakes

Often, the sign that news is fake is that the writing is of low quality, with spelling errors and an over-use of capital letters. Real news sources will employ editors to remove these errors and ensure accuracy.

6 Look out for _____ celebrity accounts

'Sometimes stories can spread online after being shared by a social media account designed to impersonate a real person,' says Sander van der Linden. 'Think about the fake tweets that were supposedly sent out by billionaire Warren Buffett. Someone was impersonating him, and millions of people did not notice that the Twitter handle read 'WarrenBuffet', while his real name is Warren Buffett.'

7 Google the _____

Fake news sites will often use unrelated or doctored photos. Google them to see where they came from and check how accurate they are against other legitimate news sites. Other hoaxers will use deliberately disturbing imagery in an attempt to hook in readers, van der Linden says. 'Emotional content is more likely to go viral; for example, imagine the effect of a fake story containing disturbing images about the effects of a fake disease.'

8 If you're unsure, double check with a source you _____

Fake news stories will often appear on just one site, so if you're unsure, check against a reliable news source. 'When it matters, double check,' says Moy, 'particularly when it comes to health or other life decisions. Always use a trustworthy source.'

Adapted from The Telegraph

e Can you remember these adjectives from the text for...?

1 something you shouldn't believe:
exa_____, **mis_____**,
impr_____, **doc_____**

2 something you should believe:
leg_____, **rel_____**,
tru_____

f Which news websites do you think are a) reputable, b) untrustworthy? Can you think of any examples of exaggerated or fake news?

6 LISTENING



a Video Watch *The speed of news*. Number the ways of delivering news in the order they are mentioned.

- cable TV and 24-hour news channels
- social media
- radio and television
- newspapers
- the telegraph line

b Watch the documentary again. Then say why the following were mentioned.

1 30,000 different newspapers
2 the *Boston News-Letter*
3 Edward Teach
4 a single sheet of paper
5 out-of-date news
6 the American Civil War
7 biased war reports
8 the information age
9 the plane which landed on the Hudson river

c Are there any newspapers or magazines in your country that have existed for a long time? What reputation do they have nowadays? Do you ever read them?

7&8 Revise and Check

GRAMMAR

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

1 I'm almost sure you left your phone in the restaurant.
You _____ _____ _____ your phone in the restaurant.

2 It was wrong of you not to tell me you'd borrowed my car.
You _____ _____ _____ me you'd borrowed my car.

3 It's possible that the backpackers got lost.
The backpackers _____ _____ _____ lost.

4 I'm sure it wasn't Jake's fault. He wasn't there last night.
It _____ _____ _____ Jake's fault. He wasn't there last night.

5 I think somebody has tried to break in.
It looks _____ _____ somebody has tried to break in.

6 This meat has a very similar taste to beef.
This meat _____ _____ beef.

7 I don't like cooking fish because then there's an awful smell in the kitchen.
I don't like cooking fish because then the kitchen _____ _____.

8 The accident happened when they were repairing the road.
The accident happened when the road _____ _____ _____.

9 They'll probably never find the murderer.
The murderer will probably _____ _____ _____.

10 People think the burglar is a teenager.
The burglar is thought _____ _____ a teenager.

11 People say that crime doesn't pay.
It _____ _____ that crime doesn't pay.

12 We want someone to fix the shower.
We need to have _____ _____ _____.

13 'I think you should talk to a lawyer,' I said to Amira.
I advised Amira to _____ _____ a lawyer.

14 'I didn't kill my husband,' Margaret said.
Margaret denied _____ _____ _____.

15 'I'm sorry I'm late,' Diego said.
Diego _____ _____ _____ late.

VOCABULARY

a **Circle the correct verb.**

1 Please *remind* / *remember* the children to do their homework.

2 **A** I'm terribly sorry.
B Don't worry. It doesn't *mind* / *matter*.

3 The robbers *stole* / *robbed* €50,000 from the bank.

4 If you know the answer, *raise* / *rise* your hand, don't shout.

5 Don't *discuss* / *argue* about it! You know that I'm right.

6 My brother *refuses* / *denies* to admit that he has a problem.

b **Circle the word that is different.**

1 palm calf wrist thumb

2 kidney lung hip liver

3 wink wave hold touch

4 robber vandal burglar thief

5 fraud smuggler theft terrorism

6 evidence judge jury witness

c **Write the verbs for the definitions.**

1 _____ to bite food into small pieces in your mouth

2 _____ to rub your skin with your nails

3 _____ to look at sth or sb for a long time

4 _____ to make a serious, angry, or worried expression

5 _____ to find a way of entering sb's computer

6 _____ to demand money from sb by threatening to tell a secret about them

7 _____ to give sb money so that they help you (especially if it's dishonest)

8 _____ to leave your job (especially in newspaper headlines)

d **Complete the missing words.**

1 The *Sunday Times* TV cr_____ wrote a very negative review of the programme.

2 This paper always supports the government. It's very b_____.

3 The journalist's report was c_____ by the newspaper. They cut some of the things he had wanted to say because of government rules.

4 My favourite n_____ is the woman on the six o'clock news on BBC1.

5 The article in the newspaper wasn't very acc_____ – a lot of the facts were completely wrong.

PRONUNCIATION

a Circle the word with a different sound.

1 /aʊ/ elbow frown eyebrows vow

2 /h/ honest heart hip hack

3 /ɔː/ fraud caught warn journalist

4 /ʌ/ lungs touch shoulder smuggle

5 /juː/ argue refuse news jury

b Underline the main stressed syllable.

1 re|a|lize
2 black|mail
3 van|da|lism
4 co|mmen|ta|tor
5 ob|jec|tive

Can you understand this text?

a Read the article once. What is a *web sleuth*?

b Read the article again and complete it with phrases A–F.

A any information is obviously welcome
B are fascinated with crime and missing persons
C there's still a debate about whether amateur sleuthing is good or bad
D the police have come to the site for help
E these instances aren't very common
F she never looked back

Can you understand these people?



Melanie Erica Hugo Diarmuid

Video Watch and choose a, b, or c.

1 Melanie ___.
   a argues with her sister about housework
   b always wins arguments with her sister
   c hates arguing with her sister

2 When Erica acted in the play *A Woman's Worth* she ___.
   a felt nervous because her family were in the audience
   b played a woman who was afraid of marriage
   c played a woman who had problems with her boyfriend

3 Hugo witnessed a crime where the criminal ___.
   a was arrested
   b escaped
   c was injured

4 Diarmuid ___.
   a is sceptical about what he reads in the news
   b gets his news mainly from newspaper apps
   c is only really interested in sports news

SOLVING CRIMES FROM HOME

It seems that people are starting to take the law into their own hands. Is it time for the police to take web sleuths seriously?

Ella Hamilton, a 23-year-old from Scotland, is part of a not-so-small community of citizen-detectives who [1]___. They look through all the clues, police reports and online tips to uncover what the police may have missed. Ella discovered the world of sleuthing after watching a documentary about unsolved mysteries. She was keen to discuss it with other people, and after finding an online forum, [2]___. Ella says that most citizen detectives are valuable assets, providing the police with ideas they might not have thought of. 'I've watched hundreds of videos, trying to spot people in the background. It feels good to help.'

Tricia Arrington-Griffith owns the website WebSleuths. She can recall many times that [3]___. 'In 2014, a detective came to us with a piece of evidence, a particular T-shirt, from an unsolved murder. Within 36 hours, one of our members had found out exactly where the T-shirt was made, how much it cost, and where it was sold.' Tricia says that the police were incredibly grateful on this occasion, but she admits that [4]___. She believes that the police mainly view citizen-detectives as troublemakers. 'And we have had other problems,' she admits. 'WebSleuths was my first introduction to unpleasant behaviour online.'

So what do the police really think? Stewart Smith, an ex-Crime Prevention Officer, says, 'I personally feel that the work many of these sleuths do is fantastic. Police resources are limited, so [5]___.' But sleuths must be 'careful and considerate in their investigations, especially towards family members'. Family members just like Karen Downes. Her daughter, Charlene, disappeared over 14 years ago in Blackpool, and there's been no trace of her since, but hundreds of people are still trying to solve the mystery online. Karen is delighted with the helpful and respectful amateur sleuths, but her husband Bob disagrees. Claims that he killed his own daughter were posted all over the internet by citizen-detectives; he was even physically attacked on the street, and this is not unusual behaviour. So [6]___. It's clearly a fascinating hobby, but all citizen-detectives need to make sure they are familiar with the law and behave appropriately.

Adapted from a university website

9A The art of persuasion

- G clauses of contrast and purpose
- V advertising; business
- P changing stress on nouns and verbs

"Many a small thing has been made large by the right kind of advertising."

Mark Twain, US author

A

Wit plese ony man ſpirituel or temporel to bye ony pyes of two and thre comemoracions of Salisburi vse enprynted after the forme of this prelet lettre whiche ben wel and truly correct, late hym come to westmo⁹ nelter in to the almonelrye at the reed pale and he shal haue them good chepe

Supplico stet cedula

1472

B

ALL Sorts of Perukes, curiouſly made, after the beſt Manner, viz. Tye Wigs, Clergymens Bobs, and Long Bobs, with a handſome Feather Crown in the manner of a Tye-Crown, after the neweſt Faſhion, and never yet made uſe of in Canterbury. Alſo Bag-Wigs, Spenſers, Tuck-up Wigs, and Naturals, all drawn with a handſome Topee done in ſuch a manner as ſcarcely to be perceived from one's own Hair.

All made of the beſt of Hair, by WILLIAM HILLES, at the Roſe in St. George's, Canterbury. Where may be had fine Bottle Pale Beer at 6d. per Bottle, drank in the Houſe, or 5 s. per Dozen delivered out of the Houſe, the Bottles to be exchanged or paid for at the Delivery.

1739

C



1830

D



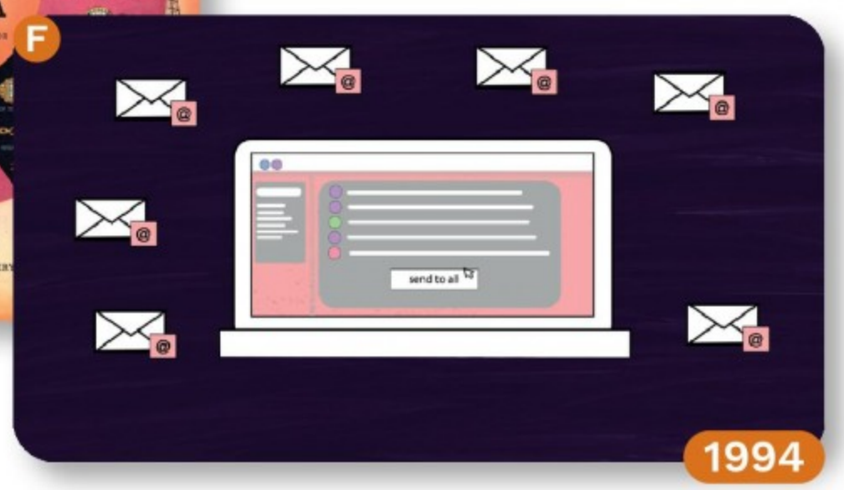
1904

E



1941

F



1994

1 VOCABULARY & SPEAKING
advertising

a Video Look at pictures A–F which show different kinds of advertising. Then watch a video about the history of advertising and match them to 1–6.

1 ___ a TV commercial
2 ___ a poster
3 ___ a billboard
4 ___ an email spam campaign
5 ___ a newspaper advertisement
6 ___ an advertising campaign

b **Match the words or phrases about advertising from the documentary in the list to the definitions.**

advertising agency ~~brand~~ campaign consumer jingle podcast pop-up slogan spam targeted advertising

1 _____ (*noun*) a business or an organization that creates advertisements for other companies
2 _____ (*noun*) a series of adverts for the same product, often with a story or specific characters
3 brand (*noun*) a type of product, service, etc., made or offered by a company under a particular name
4 _____ (*noun*) a digital audio file that can be downloaded or streamed
5 _____ (*noun*) a word or phrase used in advertising that is easy to remember, to attract people's attention or to suggest an idea quickly
6 _____ (*noun*) a short song or tune that is easy to remember
7 _____ (*noun*) advertising material sent by email to people who have not asked for it
8 _____ (*noun*) advertising directed at specific people
9 _____ (*noun*) an advertisement that appears on the screen although it has not been requested
10 _____ (*noun*) a person who buys goods or uses services

c **Watch the video again and check.**

d **Did you already know any of the information in the documentary? What were the most interesting / surprising facts for you?**

e Talk in groups of three. Give examples.

1 What kind of advertising do you notice the most? Why?

2 Are there any products which you think have a really good slogan or jingle? Does the slogan make a difference to how you feel about the product?

3 Do you tend to stick to favourite brands when you are shopping, or are you sometimes tempted to try out new products? What influences you to do so?

4 Have you bought something recently as a result of seeing an advertisement? Was it what you expected? If not, why not?

5 Do you think there are any products that should not be advertised at all?

2 LISTENING



a 9.1 Listen to a marketing expert talking about six marketing techniques used by advertisers. Complete the messages they use with two or three words.

1 'Get a _____ when you subscribe to our magazine for six months.'

2 'There are _____ left! Buy now while stocks last!'

3 '_____ it.'

4 '_____ can look like this.'

5 'A recent _____ found that our toothpaste cleans your teeth better than any other brand.'

6 '_____, I'm a doctor (or a celebrity).'

b Listen again. Answer the questions for each message in **a**.

1 Why does it attract us?

2 Why is it misleading?

c Which of the six techniques might influence you to buy the product? Are there any that would actively discourage you? Why do you think we keep falling for these techniques, even though we know what's going on?

3 GRAMMAR
clauses of contrast and purpose

a Look at some extracts from the listening in **2**, and complete them with phrases A–G.

1 In spite of ___, its price was really included in the magazine subscription.

2 Even though ___, and maybe don't even like them, we immediately want to be among the lucky few who have them.

3 So as to ___, they use expressions like, 'It's a must-have'...

4 ...and they combine this with a photograph of a large group of people, so that ___.

5 The photo has been photoshopped in order to ___, with perfect skin, and even more attractive than they are in real life.

6 It was probably produced for ___, and paid for by them, too.

7 Although ___, do you really think she colours her hair with it at home?

A the company itself

B the actor is holding the product in the photo

C we can't fail to get the message

D make us believe it

E we don't really need the products

F what the advert said

G make the model look even slimmer

b 9.2 Listen and check. Then look at the highlighted word(s) in 1–7 and the phrases A–G that follow them. Which ones express a purpose?

c Grammar Bank 9A *p.156*

d Do the *Sentence race*. Try to complete as many sentences as you can in two minutes.

Sentence race

1 I think the advertising of junk food should be banned, so that...

2 In spite of a huge marketing campaign,...

3 Although they have banned cigarette advertising,...

4 She applied for a job with a company in London, so as to...

5 He's decided to carry on working, despite...

6 Even though the advert said I would notice the effects after a week,...

7 I took my laptop to the shop to...

8 We went to our head office in New York for...



4 READING

a Look at the products in the photos. Can you think of anything they have in common?



b Read Part 1 of 'Razors and Blades', a chapter from the book *Fifty Things that Made the Modern Economy* by economist Tim Harford. As you read, in order to quickly check any words or phrases that you don't know, first try to guess meaning from context, then use the glossary, and finally, if necessary, use a dictionary. Check your answer to **a**.



c Read it again and mark the sentences **T** (true) or **F** (false). Underline the information in the text which tells you this.

1 King Camp Gillette's idea behind the United Company was that it would provide basic products cheaply.
2 The original vision of the United Company had a great influence on the modern economy.
3 It is more expensive to produce a printer than to produce the ink.
4 Two-part pricing involves selling one thing cheaply, but making another essential component very expensive.
5 King Camp Gillette's first blades were relatively inexpensive.
6 Sony only makes a very small profit on each PlayStation 4 it sells.

d Now read Part 2. Answer the questions with a partner.

1 How are companies which have been successful with two-part pricing products trying to stop other companies selling the disposable parts cheaper?
2 Why might customers stay with a more expensive original brand?
3 What does the author suggest that King Camp Gillette might have thought of the razor-and-blades sales model?

RAZORS & BLADES

PART 1

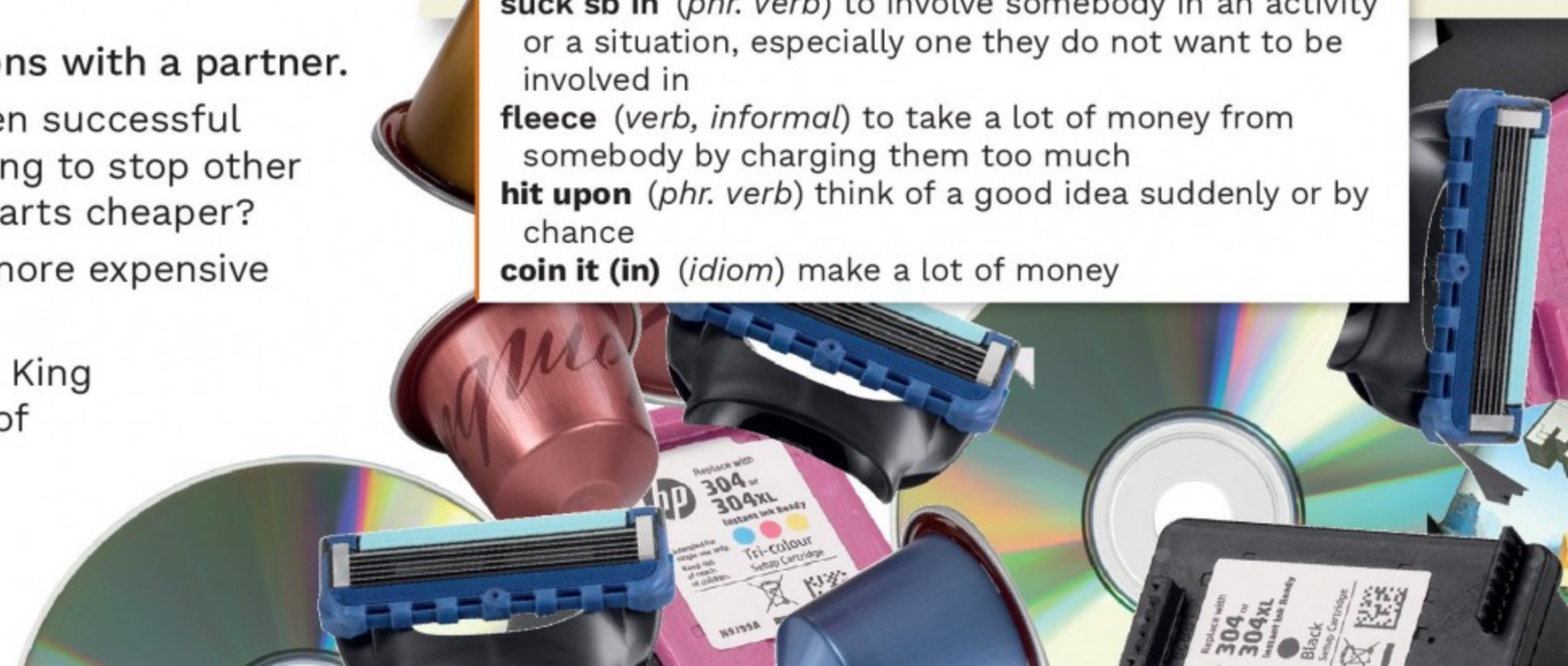
In 1894, a book was written by a man who had a vision. The book argues that 'our present system of competition' breeds 'extravagance, poverty, and crime'. It advocates a new system of 'equality, virtue, and happiness', in which just one corporation – the United Company – will make all of life's necessities as cost-effectively as possible. These, by the way, are 'food, clothing, and habitation'. Industries which 'do not contribute' to life's necessities will be destroyed. The book's author had a vision that has ended up shaping the economy. But, as you may have guessed, it wasn't this particular vision. No, it was another idea, which he had a year later. His name was King Camp Gillette, and he invented the disposable razor blade.

If you've ever bought replacement cartridges for an inkjet printer, you are likely to have been annoyed to discover that they cost almost as much as you paid for the printer itself. That seems to make no sense. The printer's a reasonably large and complicated piece of technology. But how can it possibly cost almost as much to supply a bit of ink in tiny plastic pots? The answer, of course, is that it doesn't. But for a manufacturer, selling the printer cheaply and the ink expensively is a business model that makes sense, and is known as two-part pricing. It's also known as the razor-and-blades model, because that's where it first drew attention – suck people in with an attractively priced razor, then repeatedly fleece them for extortionately priced replacement blades.

King Camp Gillette invented the blades that made it possible. Before this, razors were bigger, and when the blade got dull, you'd sharpen it, not throw it away and buy another. He didn't immediately hit upon the two-part pricing model, though: initially, he made both parts expensive. The model of cheap razors and expensive blades evolved only later. Nowadays, two-part pricing is everywhere. Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute. But that's okay, because Sony coins it in whenever a PlayStation owner buys a game. Or how about Nespresso? Nestle makes its money not from the machine, but the coffee pods.

From *Fifty Things that Made the Modern Economy*

Glossary
suck sb in (*phr. verb*) to involve somebody in an activity or a situation, especially one they do not want to be involved in
fleece (*verb, informal*) to take a lot of money from somebody by charging them too much
hit upon (*phr. verb*) think of a good idea suddenly or by chance
coin it (in) (*idiom*) make a lot of money





PART 2

Obviously, for this model to work you need some way to [1]_____ customers putting cheap, generic blades in your razor. One solution is legal: patent-protect your blades. But patents don't last forever. Patents on coffee pods have started expiring, so brands like Nespresso now face competitors selling [2]_____, compatible alternatives. Some are looking for another kind of solution: technological. Just as other people's games don't work on the PlayStation, some coffee companies have put chip readers in their machines to stop you trying to brew a generic cup of coffee.

Two-part pricing models work by imposing what economists call 'switching costs'. They're especially prevalent with digital goods. If you have a huge library of games for your PlayStation, or books for your Kindle, it's a big thing to switch to another platform. Switching costs don't have to be [3]_____. They can come in the form of time, or hassle. Say I'm already familiar with Photoshop; I might prefer to pay for an expensive upgrade [4]_____ buy a cheaper alternative, which I'd then have to learn how to use. Switching costs can be psychological, too – a result of brand loyalty. If the Gillette company's marketing department persuades me that generic blades give [5]_____ shave, then I'll happily keep paying extra for Gillette-branded blades.

Economists have puzzled over why consumers [6]_____ the two-part pricing model. The most plausible explanation is that they get confused by the two-part pricing. Either they don't realize that they'll be exploited later, or they do realize, but find it hard to pick the best deal out of a [7]_____ menu of options. The irony is that the cynical razors-and-blades model – charging customers a premium for basics like ink and coffee – is about as far as you can get from King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

Glossary
patent (*noun*) an official right to be the only person to make, use, or sell a product or invention
chip reader (*noun*) a device to get information from a microchip
switching costs (*noun phrase, idiom*) how much it will cost you to change from one brand to another
hassle (*noun, informal*) a situation that is annoying because it involves doing something difficult or complicated that needs a lot of effort
puzzle over (*phr. verb*) to think hard about something in order to understand or explain it



e **Read it again and choose the correct word or phrase for each gap.**

1 a avoid b encourage c prevent
2 a cheaper b pricier c more expensive
3 a economical b inevitable c financial
4 a as well as b rather than c in order to
5 a an inferior b a superior c a similar
6 a tolerate b reject c like
7 a simple b straightforward c confusing

f **Do you own any products which use a two-part pricing system? Do you buy generic ink, coffee, etc., or do you buy the branded ones? Why?**

5 VOCABULARY business

a **Look at two extracts from 'Razors and Blades'. Which two verbs mean 'to make things in large quantities'? Which one is specifically 'using machinery'?**

> Consider the PlayStation 4. Whenever Sony sells one, it loses money: the retail price is less than it costs to manufacture and distribute.

> ... King Camp Gillette's vision of a single United Company producing life's necessities as cheaply as possible.

b **Vocabulary Bank** Business *p.170*

6 PRONUNCIATION & SPEAKING changing stress on nouns and verbs

a **9.8 Listen and underline the stress on the bold words. Which syllable is stressed when the word is a) a verb, b) a noun?**

1 We **ex**|**port** to customers all over the world.
2 Our main **ex**|**port** is wine.
3 Sales have **in**|**creased** by 10% this month.
4 There has been a large **in**|**crease** in profits this year.
5 The new building is **pro**|**gre**|**ssing** well.
6 We're making good **pro**|**gress** with the report.
7 Most toys nowadays are **pro**|**duced** in China.
8 The demand for organic **pro**|**duce** has grown enormously.

b **Look at some more words which can also be verbs and nouns, and have the same pronunciation rule. Practise saying them first all as verbs and then as nouns.**

decrease import permit record refund transport

c **Say if the following are true of your country / region. Give examples.**

- We export more food than we import.
- Not many shops sell organic produce.
- Unemployment has decreased over the last five years.
- Smoking is not permitted in public places.

9B Dream cities

- G uncountable and plural nouns
- V word building: prefixes and suffixes
- P word stress with prefixes and suffixes

"The city is not a concrete jungle, it is a human zoo."

Desmond Morris, UK zoologist

1 LISTENING

a Think of a city in your country that you find really attractive. What is it about it that makes you think this?



b Video Watch *What makes a city attractive?* Then, in pairs, complete the six key features that the programme mentions and explain what they mean.

1 _____ and variety
2 Visible _____
3 _____
4 Orientation and _____
5 _____
6 _____ colour

c Watch the documentary again. Match the places to the features in **b** where they are mentioned. Which two are examples of bad city design?

- Barcelona, Phoenix, Rome
- Berlin, Amsterdam
- Bangkok, Salamanca, Reykjavik
- Mexico City, London Docklands
- Paris, New York, Telč
- San Francisco

d 9.9 You're going to listen to five well-travelled people talking about the towns and cities in photos 1–5. First, listen and try to write the names of some places that they're going to mention. Compare in pairs and agree the spelling.

Piazza _____ _____
the _____ Bridge
the _____ Canal
the _____ Opera House
the Bosque _____
the _____ Steps
the River _____
the _____ Temple

e 9.10 Now listen to what they say about each city. What is the place in the photo? Is it something to see or something to do? What information do they give about it?

f Listen again. What other thing(s) does each speaker recommend? Did they mention any of Alain de Botton's six criteria?









2 SPEAKING

Talk in small groups.

1 Does your city have any of the features mentioned in the documentary? Do you find it attractive?

2 Have you been to any of the cities mentioned in the listening? What did you think of them? Which one would you most like to go to? Why?

3 What's the most attractive city you've ever been to? What's one thing you would recommend to see and do there?

4 Are there any cities you've been to that you haven't liked? Why?

3 GRAMMAR uncountable and plural nouns

a **Circle the correct form.**

1 A good city guidebook will give you *advice* / *advices* about what to see.

2 You may have *some bad weather* / *a bad weather* if you go to London in March.

3 In Rome and Paris, *accommodation is* / *accommodations are* extremely expensive.

4 It's best not to take *too much luggage* / *too many luggages* if you go on a city break.

5 The old town centre is amazing, but *the outskirts is* / *the outskirts are* a bit depressing.

6 I really liked the hotel. The rooms were beautiful and *the staff was* / *the staff were* incredibly friendly.

b **Grammar Bank** 9B *p.157*

c Play *Just a minute* in small groups.

Just a minute

RULES

One person starts. They have to try to talk for a minute about the first subject below.

If they hesitate for more than five seconds, they lose their turn and the next student continues.

The person who is talking when one minute is up gets a point.

the most beautiful scenery I've seen
the traffic in my town / city
tourist accommodation in my country
the weather I like most
good advice I've been given
what's in the news at the moment
clothes I love wearing
modern furniture
chocolate

4 READING & SPEAKING

a Read the introduction to an article about smart cities. What does it say is the main purpose of introducing 'smart solutions' in a city?

b In pairs, decide which of these 'smart' features in a city would make the most positive difference to you if you were a resident there.

- CCTV everywhere
- all bureaucracy online e.g. access to all official documents
- mainly electric vehicles
- mostly cashless
- efficient public transport
- easily available wi-fi
- multiple green spaces
- green energy
- environmentally friendly buildings

What's it like to live in the world's 'smartest cities'?

By Lindsey Galloway With global temperatures rising and environmental changes putting pressure on every country, cities are facing new challenges in their plans for a sustainable future. Some, however, have moved aggressively to implement smart solutions that aim to build a higher long-term quality of life, providing guidance for the rest of the world to follow.

According to the **Smart Cities Index 2024**, the world's ten smartest cities are:

1 **Zurich**
2 **Oslo**
3 **Canberra**
4 **Geneva**
5 **Singapore**
6 **Copenhagen**
7 **Lausanne**
8 **London**
9 **Helsinki**
10 **Abu Dhabi**

To better understand what exactly made these cities feel 'smart', we spoke to residents in three of the top-ranked places to understand which features are making the most impact on their lives.

Singapore jumped two places in the rankings, thanks to high scores in safety (enabled by CCTV), high connectivity that makes it easier to monitor traffic, and the ability to submit information and process documents online, which makes dealing with government bureaucracy much smoother. Kirk Westaway, executive chef at a Michelin-starred restaurant, points to the small touches that make a big difference in day-to-day life, especially in public transportation. '[Quick] contactless payments and real-time data mean you're not left waiting wondering if you'll get to your destination on time,' he said. In addition, Westaway highlights Singapore's focus on sustainability. 'Urban farming is becoming a way of life here,' he said. The Aquaponics Farm at Swissôtel The Stamford, which optimizes growing space without soil and minimises water usage for fresh produce, provides one example of how smart cities can integrate innovative solutions for food production in urban environments.



London continues to rank well for its ease of online services, including booking transportation and easy-to-access wi-fi. 'With great transportation, both with the Tube, buses, boats, and active travel schemes such as bikes and scooters, London is a fun place to be, with lots going on every day of the week, including restaurants, pubs, night life, concerts and more,' said Emma Orr of Winning Business UK Ltd. 'London is committed to becoming a clean city in terms of both EV infrastructure but also the commitment to green space and active travel plans. Transport for London has targets that 80% of journeys should be completed by Active Travel [walking, cycling and public transport] by 2041.' The city's commitment to sustainability is also evident in its push for electric vehicle infrastructure. 'EV infrastructure is a huge technological change, which we see more so in London than any other UK city,' Orr said, adding that this initiative is closely tied to the city's Ultra Low Emission Zone (ULEZ) policy, which makes it less expensive to drive EVs than gas-emitting cars (which must pay a fee to drive through).'



Abu Dhabi moved up three places in the ratings this year. The city scored extremely well for its ease of transportation and online booking, high sanitation even in the poorest areas of the city, digital skills taught well in schools and as a multicultural place where people of different ethnicities feel welcome. For residents, the smart features of the city's transportation system are unmatched. 'The city's integration of vehicle charging infrastructures and autonomous driving solutions has made commuting smooth and efficient,' said resident Dhanvin Sriram. He also points to the newly planned neighbourhood, Masdar City, as a model for sustainable urban development. '[Its] design blends traditional Arab architecture with modern technology, providing a naturally cool environment even during the scorching summer months,' he said. 'The extensive use of solar panels on rooftops harnesses the sun's energy, making it one of the largest photovoltaic installations in the Middle East.' The buildings have all been designed to reduce energy and water consumption by at least 40%. 'Abu Dhabi is a place where technology and sustainability come together, making life easier and more enjoyable for residents like me,' said Sriram.



Adapted from BBC Studios

c Read the rest of the article. Which of the features in **b** is mentioned in all three cities? In which city **S** (Singapore), **L** (London), or **AD** (Abu Dhabi) is there a specific scheme...?

1 ▬ to encourage people to take more exercise
2 ▬ to deal with the problem of global warming
3 ▬ to grow fruit and vegetables in a sustainable way

d Read the article again. Find words or phrases in each paragraph which mean the following:

Singapore

1 to watch and check how vehicles are moving over a period of time
2 the conditions in a town or city

London

3 happening from Monday to Sunday
4 believes strongly in getting rid of pollution

Abu Dhabi

5 better than anywhere else
6 ability to use technology

e Talk to a partner.

1 How 'smart' do you think your nearest big city is? What things does it do well now? What could it change for the better?
2 What's the most modern city you've ever been to? Why did you go there? What did you think of it?

5 VOCABULARY
word building: prefixes and suffixes

Prefixes and suffixes

A **prefix** is something that you add to the beginning of a word, usually to change its meaning, e.g. ***pre*** = *before* (*pre-war*), or a negative prefix like *un-* or *dis-* (***un****healthy*, ***dis****honest*). A **suffix** is something you add to the end of a word, usually to change its grammatical form, e.g. *-ment* and *-ness* are typical noun suffixes (*enjoy****ment***, *happi****ness***). However, some suffixes also add meaning to a word, e.g. *-ful = full of* (*stress****ful***, *beauti****ful***).

a Answer the questions. Check your answers in the article in **4**.

1 What prefix can you put before *cultural* to mean 'from many cultures'? What negative prefix can you put before *matched*?
2 Add suffixes to the words in the list to make nouns.

guide transport commit
neighbour develop consume

b **Vocabulary Bank** Word building *p.171*



bacterial
behave
biography
cooked
impressionism
marine
media
plane
sleep
star

c Video Watch the video. Add prefixes to make the words.

6 PRONUNCIATION & SPEAKING
word stress with prefixes and suffixes

Word stress on words with prefixes and suffixes

Multi-syllable words always have a main stressed syllable. This usually remains the main stress even when we add a prefix or suffix – the exception is *-ation*. However, there is usually secondary stress on prefixes, e.g. *un-* in *unemployment*.

a Underline the main stressed syllable in these words.

a|cco|mmo|da|tion an|ti|so|cial bi|ling|ual
en|ter|tain|ment go|vern|ment home|less
lone|li|ness mul|ti|cul|tu|ral neigh|bour|hood
o|ver|crow|ded po|ver|ty un|der|de|ve|loped
un|em|ploy|ment van|da|li|sm

b 9.17 Listen and check. Practise saying the words.

c Talk in small groups. Give reasons and examples.

Which city (or region) in your country or abroad do you think...?

✓
- is very multicultural
- offers great entertainment
- has low levels of poverty and unemployment
- has a bilingual or trilingual population
- is very eco-friendly

✗
- is very overcrowded
- has very serious pollution problems
- has a lot of homeless people
- has some very dangerous neighbourhoods
- suffers from vandalism and antisocial behaviour

7 WRITING a report on a town

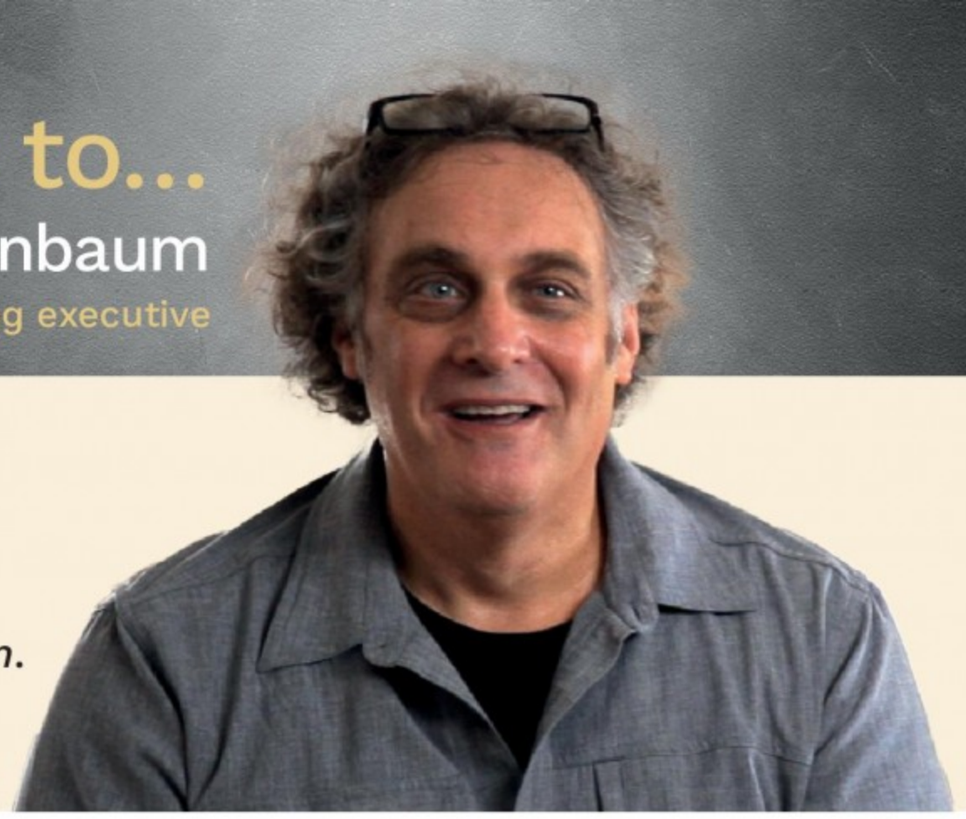
Writing Bank 9 *p.127* Write about the features of a city you know.

COLLOQUIAL ENGLISH 5

English File talks to...

George Tannenbaum

Advertising executive



1 THE INTERVIEW

Lead-in

Video Watch the lead-in to *An interview with George Tannenbaum*. What information did you find out about him? What information did you find most surprising?

Part 1



a Video Watch Part 1 of the interview. What does he say is the most memorable part of commercials? Match the descriptions of commercials 1–4 to products A–D.

1 a boy with a cartoon tiger
2 a cartoon of two children, Willie and Wilhemina
3 people in a swimming pool and rock climbing
4 a cartoon of a waiter

A ☐ Oscar Mayer sausages
B ☐ Frosties cereal
C ☐ milk
D ☐ H.O. Farina cereal

b Watch again. Then answer the questions.

1 Which other members of George Tannenbaum's family have worked in advertising?
2 How long has he been working in advertising?
3 What does he mean when he says, 'TV was more of a social event in those days'?
4 What wasn't he allowed to do when the family were watching TV?
5 Why does he remember the Farina jingle so well?

Part 2



a Video Watch Part 2. Complete the information George describes about important features of a commercial.

1 George says that a commercial is made up of three elements:
1 _____
2 _____
3 _____

2 The acronym AIDA stands for:
A _____
I _____
D _____
A _____

b Watch again and check. Then answer the questions.

1 Does George Tannenbaum think it's a good idea to use celebrities and humour in advertising? Why (not)?
2 Does he tend to use either of them himself?

Part 3

a What brands do you think have really good adverts? Why?

b Video Watch Part 3. Which two brands does George Tannenbaum mention? Do you agree with him?

c Watch again. Then circle the correct phrase.

1 He thinks that billboard and TV advertising will *remain important* / *slowly decline*.
2 He tends to notice *bad adverts* / *well-made adverts*.
3 He thinks Nike adverts are very successful because *of their logo and slogan* / *they make people feel good about themselves*.
4 He thinks Apple's approach to advertising was very *innovative* / *repetitive*.
5 Their advertising message was *honest and clear* / *full of technical information*.

Reading on screen

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

earworm gross perk your ears up
courant passé pixelize

b 9.18 Listen to three extracts from the interview. How does George pronounce the highlighted words? Do you know how they are pronounced in British English? Can you remember what they mean?

1 My father kind of took the baton from him...
2 I don't think if I was working on a depilatory, I'd want to use Tommy Lee Jones...
3 ..., partly because I'm kind of a cerebral guy

Looking at language

Metaphors and idiomatic expressions

George Tannenbaum uses a lot of metaphors and idiomatic expressions to make his language more colourful.

a Video Watch some extracts from the interview. Complete the missing words.

1 They **get in your** _____ and you can't get them out sometimes...
2 And I bet you I'm getting this _____ **for word** if you could find it.
3 Have billboards and TV commercials **had their** _____?
4 ...because you've got a **captive** _____.
5 ...they became kind of the gold standard and they rarely **hit a** _____ **note**.

b With a partner, look at the **bold** expressions in **a**. What do you think they mean?

Reacting to the interview

Talk to a partner.

- How would you describe George Tannenbaum? Is there any one thing he talked about that you particularly remember?
- Are there any jingles or slogans that you remember from your childhood? Why do you think they were so memorable? Are there any others that have got into your head since then?
- What is more likely to make you think of buying something in an advertisement, a celebrity or humour? Why?
- Are there many billboards in your town or city? Do you think they make the streets uglier or more attractive? Why?

2 THE CONVERSATION



Do you think everybody is influenced by advertising campaigns?

a Video Watch the conversation. What do they all conclude by the end?

b Watch again. Mark the sentences **T** (true) or **F** (false).

1 Syinat thinks we recognize certain brands because we are surrounded by advertising.
2 Joanne says her children don't see advertising at home because they don't have a TV.
3 Simon sometimes buys things without realizing that he's been influenced by advertising.
4 Joanne says her children don't understand the power of advertising.
5 Simon thinks it's a good idea to restrict advertising to children, like in Sweden.
6 Syinat thinks advertising doesn't really affect children.

c Video Watch three extracts and notice how the speakers restart to make something clearer or give themselves time to think. Mark (/) exactly where the speakers restart in each extract.

Restarting what you are saying

1 **Syinat** ...and you're being influenced, so, for example, we, we, we, we all know certain brands just because they're everywhere around us.
2 **Joanne** You know, we barely, we, we really don't really watch TV...
3 **Joanne** ...they're starting to be – my eleven-year-old is starting to become a little bit more cynical about what he sees...

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

10A Eureka!

G quantifiers: *all*, *every*, *both*, etc.
V science
P stress in word families

"In science, we must be interested in things, not in persons."

Marie Sklodowska-Curie, Polish scientist

1 SPEAKING & LISTENING

a Look at the photo. Do you think the father gives a good answer? Why (not)?



b Read the article. With a partner, try to explain the meaning of the highlighted science words. Use the context to help you.

c Now answer questions 1–8. Choose the correct option.

d 10.1 Listen to a scientist explaining each fact. Did you get the answers correct?

e Listen again. What did the scientist say about...?

1 the reason we can see more blue light than violet light
2 the effect of the sun's heat on sea water
3 the number of daylight hours that the moon is visible
4 six hours per year
5 what happens in your brain when you blink
6 the function of the cornea
7 the effect of cooler air on water vapour
8 what happens when something with a high mass is compressed

f Which questions do you think you could now answer if you were asked them by a child?

Why...? Why...? Why...?

'Why is the sky blue?' 'Why is the sea salty?' Children are always asking difficult questions like these about the world around us, but in a recent survey, nearly 25% of parents said they didn't know the answers, and 21% admitted that they made the answers up!

Can you answer eight simple science questions that parents struggle to answer?

1 Why is the sky blue?
A Because the light from the sun reflects off the blue water of the ocean.
B Because the Earth's atmosphere scatters more blue light than red light from the sun.

2 Why is the sea salty?
A Because salt dissolves into the water from seaweed and other plants.
B Because salt dissolves into the water from the land around it.

3 Why can we sometimes see the moon during the day?
A Because as it rotates around the Earth, it reflects the sun's rays during daytime as well as night time.
B Because sometimes during the day, the sun doesn't shine as brightly.

4 Why do we have a leap year?
A Because every four years, the Earth goes round the sun slightly faster.
B Because the Earth takes slightly more than 365 days to go round the sun.

5 Why do we blink?
A To keep our eyes moist and clean.
B To help us stay awake.

6 Why does cutting onions make us cry?
A Because they produce a gas which irritates our eyes.
B Because they give off dry particles which irritate our eyes.

7 What is a cloud?
A A mixture of warm gases rising from the Earth.
B A mixture of water vapour, ice, and dust floating in the sky.

8 What is a black hole?
A A place in space where gravity pulls so hard that even light cannot get out.
B A 'vacuum cleaner' in space that swallows up everything around it.

Adapted from The Telegraph

2 VOCABULARY & PRONUNCIATION
science; stress in word families

a Look at the questions and complete the **subject** column in the chart.

What is the name for the study of...?

1 the natural and physical world
2 forces, heat, light, sound, and electricity
3 how solids, liquids, and gases react with each other
4 people, animals, and plants
5 the moon and the planets
6 how characteristics are passed through generations
7 plants and their structure
8 animals and their behaviour

subject	person	adjective
1 science	scientist	scientific
2		
3		
4		
5		
6		
7		
8		

b 10.2 Listen and check. Then try to complete the other two columns.

Stress in word families

In some word groups, the stressed syllable changes in the different parts of speech, e.g. *science*, *scientist*, *scientific*.

c 10.3 Listen and check. Underline the stressed syllables in the words. In which groups does the stress change on the adjective?

d Practise saying the word groups.

e 10.4 Listen and write six phrases using words from the chart in **a**.

f Complete the sentences with a word from the list.

clone discovery drugs ~~experiments~~ guinea pigs laboratory research side-effects tests theory

1 Scientists **carry out** *experiments* in a _____.
2 Archimedes **made** an important _____ in his bath.
3 Isaac Newton's experiments **proved** his _____ that gravity existed.
4 Before a **pharmaceutical company** can sell new _____, they have to do _____ to make sure they are safe.
5 Scientists have to **do** a lot of _____ into the possible _____ of new drugs.
6 People can **volunteer** to be _____ in **clinical trials**.
7 In 1996, scientists were able for the first time to _____ a sheep, which they named Dolly.

g 10.5 Listen and check, and underline the stress on the multi-syllable words in **bold**. Practise saying the sentences.

3 SPEAKING

Work with a partner. **A** interview **B** with the questions in the blue circles. Then **B** interview **A** with the green circles.

Which scientific subjects do / did you study at school? What do / did you enjoy the most / the least?

Which scientist (living or dead) do you most admire? Why?

Are you happy to eat genetically-modified food or food grown in a laboratory? Why (not)?

Do you think it is acceptable for animals to be used for cosmetics testing? Is any animal testing acceptable?

Would you clone your pet? Do you think it will ever be acceptable to clone a person?

Do you think it's more important to study science than arts at school / university?

Is it worth spending millions of pounds sending expeditions to distant planets, e.g. Mars? Why (not)?

Which scientific subjects from school are / have been most useful to you?

If you were ill, would you agree to be a guinea pig for a new kind of treatment?

What would you most like scientists to discover in the near future?



4 READING

a Look at the headings and photos in an article about new technologies. Which two or three sections interest you most?

b Now read the article. First, read the sections that interest you, then read the rest of the article. Then answer the questions.

1 Which developing technology was already being used when the article was written?

2 Are any of the others available now?

c Now read the article in more detail. Which technology means that...?

1 your electricity bills will be cheaper

2 you'll be able to make yourself a quick and delicious supper very easily

3 your doctor will be able to diagnose a problem very early

4 you won't need to call a builder if you have a crack in your living room wall

5 your broken arm will be as strong as it was before

6 you'll be able to cuddle your grandchildren who live in Australia

7 it will be easier to get a new kidney

8 you'll confidently be able to do a long motorway journey in your EV

Future technology: eight ideas about to change our world

Technology moves at a fast pace in the modern world. The future is coming, and sooner than you think. These developing technologies will change the way we live, how we look after our bodies, and help us prevent a climate disaster. Here are some of the most exciting future technologies being developed.



Living concrete

Scientists have developed a material made from sand, gel, and bacteria. It is strong enough to build with, it is more environmentally friendly than concrete (the second most-consumed material on Earth after water), and remarkably, it is capable of repairing itself when damaged. The team from the University of Colorado Boulder believe their work paves the way for future building structures that could 'heal their own cracks, suck up dangerous toxins from the air, or even glow on command'.

E-skin



A wireless e-skin developed by engineers at the City University of Hong Kong could one day make giving and receiving hugs over the internet a reality. The e-skin is covered with sensors that convert the wearer's movements into electrical signals. These signals can then be sent to another e-skin system via Bluetooth, where the sensors mimic the original movements. The system could eventually allow friends and family to touch each other over long distances.

Sand batteries



One simple, but extremely effective, energy technology has come from some Finnish engineers who found a way to turn sand into a giant battery. They put 100 tons of sand into a 4 x 7 metre steel container. This sand was then heated up using wind and solar energy. Energy can be stored this way for long periods of time and can warm homes in winter when green energy is normally more expensive. The heat is commercially distributed by a local energy company and provides warmth to buildings in the nearby area.

Xenotransplantation



Xenotransplantation – the procedure of transplanting cells, tissues or organs from an animal into a human – has the potential to revolutionize surgery. An organ like the heart cannot be instantly put into a human – certain genes need to be taken out and human genes added – and right now, these surgeries are risky. However, in the near future, we could see xenotransplants happening on a regular basis.

3D-printed food



Researchers at Columbia University School of Engineering have created a device that can construct a seven-ingredient cheesecake using food inks and then cook it to perfection using a laser. Their creation contained banana, jam, peanut butter, and Nutella. The technology could one day be used to create personalized meals for everyone from professional athletes to patients with dietary conditions, or could be useful for those who are simply short on time.

Adapted from BBC Science Focus

d Which of the technologies in development...?

- would you most like to happen
- do you think might be widely available in five years' time
- do you think will never become popular

e With a partner, look at the highlighted science words in the article. Are they similar in your language? Look at the English pronunciation and say the words aloud. How is it different from your language?

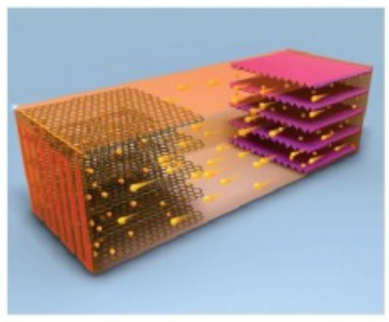
bacteria /bæk'tɪəriə/ toxins /'tɒksɪnz/ sensors /'sensəz/
solar /'səʊlə/ genes /dʒiːnz/ laser /'leɪzə/
avatar /'ævətɑː/ lithium /'lɪθiəm/ implants /ɪm'plɑːnts/

Digital twins



A US company has built a scanner that will measure a patient's body in detail in around an hour. It intends to use this data to produce a 3D digital avatar – known as a digital twin – that can be tracked and also updated with new scans. CEO Jeff Kaditz hopes this will lead to a new era of preventive personalized medicine. It will help doctors prioritize which patients need to be seen most urgently, and develop more sophisticated ways of diagnosing illness.

Fast-charging car batteries



Fast-charging of electric vehicles is seen as key to the transition from petrol to the more environmentally friendly EVs, so that motorists can stop at a service station and fully charge their car in the time it takes to get a coffee and use the toilet. Scientists have now found a way to heat up and then rapidly cool lithium batteries so that they are not damaged during fast-charging. The early study showed that it should be possible at some point in the future to fully charge an electric vehicle in 10 minutes.

Artificial bones

A company called Ossiform can create bone-like structures from tricalcium phosphate – a material with similar properties to human bones. The use of tricalcium phosphate means that the body's cells are able to attach to the implants and reform real bone. They are working on creating patient-specific bone implants. Their idea is that a hospital performs an MRI or CT scan, which is then sent to Ossiform. They create a 3D model of the bone implant, the surgeon checks the design, and then it is printed and used in surgery.



Talking about future possibilities

I'd really like...to *I'm pretty sure...will* *I don't think...will ever*	*happen / exist / be invented.*

f In small groups, discuss the possibility of the following things happening, and whether or not they would be a good thing.

- bringing extinct animals back to life
- controlling the weather
- learning by plugging your brain into a computer
- finding a cure for the common cold
- teleportation
- zero emissions plane travel
- human teachers being replaced by AI

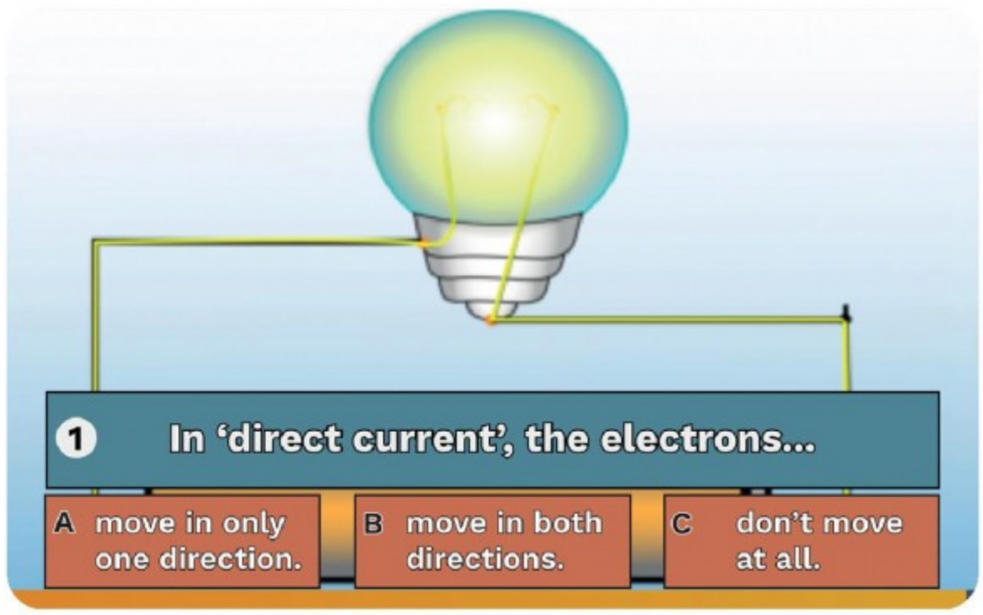
5 GRAMMAR
quantifiers: *all*, *every*, *both*, etc.

a With a partner, circle the the correct word or phrase.

1 Some scientists think that *all* / *every* intelligent aliens would have a human-like body shape.
2 *All the* / *All* evidence suggests that scientists could invent a way to make things invisible.
3 Einstein's theory of relativity doesn't explain *all* / *everything* about the universe.
4 *No* / *None* machines can currently tie a shoelace and hold a conversation at the same time.
5 *Both* / *Both of* David Smith and Shlomo Zilberstein are computer scientists.
6 *Either* / *Neither* teleportation nor instant learning are going to be easy to achieve.

b **Grammar Bank** 10A *p.158*

c Video Watch the video. Do the Science Quiz. How many did you get correct?



10B Freedom of speech

G articles
V collocation: word pairs
P pausing and sentence stress

'Tell the audience what you're going to say, say it, then tell them what you've said.'

Dale Carnegie, US writer and lecturer

1 GRAMMAR articles



a Who was the first man to walk on the moon? In what year?

b 10.9 Listen to the original recording of the first words spoken from the moon. With a partner, try to complete the sentence and answer the questions.

'That's one _____ step for _____, one giant leap for _____.'

1 What do you think the difference is between a *step* and a *leap*?
2 What do you think *mankind* means?

c 10.10 Listen to an interview about the moon landing. What was the controversy about the words Armstrong actually said? What's the difference in meaning between *a man* and *man*? Did new technology prove him right or wrong?

d Listen again and answer the questions.

1 When did Armstrong write the words he was planning to say when he first stepped on the moon?
2 Does Armstrong say he wrote, *'That's one small step for man...'* or *'That's one small step for a man...'*?
3 Why doesn't the sentence everybody heard make sense?
4 What did Armstrong think he said?
5 Who is Peter Shann Ford? What did he discover?
6 How did Armstrong feel when he heard about this?

e Read some more facts about Armstrong. Are the highlighted phrases grammatically correct or wrong? Correct the mistakes.

1 Neil Armstrong was born in the USA.
2 He was a shy boy, who loved the books and the music.
3 He studied aeronautical engineering at the university.
4 He was the first man who set foot on moon.
5 His famous words were heard by people all over the world.
6 Before becoming a astronaut, he worked for the US navy.
7 After 1994, he refused to give the autographs.
8 In 2005, he was involved in a lawsuit with an ex-barber, who tried to sell some of the Armstrong's hair.

f G **Grammar Bank** 10B *p.159*

g C **Communication** True or false **A** *p.113* **B** *p.117*
Complete quiz sentences with articles.

2 READING

a Read the introduction to the article. What do the highlighted words and phrases mean?

b Look at the eight people in the photos. What do you know about them? Match sound bites A–H to the people in the photos.

A 'I have the heart and stomach of a king.'
B 'Government of the people, by the people, for the people.'
C 'The laws that men have made.'
D 'We shall never surrender.'
E 'Ask not what your country can do for you; ask what you can do for your country.'
F 'I have a dream.'
G 'It is an ideal for which I am prepared to die.'
H 'Yes, we can.'

c 10.14 Listen and check.

d Now read about the circumstances in which four of the speeches in **b** were made. Complete them with the person and the sound bite. Do you know in what context the other four people made their speeches?

e Read about the speeches again and answer the questions with **QE**, **AL**, **EP**, or **NM**.

Who...?

1 ___ conveyed their message without mentioning a key word
2 ___ gave part of their speech without notes
3 ___ gave the speech before a famous sea battle
4 ___ summed up their message in ten words
5 ___ wanted to convince their critics at home that they were wrong
6 ___ was applauded for a long time after the speech
7 ___ was helped in the delivery of the speech by their former occupation
8 ___ did not live to see their cause made law

f Talk to a partner.

1 Whose speech would you most like to have heard? Why?
2 Do you know anyone past or present who you consider to be a great speaker?

3 WRITING a profile of a public figure

W **Writing Bank** 10 *p.128* Write a description of a person who has inspired you.

THE BEST SPEECHES OF ALL TIME

Using [1]sound bites and having [2]the gift of the gab – the secrets of some of the world's greatest orators.

The perfect speaker, says Cicero, the Roman statesman considered the greatest [3]orator of all time, must be well read in the history of his country and the politics of the day. He (it was always 'he' in those days) must command the language with humour, [4]wit, and psychological insight. The main point, though, says Cicero, is that you need to know the main point. If you cannot describe your main point, you probably haven't got one. By this standard, who is or was a great speaker? Who gave the finest speeches?



1 _____ **to her troops before the invasion of the Spanish Armada** Tilbury (port on the River Thames), August 9, 1588

THE SOUND BITE

Why is it so good? This is a speech all about character, and it is a defiant speech about gender. With the Spanish Armada gathering in the North Sea, about to attack, Elizabeth knew the nation was in peril and that she faced her sternest test. She would have known, as she spoke at Tilbury, that at court, people were saying that a woman could not command the armed forces. A failure by a king would be attributed to one of many factors. A failure by a queen would be put down to her gender. Rather than ignore the question, Elizabeth chooses, brilliantly, to confront it.

2 _____ **to soldiers during the American Civil War** Gettysburg, Pennsylvania, November 19, 1863

THE SOUND BITE

Why is it so good? Lincoln describes the ideal of democratic government in a single sentence. He gets so much into those ten words that it is surprising he needs all 272 for the whole speech. Lincoln is saying that the Civil War has to be waged for the principles of the founding fathers, who drafted the Declaration of Independence, particularly the principle of all people being equal, and at this moment, they are being betrayed. What he means, in a word he never actually uses, is slavery. Almost every American president since Lincoln has gone to Gettysburg, usually on Memorial Day, to pay homage to Lincoln and to the American constitution. One who did not was John F Kennedy, who, in 1963, had to ask ex-president Eisenhower to stand in for him. Kennedy had to go down to Dallas on urgent political business. He never came back.

3 _____ **campaigning for votes for women** Portman Rooms, London, March 24, 1908

THE SOUND BITE

Why is it so good? Some of the finest speakers in the history of rhetoric got into trouble because of their speeches. Pankhurst was in prison several times, and gave this speech after being released from one of them. The audience was not expecting her to appear, and the ovation when she did was prolonged. Over and above the injustice of women being excluded from the vote, she is making the practical case that the law would be improved and democracy would be enriched if it opened the door to women. Tragically, Pankhurst died three weeks before her case was accepted by the British government in 1928.

4 _____ **at his trial** Supreme Court of South Africa, Pretoria, April 20, 1964

THE SOUND BITE

Why is it so good? The greatest speeches are the words said at the most momentous occasions, as here, where a political prisoner pleads for his life against an unjust apartheid state. Mandela speaks for more than three hours. Throughout, he is extremely reasonable, like the lawyer he once was, taking pains to reassure the white population he means them no harm. He had learned the last words by heart, and delivered them from memory, looking directly at Judge De Wet. When he finished, there was a 30-second pause – an eternity. In the gallery, a woman burst into tears.

Adapted from The Times

4 LISTENING & SPEAKING



a Have you ever had to make a speech or give a talk or presentation in front of a lot of people?

If YES...	If NO...
When and where? How did you feel? Was it a success?	How do you think you would feel? Why?

b 10.15 Now listen to Part 1 of a radio programme where expert Lynne Parker gives tips for public speaking. Complete her six tips using between one and four words.



1 Be _____.
2 If you're using PowerPoint, don't just _____.
3 Maintain _____ with your audience.
4 _____, _____, _____.
5 Include a couple of good _____.
6 Listen to _____.

c Listen again and add more information about each tip.

	Dos	Don'ts
Tip 1		
Tip 2		—
Tip 3		
Tip 4		—
Tip 5		
Tip 6		—



d 10.16 Now listen to Part 2, an interview with Anya Edwards from Chile, who was a finalist in an International Public Speaking competition. Does she agree with any of Lynne's points?

e Listen again. Choose a, b, or c.

1 Participants in the competition have to first compete ___.
a in London b in their own country c in their own language
2 In the impromptu speech in the finals, you have to speak for ___ minutes.
a three b five c fifteen
3 Anya thinks that being nervous is ___.
a unavoidable b an advantage c a disadvantage
4 She thinks public speaking is more difficult than acting because ___.
a you have to know your subject
b you have to be more convincing
c you have less support
5 She thinks learning to speak in public ___.
a was useful for her, but may not be useful for everybody
b is useful for everybody
c wasn't a particularly useful experience
6 Her tip for creating the content of a speech is to start by ___.
a recording ideas b drawing a mind map
c organizing your thoughts

f Which one tip did you think was the most useful? Were there any that you don't really agree with?

5 VOCABULARY collocation: word pairs

Word pairs

Try not to walk continually ***up and down****...*

Some pairs of words in English which go together always come in a certain order; for example, we always say *black and white*, not *white and black*. This order may sometimes be different in your language. Some word pairs are idioms, e.g. *dos and don'ts* means things you should or shouldn't do.

a How do you say *up and down* and *black and white* in your language? Are the words in the same order?

b Take one word from group **A** and match it to another from group **B**. Then decide which word comes first, and join them with *and*.

A	backwards, effect, forget, health, learn, lightning, pros, quiet, supply, sweet	**B**	cause, cons, demand, forgive, forwards, live, peace, safety, short, thunder

c Look at some common word pairs joined with *or*. What is the second word?

right or _____ sooner or _____ dead or _____
now or _____ all or _____ rain or _____
more or _____ once or _____

d 10.17 Listen and check your answers to **b** and **c**.

e Match the word pair idioms to their meanings.

1 I'm sick and tired of hearing you complain.
2 I didn't buy much, just a few bits and pieces.
3 I get headaches now and again.
4 **A** What's for lunch?
B Wait and see.
5 By and large, I enjoyed my time at school.
6 The army were called in to restore law and order.
7 Despite the storm, we arrived safe and sound.
8 It was touch and go whether we'd get to the airport in time, but luckily we just made it.

A in general
B a situation in which the law is obeyed
C fed up
D without problem or injury
E sometimes
F uncertain, with the possibility that something may go wrong
G small things
H wait patiently

f Complete the sentences with a word pair from **e**.

1 I haven't got much work to finish, just a few _____.
2 I don't see my uncle very often, just _____.
3 Let's _____ if the weather improves before we decide to go out or not.
4 After lots of adventures, she arrived home _____.
5 A few things went wrong on the first night of the play, but _____, it was a success.
6 After the riots, the government sent soldiers in to try to establish _____.
7 I'm _____ of my boss! I'm going to look for a new job.
8 The operation was successful, but for a few hours it was _____.

6 PRONUNCIATION & SPEAKING

pausing and sentence stress

a **10.18** When people give a talk, they speak more slowly than usual, and they divide what they say into small chunks, with a brief pause between each. Listen to the beginning of a talk and mark the pauses.

> Good afternoon everyone, /and thank you for coming. I'm going to talk to you today about one of my hobbies, baking. I've loved baking since I was a child. My grandmother taught me to make simple biscuits and cakes, and later, when I was a teenager, I watched a lot of TV programmes and online videos to learn how to make more complicated ones. What I like about baking is that it's very creative and it makes other people happy...

b Now practise giving the beginning of the talk, pausing and trying to get the correct rhythm.

c You are going to give a three-minute presentation to other students. You can choose what to talk about, for example:

- a hobby you have or a sport you play
- an interesting person in your family
- a famous person you admire
- the good and bad side of your job or course

Decide what you are going to talk about and make a plan of what you want to say.

d In groups, take turns to give your presentation. Then have a short question and answer session.

7 LISTENING



a Video Watch *Giving presentations: A voice coach.* What did Sandie criticize Louise for in her first presentation? What suggestions did she make? How did she think Louise had improved at the end of the session?

b Look at some sentences from the video and try to complete the missing words. Then watch again and check.

1 The one thing Louise hates about her job is **p**_____ **sp**_____.
2 Nowadays, in most jobs you need to be able to deliver a message **cl**_____ and **c**_____.
3 RADA stands for the Royal Academy of **D**_____ **A**_____.
4 Actors and public speakers use a lot of the **s**_____ **sk**_____ to engage an audience.
5 The RADA approach can be summarized as '**th**_____, **br**_____, **sp**_____'.
6 After Louise's first presentation, the instructor gives her some **int**_____ **f**_____.
7 Louise learns that getting your **b**_____ **l**_____ right will help your breathing.
8 In public speaking, it's important to **m**_____ an **imp**_____ from the beginning.
9 It's equally important to end on a **p**_____ **n**_____.
10 The RADA technique gives you the skills to **gr**_____ in **c**_____.

c What did you learn that might help you next time you have to speak in public?

9&10 Revise and Check

GRAMMAR

Choose a, b, or c.

1 He got a good job, ___ not having the right degree.
a although b despite c in spite

2 My uncle still works, ___ he won the lottery last year.
a in spite of b despite c even though

3 I called my sister to remind her ___ the flowers.
a to buy b for buy c for buying

4 Jane opened the door quietly ___ her parents up.
a to not wake b so that she not wake
c so as not to wake

5 Yusuf is looking for ___ in London.
a some cheap accommodations
b some cheap accommodation
c a cheap accommodation

6 Let me give you ___ – don't marry him!
a a piece of advice b an advice c some advices

7 I need to buy a new ___.
a trouser b trousers c pair of trousers

8 There's ___ milk. I'll have to get some from the shop.
a no b any c none

9 ___ in that shop is incredibly expensive.
a All b All of them c Everything

10 They shouldn't go sailing because ___ of them can swim.
a both b either c neither

11 Let's take them ___ flowers or chocolates when we go for dinner.
a both b either c neither

12 I was in ___ hospital for two weeks with a broken leg.
a the b – c a

13 I now live next door to ___ school where I used to go.
a the b – c a

14 ___ Lake Constance is the biggest lake in Switzerland.
a The b – c A

15 ___ British Museum is in central London.
a The b – c A

VOCABULARY

a Complete the sentences with the correct form of the **bold** word.

1 Many people think that behaviour is _____ rather than learnt. **gene**

2 Many important _____ discoveries were made in the 19th century. **science**

3 We live in a very safe _____. **neighbour**

4 Many people in big cities suffer from _____. **lonely**

5 His _____ came as a terrible shock. **die**

b Add a prefix to the **bold** word.

1 New Delhi in India is a very **populated** city.

2 I asked for an aspirin, but the receptionist didn't understand me because I had **pronounced** it.

3 A **national** company is a large company that operates in several different countries.

4 Gandhi wrote most of his **biography** in 1929.

5 Anne is unhappy with her job, because she's **paid**.

c Complete the missing words.

1 Will the company make a l_____ this year?

2 He borrowed £10,000 to s_____ _____ his own business.

3 Ikea is the market l_____ in cheap furniture.

4 The company are planning to l_____ their new product in the spring.

5 The bank has br_____ all over the country.

6 It's a bad idea to mix b_____ with pleasure.

7 The product seemed like a great idea, but unfortunately, it was a complete f_____.

8 The drug has some very unpleasant s_____ effects.

9 We need to c_____ out some more experiments.

10 Would you ever be a g_____ pig in a clinical trial?

d Complete the two-word phrases.

1 I'm going to the mountains for some peace and _____.

2 He arrived back from his adventure safe and _____.

3 Sooner or _____, we'll have to make a decision.

4 It's a very dangerous city. There's no law and _____.

5 It's our last chance to do this. It's now or _____.

PRONUNCIATION

a Circle the word with a different sound.

1 
branch expand
antidote gravity

2 
product government
poverty modernism

3 
volunteer theory
research idea

4 
recession expectation
decision antisocial

5 
death though
width thought

b Underline the main stressed syllable.

1 bi|o|lo|gi|cal
2 phy|si|cist
3 mul|ti|cul|tu|ral
4 in|crease (*verb*)
5 man|u|fac|ture

Can you understand this text?

a Read the article once. Why did Stephen Hawking never change his computer voice?



THE VOICE OF REASON

Why Stephen Hawking's voice computer spoke with an American accent

Stephen Hawking, the legendary English cosmologist, author of *A Brief History of Time*, was regarded as a brilliant theoretical physicist, and for the British people, a national treasure. However, his famous computer-generated voice left many people puzzled.

Hawking died in 2018 at the age of 76. In 1963, while studying at Oxford, he was diagnosed with amyotrophic lateral sclerosis (ALS), a rare form of motor neurone disease. Incredibly, despite a poor prognosis, he lived with the disease for 55 years until his death. After catching pneumonia in 1985, Hawking had to have a tracheotomy to allow him to breathe. This left him unable to speak. After that, the professor's primary means of communication was a computer voice synthesizer which he controlled first with a hand-held clicker, and later with a sensor attached to his cheek. This computer-generated voice, known by its US developers as 'Perfect Paul', became Hawking's iconic voice, recognized around the world.

One thing that puzzled many people, however, was why his computer spoke with an apparent American accent, in spite of the fact that he was born in Oxford, in the UK. The Queen even quizzed him on the matter, asking him, 'Have you still got that American voice?' when meeting him at an event at St James' Palace. He joked back, 'Yes, it is copyrighted actually.'

Hawking had previously answered the question on his own website. Explaining how his speech worked, he wrote: 'When I have built up a sentence, I can send it to my speech synthesizer. I use a separate hardware synthesizer, made by Speech Plus. It is the best I have heard, although it gives me an accent that has been described variously as Scandinavian, American, or Scottish.'

He also explained that he would have been able to change the accent of his computer when the technology advanced, but had decided against it. Hawking added: 'My old system worked well and I wrote five books with it, including *A Brief History of Time*. It has become my trademark and I wouldn't change it for a more natural voice with a British accent. I am told that children who need a computer voice want one like mine.'

Adapted from The Sun

b Read the article again and choose a, b, or c.

1 Stephen Hawking used a computer voice synthesizer to communicate for over...
   a 30 years.
   b 40 years.
   c 55 years.

2 He started using the voice when...
   a he was diagnosed with motor neurone disease.
   b he lost the power of speech after an operation.
   c pneumonia caused him to lose his voice.

3 His accent surprised people because...
   a the synthesizer was made in Britain.
   b they expected his voice to sound British.
   c American accents were not popular in Britain.

4 Stephen Hawking...
   a thought that his accent sounded very American.
   b told the Queen that his accent wasn't American.
   c said his accent sounded different to different people.

Can you understand these people?



Thomas Devika Noel Sophie

Video **Watch and choose a, b, or c.**

1 Thomas admires Nike because of its _____.
   a slogan and customer service
   b logo and marketing
   c name and the quality of its product

2 Devika thinks that _____ cities will change a lot in the next 20 years.
   a some European
   b modern, wealthy cities
   c developing industrial

3 Noel thinks that science _____.
   a is just as creative as the arts
   b is more useful than maths
   c should focus on climate change

4 Sophie passed her exam although _____.
   a she didn't do her PowerPoint presentation
   b she didn't enjoy doing her PowerPoint presentation
   c her PowerPoint presentation was a disaster

Communication

1A Indirect questions Student A

a Make indirect questions starting with the phrase in brackets and ask them to **B**.

1 What's the time? (Could you tell me...)
2 Where were the last Olympics held? (Can you remember...)
3 Is there a good pizza restaurant near here? (Do you know...)
4 How many players are there in a baseball team? (Do you have any idea...)
5 How old are you? (Would you mind telling me...)

b Answer **B**'s questions.

1B Unsolved mysteries Student A

a Read the article and make notes to answer the questions.

1 When did the incident happen and where?
2 Why is it mysterious?
3 What explanations have been given about what happened?
4 Is there a current explanation that has been accepted?

b Use your notes to tell **B** and **C** about the mystery.

c Now listen to **B** and **C** tell you about two more unsolved mysteries: the *Guanabara Bay* mystery and *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

The Dyatlov Pass

The Dyatlov Pass is a mountainous area in the Urals, in what used to be the Soviet Union. On the night of 1 February 1959, nine experienced ski-hikers set up camp, cooked dinner, and prepared for sleep. But something must have gone catastrophically wrong, because the group never returned home.

On 26th February, searchers found the hikers' abandoned tent. It had been opened from the inside and soon the searchers found footprints left by the group. They continued to the edge of a nearby wood. That's where the first two bodies were found, without shoes and wearing only underwear. The other seven were found soon afterwards. At first, it appeared that the skiers had died of hypothermia, but when medical examiners later examined the bodies, they decided that hypothermia didn't make sense. Not only were some of the bodies badly injured, but some of their clothing was found to be radioactive.

There were many theories at the time as to what happened to them, including KGB-interference, a drug overdose, a UFO, gravity anomalies, and the Russian version of the Yeti. Recent studies have concluded that the only possible explanation is an avalanche, but it has never been conclusively proved.



Glossary
hypothermia (*noun*) a medical condition in which the body temperature is much lower than normal
the KGB the main internal security agency for the Soviet Union from 1954 to 1991
yeti (*noun*) a large creature like a bear or a man covered with hair that some people believe lives in the Himalayan mountains

1B You're psychic, aren't you? Student A



a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **B**.

1 Your favourite colour is _____.
2 You were born in _____ (a place).
3 You really like _____ (a sport or hobby).
4 You _____ (an activity) last weekend.
5 You haven't been to _____ (a city or country).
6 You would like to be able to _____.
7 You can't _____ very well.
8 You're very good at _____.

b Now check if your guesses are true. Say the sentences to **B** and check with a question tag. Try to use falling intonation.

Your favourite colour is pink, isn't it?

c Now **B** will check their guesses about you. Respond with a short answer. If the guess is wrong, tell **B** the real answer.

d Count your correct guesses. Who was the better psychic?

3A Flight stories Student A

a Read a news article about a flight. What would you have done if you had heard the announcement? How would you have felt?

NIGHTMARE OVER THE ATLANTIC



At 11.35 a.m. on 13th January, British Airways flight BA0206 took off from Miami to London. It had been flying for about three hours, and was over the Atlantic, when suddenly a voice came out of the loudspeakers: 'This is a passenger announcement. We may shortly have to make an emergency landing on water.'

Immediately, panic broke out and passengers were screaming and shouting. Most people thought that the plane was about to crash into the Atlantic. But about 30 seconds later, the cabin crew started to run up and down the aisle saying that the message had been played by accident, and that everything was OK. By this time, a lot of the passengers were crying and trying to get their life jackets out from under their seats.

Afterwards, many passengers said that they had been traumatized, and that it had been the worst experience of their lives. They complained that the captain hadn't given them any explanation until just before landing, and even then, hadn't told them what had really happened. Later, a British Airways spokesman apologized to passengers on the flight, and said that a pre-recorded emergency announcement had been activated in error.

b Imagine that you were one of the passengers on the plane. You are going to tell **B** what happened. Look at the words and phrases in the list and plan what you are going to say.

Setting the scene
Jan 13 Miami London three hours
passenger announcement emergency landing water

The main events
panic scream shout crash into the Atlantic
30 seconds later crew aisle by accident cry life jackets

What happened in the end
passengers traumatized complain captain
just before landing BA apologized error

c Now tell **B** your story.

This happened to me a few years ago, when I was flying from Miami to London...

d Listen to **B**'s story. Which situation do you think was more scary?

3B Reading habits Students A+B

a B close your book. A ask B the questions.

DO YOU READ BOOKS FOR PLEASURE?

YES

What was the last book you read? Why did you choose to read it?

What are you reading at the moment?

Do you have a favourite author or authors?

What's the best book you've read recently?

Do you read more or less than you used to (or about the same)?

NO

Would you read more if you had more time?

Did you use to read more when you were younger? When did you stop?

Did you have a favourite children's book or character?

What do you do to pass the time when you're travelling or waiting for something?

READING AND LISTENING

Do you ever...?

- listen to a song and read the lyrics at the same time
- watch films or TV in English with English subtitles
- read books and listen to them on audio at the same time, e.g. Graded Readers

b Swap roles. How similar are your reading habits?

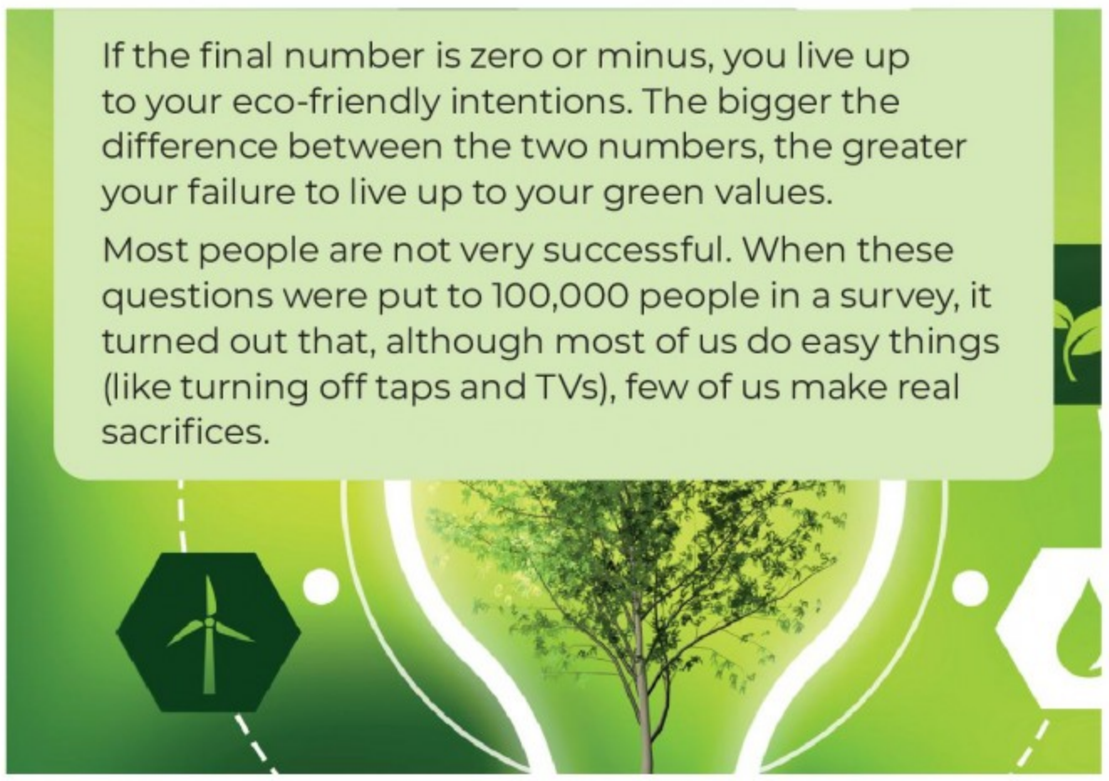
4A Your score Students A+B

a Read about what your score means.

b Do you agree with it? Compare your results with a partner.

If the final number is zero or minus, you live up to your eco-friendly intentions. The bigger the difference between the two numbers, the greater your failure to live up to your green values.

Most people are not very successful. When these questions were put to 100,000 people in a survey, it turned out that, although most of us do easy things (like turning off taps and TVs), few of us make real sacrifices.



4B I'll take a question Student A

a Complete the phrasal verbs or expressions.

1 Who do you take _____ more, your father or your mother?

2 Do you take _____ _____ yourself, or are you quite laid-back about your health?

3 Have you ever not taken _____ _____ a good opportunity and then regretted it?

4 Has any big sporting event ever taken _____ in your (nearest big) city? Did you go to it?

5 Do you sometimes get annoyed by little things that people do, or do you take no _____? What kinds of things?

b Ask B your questions.

c Answer B's questions. Give examples to explain your answers, and then return the question.

Giving examples

We often use *for example*, or *for instance*, to give examples.

*I usually get up quickly, but sometimes I take my time, **for example** / **for instance**, at the weekend.*

5A It's an emergency! Student A

a Read the answers to survival questions 1 and 2. Make notes under these headings:

You should... **You shouldn't...**

1 However strong you are, it's usually a mistake to confront the intruder. They may have a weapon and react violently. Take your phone and lock yourself (and your family) in your bedroom or bathroom, and move a piece of furniture against the door. Then call the police.

2 Whether you're driving an automatic or a manual car, the first thing to do is to put your car in a lower gear. This will slow down the car and will hopefully allow you to put on the handbrake. Putting the car into neutral won't slow the car down – it will just make the car more unstable and, on a hill, it will probably make the car go faster.

b Now use your notes and tell B and C what you should and shouldn't do.

7A You be the judge Students A+B

The result

We asked if Kojo should lock his bike up outside, not in the flat.

53% of you said yes – Kojo is guilty.

47% of you said no – Kojo is innocent.

7A Argument! Student A

a Read the instructions carefully for the role-play and think about what you are going to say.

You share a flat with **B**. The problems are the following:

- You found the flat, and moved in first, so obviously you chose the best room. Recently, **B** has been making some sarcastic comments about this.
- **B** has two friends who are always round at the flat. You don't have a problem with them, but they are often in the kitchen or sitting room and you don't have much privacy. They also spend a lot of time online and you think the wi-fi is slower when they're around.
- You often eat at home in the evening; it's cheaper, and anyway you like cooking, especially spicy dishes. You sometimes offer food to **B** if you've just made something, which they frequently accept. However, **B** never ever cooks. You think that at the very least, **B** should pay for a takeaway from time to time, for you to share.

This is your chance to tell **B** how you feel but try not to lose your temper. Try to find a good solution to each problem.

b Have the argument with **B**. Try to agree on a course of action.

You start the conversation: *OK, I think now is a good moment to talk about a few problems that have come up recently...*



7B Guess what it is Student A

a Look at the pictures below. You are going to describe them to **B**. Say what kind of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*. Don't say the word.



cabbage



mango



rose



ice-lolly



fake fur coat

b Describe your first thing to **B** in as much detail as possible. **B** can then ask you questions to identify what the thing is.

It's a kind of vegetable. It looks a bit like a green ball. It tastes quite strong and I think it smells awful when it's being cooked. You can use it to make...

c Now listen to **B** describe their first thing. Don't interrupt until they have finished describing. You can then ask **B** questions to identify what the thing is.

d Continue taking turns to describe all your things. Who guessed the most correctly?

7B Developing your imagination Students A+B

a Read the instructions for Exercise 1.

Exercise 1 Developing your imagination

When you are acting a role, your audience won't believe your character is real if you don't believe it yourself. This exercise is designed to help you develop your imagination. It shows you how to start to create a detailed life for your character, to explain why your character is who they are, what they are like, and why they behave in a particular way. For an experienced actor, this becomes automatic.

The exercise is best done in a group. Look at an image of a person showing an emotion, e.g. smiling. Then between you, try to think of all the possible reasons why the person might be smiling; for example, he looks as if he might be remembering a funny film, or he might have just booked a holiday abroad, or he might be embarrassed about something.

b Now, in groups of four or five, look at the photo and do the exercise.



7B Truth or lie Student A

a **A** ask **B** your question 1. Ask follow-up questions, using techniques from the article, and decide if **B** is telling the truth.

1 Have you ever walked out in the middle of a play, film, or concert?

3 Have you ever been caught cheating in an exam?

b Now answer **B**'s question 2. You must answer, *Yes, I have.* If you have had the experience, tell the truth. If you haven't, invent answers to **B**'s follow-up questions.

c Repeat for your question 3 and **B**'s question 4.



8A Beat the burglar
Student A

a Read the answers to questions 1–3. Try to remember the information.

1 a Most burglaries take place between 10 a.m. and lunchtime. The average burglar will wait for adults to go to work and children to school, to be sure the house is empty.

2 b An experienced burglar would spend a maximum of 20 minutes in a house.

3 a and c A burglar will normally go for a house that looks quite expensive, in a good area. They'll often choose a house where there are trees or bushes outside which are good places to hide before or after. That way, there's less chance of neighbours seeing them. Most burglars wait for a house to be empty before they break in, but there are others who prefer it if the owners are at home in bed, so they know where they are and won't get surprised by them suddenly coming home.



b Now **A** tell **B** the answers to questions 1–3, and **B** tell **A** the answers to questions 4–6.

8B Strange, but true? Student A

a Read the article once. Then write down ten key words on a piece of paper to help you remember the story.

Sandwich thrower puzzles locals



A mystery person has been throwing sandwiches into villagers' gardens, it has been reported.

For the last six months, somebody has been throwing sandwiches out of their car near Magdeburg in Germany. The sandwiches are always wrapped in aluminium foil and contain fillings such as sausage, salami, and cheese. Sometimes they are partly unwrapped with a bite taken out. People have been finding them in their gardens or on the playing field of the local football club. The unwanted food is thrown only on weekdays and always before 6 a.m. Thomas Wilk, who lives locally, said, 'Why does the person let someone make sandwiches if they don't want to eat them?' Anke Precht, a psychologist, suggested that maybe they didn't want to tell their partner they don't like the sandwiches. She advised the person to build up courage and speak to their partner.

b Tell **B** your story in your own words, using your key words to help you.

There's a place in Germany where somebody has been throwing sandwiches from their car...

c Now listen to **B**'s story, and ask **B** to clarify or rephrase if there's anything you don't understand.

10B True or false Student A

a Complete the gaps in your sentences with *the* where necessary.

1 _____ Andes is _____ longest mountain range in _____ world. (**T**)

2 _____ Loch Ness is _____ largest lake in Scotland. (**F** – It's the second largest. Loch Lomond is the largest.)

3 _____ capital of _____ United Arab Emirates is Dubai. (**F** – It's Abu Dhabi.)

4 _____ Mallorca is an island in _____ Mediterranean sea. (**T**)

5 _____ Uffizi gallery is _____ most famous art museum in Rome. (**F** – It's in Florence.)

6 _____ South America is larger than _____ North America. (**F**)

7 _____ Mount Vesuvius is a volcano in _____ north-west Italy. (**F** – It's in south-west Italy.)

8 _____ Brooklyn Bridge connects _____ Brooklyn and _____ Manhattan. (**T**)

b Now read your sentence 1 to **B**. They must say if the information is true or false. Correct their answer if necessary.

c Now listen to **B**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the correct answer is.

d Continue taking turns to say your sentences. Who got the most right answers?

1A Indirect questions Student B

a Make indirect questions starting with the phrase in brackets and ask them to **A**.

1 Where did you buy your bag? (Could you tell me...)
2 What year were the London Olympics? (Can you remember...)
3 How long does this class last? (Do you know...)
4 When did Shakespeare die? (Do you have any idea...)
5 Do you have any children? (Would you mind telling me...)

b Answer **A**'s questions.

1B Unsolved mysteries Student B

a Read the article and make notes to answer the questions.

1 When did the incident happen and where?
2 Why is it mysterious?
3 What explanations have been given about what happened?
4 Is there a current explanation that has been accepted?



Guanabara Bay

In 1982, Robert Marx, a professional treasure hunter, was diving in **Guanabara Bay** in Brazil when he found the remains of about 200 Roman ceramic jars, a few completely intact. The jars appeared to be ones that were used to transport goods such as grains and wine in the third century. But how did they get there? The first Europeans didn't reach Brazil until 1500.

The Romans, who traded primarily in Mediterranean port cities and the Middle East, did sail as far as India. Perhaps some untrained navigator lost his way in a storm. Or maybe there was a mutiny on a ship, and the mutineers steered the ship westward?

We may never know, and we are unlikely to uncover more evidence. Brazil closed Guanabara Bay to further research in 1983, because they wanted to stop members of the public from diving in the area to look for precious objects. However, Marx believed the government didn't want the area explored because finding Roman-era artifacts there would mean that, contrary to Brazil's official history, the Portuguese were not the first Europeans to reach the country.

Glossary
grains (*noun*) the small hard seeds of food plants such as wheat, rice, etc.
mutiny (*noun*) the act of refusing to obey the orders of somebody in authority, especially by soldiers or sailors

b Listen to **A** tell you about *The Dyatlov Pass*, another unsolved mystery. Then use your notes to tell **A** and **C** about the *Guanabara Bay* mystery.

c Finally, listen to **C** tell you about *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

1B You're psychic, aren't you? Student B



a Imagine you're a psychic. Use your psychic powers to complete the sentences below about **A**.

1 You were born in _____ (a month).
2 You don't like _____ (a kind of music).
3 You're going to _____ (an activity) tonight.
4 You've seen _____ (a film).
5 Your favourite season is _____.
6 You didn't like _____ (a kind of food) when you were a child.
7 You can play _____ (a musical instrument).
8 You wouldn't like to live in _____ (a place).

b **A** is going to make some guesses about you. Respond with a short answer. If the guess is wrong, tell **A** the real answer.

c Now check if your guesses are true. Say the sentences to **A** and check with a question tag. Try to use falling intonation.

You were born in July, weren't you?

d Count your guesses. Who was the better psychic?

3A Flight stories Student B

a Read a news article about a flight. What would you have thought if you had heard the bang? How would you have felt?

EXPLODING ENGINE CAUSES EMERGENCY LANDING



Passengers travelling on an Air France flight from Paris to Los Angeles had been relaxing and enjoying films and food when, five hours after take-off, just after they had crossed the southern tip of Greenland, they suddenly heard a loud bang.

The cabin started vibrating, some passengers screamed, and everybody knew something was wrong. Passengers nervously joked to each other as they tried to work out what had happened. Some thought the plane had hit a bird. But passengers sitting in window seats said they had seen one of the engines exploding. The cabin crew walked through the aisles reassuring passengers, and then the captain confirmed that there had been an explosion in one of the engines.

The atmosphere was tense, but about two hours later, the plane landed at a military airfield in Goose Bay on the far north-east edge of Canada, which is used as an emergency landing spot for transatlantic flights. There were no injuries among the 520 passengers. Passengers completed their journeys to Los Angeles on two planes sent by Air France to Goose Bay.

b Imagine that you were one of the passengers on the plane. You are going to tell **A** what happened. Look at the words and phrases in the list and plan what you are going to say.

Setting the scene

Air France Paris Los Angeles relax films and food
five hours Greenland bang

The main events

cabin vibrate scream joke bird window seats engine
explode cabin crew aisles captain confirm explosion

What happened in the end

land Goose Bay, Canada no injuries
complete journey two planes

c Now listen to **A**'s story. Then tell **A** your story.

This happened to me a few years ago, when I was flying from Paris to Los Angeles...

d Which situation do you think was more scary?

4B I'll take a question Student B

a Complete the phrasal verbs or expressions.

1 Do you get up very quickly in the morning or do you take _____ _____?
2 Have you taken _____ a new sport or hobby recently, or is there one you would like to take _____?
3 If you were thinking of buying a new phone, what factors would you take _____ _____?
4 What things might make you take _____ or _____ someone when you meet them for the first time?
5 Who takes the rubbish _____ in your house, you or someone else?

b Answer **A**'s questions. Give examples to explain your answers, and then return the question.

c Ask **A** your questions.

Giving examples

We often use *for example*, or *for instance*, to give examples.

I take after my mother, ***for example*** */* ***for instance*** *we both have the same sense of humour.*

5A It's an emergency! Student B

a Read the answers to survival questions 3 and 4. Make notes under these headings:

You should... **You shouldn't...**

3 Look for an area of low ground and make yourself as small a target as possible. Go down on your knees with your feet together and head on the ground. This makes it less likely that lightning will strike you. Lying flat will expose more of your body to the lightning, and sheltering under a tree is very dangerous, as if it gets hit by lightning, a branch may fall and injure you.

4 Firstly, keep your clothes on. They can trap air, which will keep you warm and help you to float. Turn towards the direction where you fell – the ice was strong enough to hold you once – and kick your feet to get your body horizontal. Use your elbows to pull yourself out and then roll off the ice. Don't try to stand and run, as this might cause the ice to break again.

b Now use your notes and tell **A** and **C** what you should and shouldn't do.

7A **Argument!** Student B

a Read the instructions carefully for the role-play and think about what you are going to say.

You share a flat with **A**. The problems are the following:

- When you started sharing the flat with **A**, they were already living in the house and they had taken the best and biggest room. Your room is much smaller and there's only really enough room in it for your bed! But you're both paying the same rent. This isn't fair!
- You have two good friends who often come to see you at the flat. Recently, **A** has been quite unfriendly to your friends, sometimes not even saying hello when they come in. And **A** has also started complaining that the wi-fi is slow because your friends are using it. How ridiculous! That can't be true.
- **A** seems to spend all their time in the kitchen cooking. They make a lot of spicy food, which means that the whole flat smells. You don't dislike the food, and have even occasionally accepted some of **A**'s cooking, just to be polite, but you hate the smell in the flat. You can't see the point of cooking and prefer getting your own takeaways or ready meals.

This is your chance to tell **A** how you feel, but try not to lose your temper. Try to find a good solution to each problem.

b Have the argument with **A**. Try to agree on a course of action. **A** will start.



7B **Guess what it is** Student B

a Look at the pictures below. You are going to describe them to **A**. Say what kinds of thing each one is, and then use *looks*, *smells*, *feels*, or *tastes*. Don't say the word.



camembert



jasmine



kitten



vinegar



chilli pepper

b Now listen to **A** describe their first thing. Don't interrupt until they have finished describing. You can then ask **A** questions to identify what the thing is.

c Now describe your first thing in as much detail as possible. **A** can then ask you questions to identify what the thing is.

It's a kind of French cheese. It's round and usually comes in a wooden box...

d Continue taking turns to describe all your things. Who guessed the most correctly?

7B **Truth or lie** Student B

a Answer **A**'s question 1. You must answer, *Yes, I have.* If you have had the experience, tell the truth. If you haven't, invent answers to **A**'s follow-up questions.

b Now ask **A** your question 2. Ask follow-up questions, using techniques from the article, and decide if **A** is telling the truth.

2 Have you ever sprained your wrist or ankle?

4 Have you ever been stopped by the police?

c Repeat for **A**'s question 3 and your question 4.



8A Beat the burglar
Student B

a Read the answers to questions 4–6. Try to remember the information.

4 a These days, burglars are usually looking for things like laptops and tablets, which are easy to sell and not so easy for the owner to identify if the burglar later gets caught.

5 c There's a typical order burglars use when they search a house for valuables. They start with the main bedroom, and then the living room. After that, the dining room, the study, and then the kitchen. The last place would be a child's bedroom. You wouldn't normally expect to find anything worth taking there.

6 a Burglars don't like dogs, especially noisy ones, because they're unpredictable.



b Now **A** tell **B** the answers to questions 1–3, and **B** tell **A** the answers to questions 4–6.

8B Strange, but true? Student B

a Read the article once. Then write down ten key words on a piece of paper to help you remember the story.

Couple leave tiny tip

A couple refused to tip their waitress more than 40p because she didn't do enough.

Teenagers Josh Gardner and Sophie Rodriguez, both aged 17, went to a Nando's restaurant on a date. They spoke to the waitress very little, so they decided she had not had to do much work. Rodriguez explained, 'We only had a quick meal and a drink and we haven't got much money. We were only here an hour and we didn't use the wi-fi. The waitress only spoke to us four times. If we'd ordered cocktails, we'd definitely have paid more. We are sophisticated, adult diners in a proper relationship, because we didn't have pudding and we went to see a very long film afterwards. So we know you can't not leave a tip at all.' Gardner denied being mean. '40p's fine. You can get a lollipop and temporary tattoos for that.'



b Listen to **A**'s story, and ask **A** to clarify or rephrase if there's anything you don't understand.

c Tell **A** your story in your own words, using your key words to help you.

Two teenagers went for a meal at a Nando's restaurant...

10B True or false Student B

a Complete the gaps in your sentences with *the* where necessary.

1 _____ capital of _____ Netherlands is _____ Amsterdam. (**F** – It's The Hague.)

2 _____ Amazon is _____ longest river in _____ world. (**F** – It's the Nile.)

3 _____ Panama Canal connects _____ Atlantic Ocean to _____ Pacific Ocean. (**T**)

4 _____ Atacama desert is in _____ north of _____ Chile. (**T**)

5 _____ Black Sea is in _____ south-west _____ Europe. (**F** – It's in south-east Europe.)

6 _____ biggest lake in _____ world is _____ Lake Victoria in _____ Africa. (**F** – It's Lake Superior in Canada / the USA.)

7 _____ Mississippi is _____ longest river in _____ USA. (**F** – It's the Missouri river.)

8 _____ Hyde Park is in _____ central London. (**T**)

b Now listen to **A**'s sentence 1 and say if you think it's true or false. If you think it's false, say what you think the correct answer is.

c Now read your sentence 1 to **A**. Correct their answer if necessary.

d Continue taking turns to say your sentences. Who got the most right answers?

1B Unsolved mysteries Student C

a Read the article and make notes to answer the questions.

1 When did the incident happen and where?
2 Why is it mysterious?
3 What explanations have been given about what happened?
4 Is there a current explanation that has been accepted?



The Voynich Manuscript

In 1912, a Polish book dealer called **Wilfrid Voynich** bought an old book which was believed to be a medical text. But he could not be sure, because the book, which was approximately 250 pages long, was written in an unknown language and writing system, and contained illustrations of plants that don't resemble any known species.

The first confirmed owner of what is now known as 'the Voynich manuscript' was a man named Georg Baresch, an alchemist from Prague, who discovered it in his library in the late 16th century. Baresch tried to investigate the manuscript's origins, but was unsuccessful.

The manuscript changed hands for centuries until it was purchased by Voynich. The book was examined by scientists, who dated the paper and ink to the 1400s. Voynich suggested that the author was either an alchemist called Albertus Magnus, or Roger Bacon, an early scientist. Some people believe that Voynich fabricated the manuscript and its history all by himself; however, this would not explain the scientific analysis. In 2020, Yale University published the complete manuscript in their digital library, but the mystery of its meaning and origin has never been solved.

Glossary
alchemist (*noun*) a person who studied alchemy, a form of chemistry studied in the Middle Ages that involved trying to discover how to change ordinary metals into gold
ink (*noun*) coloured liquid for writing, drawing, and printing
fabricate (*verb*) to invent false information in order to trick people

b Now listen to **A** and **B** tell you about two more unsolved mysteries: *The Dyatlov Pass* mystery and the *Guanabara Bay* mystery.

c Use your notes to tell **A** and **B** about *The Voynich Manuscript* mystery. Between the three of you, decide what you think the most likely explanation might be for each one.

5A It's an emergency! Student C

a Read the answers to survival questions 5 and 6. Make notes under these headings:

You should... **You shouldn't...**

5 The number one tip is to stay where you are, or find a sheltered space nearby if it's night time, and wait to be rescued (especially if you have told someone where you were going to walk). But make sure you stay in the open during the day, so that you can be seen by a helicopter. Make a fire, or tie a piece of bright clothing to a stick, to attract attention. Never keep walking, as you will only get more lost and make it more difficult for searchers to find you.

6 Abandon any equipment, as it could pull you further down, and use swimming movements to try to get to the surface. Don't try to dig yourself out, as this is almost impossible. If you're covered and can't get to the surface, try to thrust part of your body through the snow, so rescuers can see you. But the best thing to do if you are skiing off-piste is to always carry avalanche safety equipment with you, including a two-way radio.

b Now use your notes and tell **A** and **B** what you should and shouldn't do.

Writing Bank

1 An email job application

COME AND JOIN US

High street sports retailer with over 100 stores worldwide is recruiting for the following positions in your area:

- **Store managers**
- **Sales assistants**
- **Social media assistants**

Excellent communication skills are essential. All applicants must have appropriate training and experience.

Applications should be sent to Emma Tan at **recruitment@newopenings.com**

Subject: Application for Store Manager position x Inbox

EL **From: Eric Lim**
To: recruitment@newopenings.com

Dear Ms Tan

1 I am writing in response to your recent advertisement on The Local website. I would like to apply for the position of Store Manager.

2 My qualifications include a Diploma in Fashion Retail Management from Raffles College of Higher Education in Singapore. During the course, I learned the fundamental aspects of retail management and developed the professional skills necessary to run a retail business and make a profit.

3 I believe I am suitable for the role because I have considerable experience of the retail industry. During my studies, I worked part-time in my parent's clothes boutique. After graduating, I worked in a large store in the centre of Singapore. My duties involved ordering stock and managing deliveries, as well as dealing with customers face to face.

4 I also have a personal interest in sport. In my free time, I play basketball for my local club and I am currently the captain of my team. In this role, I have to use my communication skills to encourage each of the players to do their best. I also coach a junior team, who finished last season at the top of their league.

5 I am confident that I would be a great asset to your company and I very much hope that you will consider my application.

Thank you for your time.

Kind regards

Eric Lim

a Read the job advertisement and Eric's email. Answer the questions.

1 What three job requirements are mentioned in the advertisement?

2 Where in the email does Eric mention each job requirement?

b Match five formal words in the email to the words and phrases below.

1 job (*paragraph 1*)

2 most important and serious (*paragraph 2*)

3 a great amount, a lot of (*paragraph 3*)

4 at the present time (*paragraph 4*)

5 valuable person or thing (*paragraph 5*)

c Look at the **Useful language** expressions and complete them with a word from the list.

apply experience consider currently duties
forward grateful qualifications response suitable

Useful language: formal emails

opening paragraph	1	*I am writing to _____ for the position of...*
	2	*I am writing in _____ to your recent advertisement in...*
main body	3	*My _____ include a degree in... from...*
	4	*I believe I am _____ for the role because...*
	5	*I have (five) years' _____ working as...*
	6	*I am _____ working as a...*
	7	*My _____ involve...*
final paragraph	8	*I very much hope that you will _____ my application.*
	9	*I would be _____ if...*
	10	*I look _____ to hearing from you (soon).*

d You are going to write an email to apply for one of the jobs in the advertisement. With a partner, choose which position to apply for, and discuss how you might be suitable for the job.

e **Plan** the content of your email.

1 Think about how to show that you fulfil each of the three job requirements.

2 Think about how to organize the information into paragraphs.

3 Think about how to open and close your email.

f **Write** 140–190 words, organized in five paragraphs. Use formal language (no contractions, etc.), and expressions from **Useful language**.

g **Check** your email for mistakes (grammar, vocabulary, punctuation, and spelling).

p.11

2 An email to a friend

Subject: News! x Inbox

From: Anna Power
To: johnstons586@gmail.com

Hi Sue,

Sorry that I havent been in touch for a while, but I've been ill. I got Covid last week and had a temperature of 39°C, so I've been in bed since four days. I'm feeling a bit better today, so I've been catching out on my emails. Luckily my classes at university don't start till next week.

How are you? What have you been doing? Anything exciting. Here everyone is fine (except for me of course – be ill is definitelly not fun). My brother Ian has just started his new job with a software-company – I think I told you about it when I last wrote – anyway, so far, he's really been enjoying it. How are your family? I hope they're well.

I have a good news – I'm going to a conference in Manchester in may, from 16th to 20th. Could you recomend a hotel where I could stay, in the centre of town? It needs to be somewhere not too expensive because the university is paying. And the great thing is that I'll have a free half-day for siteseeing. Do you think you'll have time to show me around? That would be great.

Well, that's all for now. Please give my regards to your parents.

Hope to hear from you soon.

Take care,

Anna

PS Please use this email address when you anwser. I've stopped using the old Yahoo one.

Beginning an informal email

When you are writing an informal email, it is more usual to start with *Hi* than with *Dear*.

a **Read the email from Anna. It has 12 highlighted mistakes – four grammar or vocabulary, four punctuation, and four spelling. With a partner, decide what kind of mistake each one is and correct it.**

b **Read Anna's email again and find phrases that mean...**

- emailed, messaged, or phoned
- reading and replying to
- Have you been doing anything fun?
- I don't have any more news.
- send my best wishes to



c **You're going to answer Anna's email. Look at the Useful language expressions and try to complete them.**

Useful language: an informal email

opening expressions

Thanks [1]_____ *your email / letter.*
It was great [2]_____ *hear from you.*
Sorry that I haven't been in touch for a while. /
Sorry for [3]_____ *writing earlier.*
I [4]_____ *you and your family are well.*

responding to news

Glad to [5]_____ *that you're all well.*
Sorry [6]_____ *hear about your exam results.*
Good [7]_____ *with the new job.*
Hope you [8]_____ *better soon.*

closing expressions

Anyway, / Well, that's all [9]_____ *now.*
[10]_____ *my regards (love) to...*
Hope to hear from you soon. / Looking [11]_____
to hearing from you soon.
Take [12]_____ */ (Lots of) love*
[13]_____ *wishes / Regards*

something you forgot and want to add

[14]_____ *Don't forget to send me the photos you promised.*

d **Plan the content of your email.**

1 Underline the questions in the email that Anna wants you to answer.
2 Underline other places in the email where you think you need to respond, e.g. *I've been ill.*
3 Think about how to respond to each of the things you've underlined.

e **Write 140–190 words, in two or three paragraphs. Use informal language (contractions, etc.), and expressions from Useful language.**

f **Check your email for mistakes (grammar, vocabulary, punctuation, and spelling).**

p.21

3 A short story



It was a small mistake, but it caused a big problem! I had been living in London, but last year, I bought a [1] tiny cottage in the middle of a village. It needed a lot of work, so the owners wanted to sell it [2]_____, and one month later, it was mine.

On my first day in the village, I introduced myself [3]_____ to my neighbours. 'I'm Daisy,' I said. 'Lovely to meet you.' 'I'm Henry Watson,' said the man, smiling, 'and this is my wife, Dan.' I thought her name was a bit unusual, but I assumed it was short for Danielle.

In the beginning, the Watsons were really [4]_____ and they introduced me to other people in the village. Everyone was [5]_____ kind and even offered to help with the renovations. I always said hello to Dan when I met her in the street, but after a while, I realized that she was becoming rather [6]_____ towards me. I didn't know what I had done wrong.

Ten [7]_____ months later, the work on my cottage was finished. I invited the whole village to a [8]_____ party, including the Watsons. Some people brought gifts and I thanked everyone for their kindness. Then I started opening the presents. The first one was from Dan and Henry. It was an [9]_____ mug with the name 'Maisie' on it. I was a bit confused. 'Thank you very much for this,' I said. 'But my name isn't Maisie.' Dan smiled [10]_____. 'Well,' she said, 'it's my little joke. You always call me Dan, but my name is actually Ann.' I was incredibly embarrassed!

a Read the story. What was the 'small mistake'? What problem did it cause?

b Using adverbs and adjectives helps to make a story come alive and makes it more enjoyable to read. Complete the story with an adjective or adverb from the list.

cold enthusiastically huge incredibly
long quickly sweetly ~~tiny~~ ugly friendly

c You may want to write some dialogue as part of your story. Re-write the following with the correct punctuation. Use the dialogue in the story to help you.

it's so nice to meet you he said have you just moved in

d Look at the highlighted time expressions in **Useful language** and complete them.

Useful language: time expressions

[1] _____ *that moment, the door opened.*
[2] *As soon* _____ *I saw him, I knew something was wrong.*
[3] *Ten minutes* _____, *I went back to sleep.*
[4] _____ *morning in September, I got to work early.*
We got to the station [5] *just* _____ *time to catch the train.*

e You are going to write a story beginning with one of the sentences below. With a partner, choose which story to write, and discuss what the plot could be.

1 It was a small mistake, but it caused a big problem!
2 It was eleven o'clock at night when my phone rang.
3 As soon as I saw my mother's face, I knew something was wrong.
4 We had been driving for four hours when we saw the sign for a small hotel and decided to stop.

f **Plan** the content.

1 Write a quick outline of what happens in the story (50–60 words).
2 Think about what tenses you need for each part of the story, e.g. how to set the scene, what significant events had happened before the story starts, how the events of the story develop.
3 Think about how you could improve your story by adding extra details, and using more adjectives and adverbs. Think about where you might want to include some dialogue. Decide on a final sentence to end with.

g **Write** 140–190 words, organized in two or three paragraphs. Set the scene and then tell the story. Use the time expressions in **Useful language** to make the sequence of events clear.

h **Check** your story for mistakes (grammar, vocabulary, punctuation, and spelling). p.35

4 A 'for and against' post

a Read a post about adventure sports on a blog site called *For and against?* Do you think there are more advantages or more disadvantages?

b Read the blog post again and complete it with the linking expressions from the list (two of them are interchangeable).

---

although another advantage because of
for example (x2) furthermore in addition
on the other hand ~~the main advantage~~
to sum up

---

c Put the linking expressions from **b** in the **Useful language** chart below.

Useful language: linking expressions

To list advantages / disadvantages
the main advantage
_____

To add more points to the same topic
_____
_____

To introduce an example
For instance,...
_____

To make contrasting points
However,...
In spite of (the fact that)...
_____
_____

To give a reason
Because (+ clause)...
_____ (+ noun)...

To introduce the conclusion
In conclusion,...
_____

d You are going to write a post for the website. Choose one of the titles below.

Going to work abroad: an exciting opportunity or a scary one?

Being a celebrity: a dream or a nightmare?

Home About Blog Subscribe

Everything has two sides to it, a positive one and a negative one. Post your opinions on our blog...

Adventure sports – fun or too risky?

Every year, more and more people are tempted by the idea of going on an adventure sports holiday, especially during the summer months.



Spending your holiday being active and enjoying the outdoors has a lot of advantages. [1]*The main advantage* is that adventure sports, like many other physical activities, offer health benefits and help keep your mood positive, [2]_____, when you practise extreme sports your brain releases endorphins because of the adrenalin rush and that makes you feel happy. [3]_____ is the self-confidence that you gain from doing these activities. [4]_____, the lessons learnt from facing the difficulties and the risks of these extreme sports may be very valuable in everyday life.

[5]_____, there are also some important disadvantages. [6]_____ they make you feel good, risky sports can be extremely dangerous. The possibility of getting seriously injured while performing these activities is quite high, and some adventure sports, [7]_____, skydiving or cliff jumping, can even have fatal consequences. [8]_____ these risks, you need to be extremely fit to practise these sports during a holiday, which means that they are not for everyone. [9]_____, they are likely to be expensive because they require a lot of equipment, safety measures, and well-trained and qualified instructors.

[10]_____, adventure sports holidays have both advantages and disadvantages. Whether they suit you or not depends on your level of fitness, your personality, and how much you can afford.

Like Share Comment

e **Plan** the content.

1 Decide what kinds of things you could say to start the post for the topic you chose, for example, why young people choose to go abroad or why people today are so interested in famous people. This will give you material for the introduction.
2 List two or three advantages and disadvantages, and number them in order of importance.
3 Decide if you think there are more advantages than disadvantages.

f **Write** 140–190 words, organized in four paragraphs: introduction, advantages, disadvantages (or disadvantages then advantages), and conclusion. Use a formal style (no contractions or colloquial expressions). Use the linking expressions in **Useful language**.

g **Check** your post for mistakes (grammar, vocabulary, punctuation, and spelling).

p.45

5 A ‘how to’ advice post







Home | Advice | Tips | Support | Contact

How to keep children safe in your home

You probably think that your home is a very safe place. But this may not be true if you have children coming to stay. Here are some tips to prevent accidents. / First, look at the bedroom where the children are going to sleep. Make sure there isn’t any furniture under a window, in case a child tries to climb out. If a very small child is going to sleep in the bed, you could put some pillows on the floor next to the bed, in case the child falls out. The next place to check is the bathroom. Many people put medicines in a drawer or on a shelf above the washbasin. But this can be dangerous, as children may find them and think they are sweets. You should keep them in a locked cupboard. Finally, have a look at the kitchen, which is the most dangerous room in the house for children. Knives should be kept in drawers which children can’t reach, and make sure that all cleaning liquids are in high or locked cupboards. If you follow this simple advice, children who come to stay are likely to be much safer in your home.

16:03 Thursday 2nd May

a Look at the three pictures. What do you think the parents should and shouldn’t have done? Read the advice from a health and safety blog and check.

b This blog post was originally written in five short sections. Mark / where each new section should begin.

c You are going to write a health and safety blog post. With a partner, choose one of the titles below.

How to keep safe if you go walking in the mountains

How to keep safe on a day at the beach

How to keep safe on a long drive

d **Plan** the content.

1 Think of at least three useful tips.

2 Think of a good introductory sentence (or sentences).

e **Write** 140–190 words, organized in paragraphs. Use the **Useful language** expressions and write in a neutral or informal style.

Useful language: giving advice

Don’t forget to... / Remember to...

Make sure you...

You should...

Never...

Reasons

...in case

...so (that)

...because it might...

f **Check** your post for mistakes (grammar, vocabulary, punctuation, and spelling).

p.51

6 A review of a music festival

a Read the review of a music festival. What did the writer like about it? What didn't they like?

b Organizing a review into clear paragraphs makes it easy to read. Match topics A–D to paragraphs 1–4 in the review.

A more positive observations and/or a negative observation ___

B general information about the event ___

C summary of your overall opinion ___

D positive observation(s) about the event ___

Compound adjectives

Compound adjectives express two ideas in one word. They make your writing more sophisticated and are useful for adding extra information when you have a limited number of words.

c Read about compound adjectives. Then look at the highlighted compound adjectives in the review. What do they mean?

d Complete the **Useful language** expressions with one or two words from the review in **a**.

Useful language: writing a review

giving general information

[1]*The event* _____ _____ *(over a weekend in May)*

[2]*It was* _____ *at (a huge exhibition complex)*

describing positive aspects

One of the best things was...

[3]*The* _____ *for me was...*

[4]*What made things* _____ _____ *was...*

describing negative aspects

[5]*The only* _____ *was...*

My only complaint would be ...

I wasn't very impressed by...

Another thing I didn't like was...

summarizing the experience

[6]_____ _____ *all, it was...*

In general, my experience was (very positive)

I would strongly recommend it to anyone who enjoys...

e You are going to write a review of a music-related or other live event. With a partner, discuss the events you have attended and your impressions of them. Choose one event to write about.

Tomavistas: the perfect music festival



1 Last week I spent an amazing day at the Tomavistas music festival in Madrid. It's an open-air event that takes place over a weekend in May or June, at a different venue each year. This year it was held at a huge exhibition complex called IFEMA, in the northeast of the city.

2 One of the best things about the festival was the line-up. I saw a variety of acts that ranged from a little-known independent band called Goat Girl to the crowd-pleasing local band, Biznaga. The highlight for me, however, was my all-time favourite band, Suede, who were the headliners that day. The band gave a mind-blowing performance to close the festival.

3 What made things even better was the fabulous organization of the event. The venue was ideal for the number of people there, and it didn't feel crowded at any point. There were plenty of stalls where you could buy ice-cold drinks without having to queue, and we could also fill up our water bottles for free. The only downside was that there weren't enough grassy areas to sit down and chill for a moment.

4 All in all, it was a great day. The festival was really well-organized, and the music was almost non-stop. If you like seeing bands play live, but don't fancy the crowds at world-famous festivals like Glastonbury, go to Tomavista next year!

Glossary
headliner the main performer or act in a show
line-up the people who are going to take part in an event

f **Plan** the content.

1 Look at the paragraph plan in **b** and make notes about the experience you've chosen in the correct order. (50–60 words).

2 Think about how you could improve your review by adding extra details and using compound adjectives.

g **Write** 140–190 words, organized in four paragraphs. Use the phrases in **Useful language** to help you.

h **Check** your review for mistakes (grammar, vocabulary, punctuation, and spelling).

p.65

7 A detailed description of a photo

a Look at photo 1 and read the description. Do you agree with what the writer says about the people?



I think this is a photo of a family in their house. However, they are not posing. None of the people are looking at the camera.

[1]*In the foreground*, we can see the inside of a room with glass doors leading into a garden. [2]_____ of the photo, there is a girl sitting at the table, resting her head on one hand, with an open book [3]_____ her. There are two other empty chairs around the table. The girl is smiling; she looks as if she's daydreaming, maybe about something she's read in the book. [4]_____ of the photo, there is a woman, who looks older than the girl, perhaps her mother. She's standing with her arms folded, looking out of the glass doors into the garden. She seems to be watching what's happening [5]_____, and she looks a bit worried.

[6]_____, we can see a terrace, and [7]_____ that, a beautiful garden. Outside the glass doors on the right, we can see a boy and a man, who may be father and son. The boy is standing, facing the man, who is crouching down [8]_____ him. It looks as though they're having a serious conversation. Maybe the boy has been naughty, because it seems as if he's looking at the ground.

This photo reminds me of a David Hockney or Edward Hopper painting – it makes you speculate about who the people are and what they are thinking.

b Complete the description with a word or phrase from the list.

behind in front of in the background in the centre
~~in the foreground~~ on the left opposite outside

c You are going to write a description of photo 2. **Plan** the content. With a partner, look at the photo carefully and decide what you think the people are thinking or feeling. Decide how to organize what you want to say into paragraphs.



d **Write** 140–190 words. Use the **Useful language** expressions to help you.

Useful language: describing a photo or picture

In the foreground / centre / background of the photo...
The (man) looks as if / looks as though...
It looks as if / as though...
The (woman) may / might be... / Perhaps the woman is...
The photo reminds me of...

e **Check** your description for mistakes (grammar, vocabulary, punctuation, and spelling).

p.75

8 An article expressing your opinion

Forum | Live | Reviews | Wiki | Login

CRIME FORUM

Do punishments usually fit the crime?
What do you think? Write a short article and post it here.

R

Rob87
Nottingham
16:29 23 July

Community service is the best punishment for young people who commit a minor offence.

[1]Nowadays in the UK, when a young person commits a minor offence, they are normally given community service, given a fine, or sometimes, sentenced to a few months in prison. [2]_____ I believe that community service is the best option.

[3]_____, community service often persuades a young person not to re-offend. [4]_____ working with sick children or old people makes young offenders realize that there are people who have more difficult lives than they do. So community service can be an educational experience, [5]_____ other punishments are not.

[6]_____, I do not think that a fine is a suitable punishment for young people. They do not usually have much money themselves, [7]_____ it is often their parents who pay the fine for them.

[8]_____, spending time in prison results in young people meeting other criminals and learning more about the criminal world, which may tempt them into committing more crimes. [9]_____, in prisons many of the inmates take drugs, and this is a terrible example for young offenders.

[10]_____ , I believe that community service has important advantages both for minor offenders and for the community.

a Read the title of the post. Do you agree or disagree? Then quickly read the article and see if the writer's opinion is the same as yours.

b Complete the article with a word or phrase from the list below.

finally firstly for instance in addition in conclusion
in most cases ~~nowadays~~ secondly so whereas

c You are going to write an article to post on the forum. With a partner, choose one of the titles below.

Downloading music or films without paying is as much of a crime as stealing from a shop.

Squatters who live in an unoccupied property should not be forced to leave it.

d **Plan** the content. The article should have four or five paragraphs.

1 **The introduction:** Think about what the current situation is and what your opinion is.
2 **The main paragraphs:** Try to think of at least two clear reasons to support your opinion. You could also include examples to back up your reasons.
3 **The conclusion:** Think of how to express your conclusion (a summary of your opinion).

e **Write** 140–190 words, organized in four or five paragraphs (introduction, opinions and reasons, conclusion). Use a formal style (no contractions or colloquial expressions). Use the phrases in **b** and the **Useful language** expressions.

Useful language: ways of giving your opinion

(Personally) I think... / I believe...
In my opinion,...
In addition,... / Also,...
In conclusion,... / To sum up,...

ways of giving examples

There are several things we can do, for example / for instance / such as...
Another thing we can do is...
We can also...

sequencing words

Firstly, / Secondly, / Thirdly, / Finally,...

f **Check** your article for mistakes (grammar, vocabulary, punctuation, and spelling).

p.81

9 A report on a town

Living in Milton Keynes

Introduction

This report describes the town of Milton Keynes. It gives some information about the history of the town and some of its features and facilities, and includes a personal view of what it is like to live there.

1 _____

In the 1960s, town planners wanted to encourage people to move out of London. Their idea was to create a modern, efficient town with good facilities that would be easy to travel around and healthy to live in. So, the 'new town' of Milton Keynes was built in the south-east of England.

2 _____

The town now has a population of around 20,000. Wide, straight roads join the different living districts, with many lakes and green spaces between them. The centre is a business and shopping district. In terms of transport, Milton Keynes is particularly well-connected; it is near the M1 motorway and is midway between London, Birmingham, Oxford, and Cambridge.



3 _____

In general, it is a town that is easy to walk or cycle around. For those who enjoy more challenging sports, there are some superb facilities. These include Treetop Extreme, the biggest 'high rope' adventure course in the UK, and Snozone, an indoor real snow slope where you can learn to ski and snowboard.

4 _____

Milton Keynes was the first place in the UK to have a multiscreen cinema, and there is also a large concert venue called The Bowl. It has an international orchestra and over 200 works of public art – it is particularly famous for the sculpture of concrete cows.

Conclusion

To sum up, it seems that _____. Some people feel that new towns lack atmosphere and a sense of community, but the majority of residents here are proud of their town. 'Things tend to be more modern and spectacular in Milton Keynes than anywhere else,' says Simon Clawson, who has lived there since he was four years old. On balance, the planners of the 1960s have achieved their aims.

a Read the introduction to the report. What is it going to cover?

b Read the rest of the report. With a partner, match the headings to paragraphs 1–4.

Activities **Culture** **History** **Present day**

c Tick (✓) the kinds of information that are mentioned in the main paragraphs of the report.

- ☐ what the town planners wanted to achieve
- ☐ the size of the town
- ☐ the layout of the town
- ☐ where people work
- ☐ transport connections
- ☐ the cost of accommodation
- ☐ things to see
- ☐ things to do

d Choose the best option to complete the conclusion of the report.

some people aren't happy living in Milton Keynes

the new town of Milton Keynes has been a success

Milton Keynes has the best facilities in the UK

e You have been asked to write a report for an English language magazine on life in a modern city. **Plan** the content. With a partner, decide...

1 which city you are going to write about.
2 what headings you can use to divide up your report.
3 what information to include under each heading.
4 the aim and content of the introduction.

f **Write** 140–190 words, including an introduction, and three or four paragraphs with headings. Summarize the main point(s) in your conclusion. Use a neutral / formal style, and the **Useful language** expressions.

Useful language: Signposting

Introductions and conclusions:

This report describes... / The purpose of this report is to...

To sum up / To conclude / In conclusion

To introduce a topic:

In terms of (transport)...

To emphasize sth:

(Milton Keynes) is particularly / especially (well positioned)

To generalize:

In general / Generally speaking, (it's a town that's easy to walk around)

On balance,... / On the whole,...

The majority of / Most (residents)...

Things tend to be / are usually...

g **Check** your report for mistakes (grammar, vocabulary, punctuation, and spelling).

p.95

10 A profile of a public figure

a Read the profile of Wangari Maathai and answer the questions.

1 Where was Wangari Maathai born?
2 What type of education did she have?
3 What causes did she campaign for? What did she achieve during her lifetime?
4 Why is the writer inspired by her?

b Using both adjectives and nouns adds variety to descriptions of people. Look at the highlighted words in paragraph 4 of the profile and answer the questions.

1 Which two words are nouns? What are the adjective forms?
2 What are the noun forms of the two adjectives?

c Complete the chart with the missing adjectives and nouns.

Adjective	Noun
1 _____	confidence
enthusiastic	2 _____
3 _____	honesty
imaginative	4 _____
5 _____	loyalty
patient	6 _____
7 _____	sensitivity
wise	8 _____

d You are going to write a description of a person who has inspired you. With a partner, choose a person to write about. Discuss the questions below.

1 Who is the person? When and where were they born?
2 What was their early life like?
3 What are their achievements? What are they best known for?
4 Why do you find them inspiring?

e **Plan** the content.

1 Write notes about the questions in **d**.
2 Think about how you could improve your description by adding extra details. Use a variety of adjectives and nouns to describe personal qualities.

f **Write** 140–190 words, organized in three paragraphs. Use the **Useful language** expressions to help you.

Wangari Maathai:
a force for positive change



1 Born in Kenya in 1940, Wangari Maathai grew up to become an internationally respected environmentalist activist. She succeeded not only in bringing about practical changes that made her country a better place, but also contributed to global ideas on ecology, gender, and African culture.

2 Wangari was brought up in a village in the central highlands of Kenya. As a child, she managed to persuade her parents to let her go to school, although girls weren't expected to get an education at the time. When she finished school, she went to university in the USA and Germany, and became the first woman in East Africa to get a doctorate.

3 Wangari was a confident public speaker, and her campaigning work in many organizations led to improvements in both the management of the environment and in working conditions for women. She is best known for founding the Green Belt Movement, an organisation that paid rural women to plant trees throughout Kenya. The aim was to reduce deforestation, but also to give women more control over their lives by earning a small salary. Wangari went on to play an important role in bringing democracy to her country, and in 2004, she became the first African woman to win the Nobel Peace Prize.

4 What I admire most about Wangari Maathai is her determination to get what she wanted. She was passionate about the environment and remained committed to protecting it all her life, despite opposition from the government. Her courage in standing up for her ideas should be an inspiration to us all.

Useful language: describing achievements

Born in (Kenya in 1940), she...
As a child, he managed to...
She grew up to become...
He was the first person to...
Her work led not only to..., but also to...
He is best known for (+ -ing)...
She went on to...
He played an important role in...
She became the first woman to...
What I admire most about him is...
Her (courage) should be an inspiration to us all.

g **Check** your profile for mistakes (grammar, vocabulary, punctuation, and spelling).

p.102

Listening

1.2

All four journalists Excuse me... Excuse me... Cindy... Cindy...

Journalist 1 Just a few questions...

Cindy OK, OK, but you have just one minute.

Journalist 1 What brings you to London?

Cindy I'm here to accept an award and do some interviews.

Journalist 2 How long are you going to be in London for?

Cindy Just 48 hours, then I'm flying back to the States.

Journalist 3 That's a very short stay. Don't you like London?

Cindy I love London, but unfortunately my new movie starts shooting on Monday.

Journalist 4 There've been rumours that you and your husband are having relationship problems. Can you tell us if there's any truth in that?

Cindy No, no, no, no. No comment. No, no more questions.

1.5

1 Dominic

Interviewer Have you ever been asked a strange question in an interview?

Dominic Yes. It was my first interview for a place at Sarah Lawrence University in New York – where I'm studying now.

Interviewer What was the question?

Dominic The question was, 'If you could have dinner with three people from the past, who would you choose and why?'

Interviewer And what did you answer?

Dominic It was one of the first questions I was asked, and I said, 'I can't answer this right now. Can I answer at the end?' because I couldn't think of anyone. So they said, 'OK,' and then they asked me the question again later, and I said something ridiculous like John Lennon, um, Picasso, and, er, I can't even remember who the third person was. It was another sort of artist or musician I think.

Interviewer Do you think it was a good question?

Dominic Yes, because it made me think. I mean, it wasn't something I was expecting at all, and all the other ones were more yes / no, direct questions, so this one made me think a bit more.

Interviewer And you got the place?

Dominic Yes, I did.

2 Heidi

Interviewer Have you ever been asked a strange question in an interview?

Heidi Yes, I have. That was many years ago. It was one of my first job interviews, in London, actually, after I moved to London from Germany. It was for a financial department, and the manager who interviewed me – I can't remember, but I believe he, he must have been German – he asked me, 'Do you have a boyfriend?', and 'Are you planning to get pregnant?'

Interviewer That's illegal now, isn't it?

Heidi Yes, I know. I believe that it was illegal then.

Interviewer And what did you answer?

Heidi I said no, I didn't have a boyfriend, and I had no plans to get pregnant any time soon, but at that point it was pretty clear to me that I did not want to work for that company.

3 Omar

Interviewer Have you ever been asked a strange question in an interview?

Omar Yeah. I was being interviewed for a job with an advertising agency, and the interviewer kept checking information on my CV and then asking me about it, and he saw that I'd studied philosophy at university, and he said, 'Oh, I see that you studied philosophy at university. Do you still practise philosophy?'

Interviewer What did you answer?

Omar I said the first thing that came into my head I said, 'Well, I still think a lot.'

Interviewer Was the interviewer impressed?

Omar Well, he obviously liked the answer, because I got the job.

4 Alice

Interviewer Have you ever been asked a strange question in an interview?

Alice There's one I can think of, which was when I was being interviewed for a job with a company in Switzerland.

Interviewer What was it?

Alice Well, the interviewer asked me, 'What animal would you like to be reincarnated as?'

Interviewer Weird question!

Alice Totally.

Interviewer What did you say?

Alice So I said a cat, because it was the first thing I thought of and because cats have a good life – well, at least in Britain they do. And then the interviewer immediately looked embarrassed and said that he'd been told to ask me that question to see how I'd react, but that he thought it was a stupid question.

Interviewer What happened in the end?

Alice I didn't get the job, so maybe the interviewer wasn't very fond of cats!

1.10

A walk in the forest

I'm going to describe a situation, and ask you some questions. Answer quickly without thinking about it too much; the first thing that comes into your head. Are you ready?

Imagine that you're walking through a beautiful forest. The sun is out, there's a light breeze. It's a really beautiful day. You're walking with one other person.

Question 1 Who are you walking with? As you walk through the forest, you come across an animal.

Question 2 What kind of animal is it? A big animal or a small one? How do you interact with the animal? Now you're walking deeper into the forest, and you come to a clearing, where there are no trees. There's a house in the middle of the clearing.

Question 3 How big is the house? Does it have a fence around it or not? You walk up to the door of the house and it's open. You go in, and you see a table.

Question 4 What is there on the table? Are there any people sitting round it? You finish looking around the house and you leave out of the back door. There's a huge garden behind the house. You go into the garden, and in the middle you find a cup.

Question 5 What is the cup made of? Is it a ceramic cup? Metal? Plastic? Paper? As you walk to the end of the garden, you come to some water. You must cross this water in order to get home.

Question 6 What kind of water is it? A lake? A river? A small pond? How do you cross it? How wet do you get?

1.11

What you have just done is a psychological test which analyses how you interact with other people. Now I'm going to tell you what your answers mean.

The person you were walking with is an important person in your life.

The animal represents problems in your life. The bigger the animal, the more problems you have.

How you interact with the animal represents how you deal with your problems. If you were aggressive or decisive, that means you confront your problems, try to solve them. If the interaction was peaceful, then you're a more passive person and often wait for problems to go away.

The house represents your ambitions. The bigger the house, the more ambitious you are. If there was no fence around the house, it means you're very open-minded, and welcome new ideas. If it had a fence, then you're more convinced that you're right, and tend to surround yourself with people who agree with you.

The table represents how you're feeling at the moment. If there was food or there were flowers on the table, and people sitting round it, this suggests that you're feeling happy in your relationships. No food, flowers, or people suggests that someone in your family or a friend is making you unhappy.

The cup represents how strong your relationship is with the person you're walking with, and how long the relationship will last. The harder and more resistant the material of the cup is, the stronger your relationship is.

The water represents your friends. If you saw a large river or lake, you have a big social circle and like to be surrounded by people. If you got very wet when you crossed it, your friends are very important for you. If you hardly got wet at all, it means that you depend less on your friends and are more self-sufficient.

2.6

1 Another word for pharmacy, especially in British English.
2 A person who is receiving medical treatment for example in hospital.
3 A type of food that is important for a healthy diet, for example carrots, peas, onions etc.
4 An examination of somebody or something, especially a medical one to make sure that you are healthy.
5 A person who thinks they are ill but are not really.
6 A paper handkerchief that you use when you have a cold.
7 A method of treating pain and illness using special thin needles that are pushed into the skin in particular parts of the body.
8 Adjective used to describe diseases that are often passed from one family member to another.

2.8

Jane So, my husband and I were out shopping in our local town, and I saw a man lying on the ground. He was just a stranger, not someone I knew, and his wife was there, standing by him. And I used to be a nurse in A&E, so I went straight up to him to see if I could help. He was a bit blue; I felt his pulse and he didn't have a pulse, so I thought he was probably having a heart attack. I felt quite calm because I knew what to do – um, I started doing cardiac massage, you know, putting your hand on the chest and pressing down fast and at regular intervals, and my husband talked to the man's wife, he took her to one side to calm her down, because obviously she was in shock. I kept going until the ambulance turned up and the man was still alive then, and they took him to hospital. I was really pleased that I could do something.

Daniel So, I was cycling to work one morning, and just as I was coming round the corner, a woman stepped off the pavement in front of me and she tripped and fell into the road. She was maybe in her late 70s or early 80s. I just managed not to cycle into her, and I dropped my bike and I went over to see if she was OK, and it was busy in the street as the shops were just opening and lots of people were around. She'd fallen heavily but she was still conscious and she told us she was sure she'd broken her arm. Somebody stopped the traffic, and I helped move her to the pavement and somebody else went and got a chair from one of the shops, and someone else called an ambulance, and we stayed with her until it came. It was obviously an effort for her to sit up, it was very painful, so I let her lean against me. I remember I was a bit worried because I'd left my rucksack on the bike with all my things in it and I was worried someone was going to steal it, but I couldn't move because I was holding the woman up. Later, I went to visit her in hospital and she'd actually broken her shoulder in two places and had to have an operation. I think, though, if I'd just been walking past, I wouldn't necessarily have gone to help, but because it had happened right in front of me, I felt I had to do something, and now I'm, I'm glad I was able to do something – I felt quite good about it afterwards.

Alison So, I was waiting for the bus at the end of my road to go into work. A very big man, a very tall man walked past the bus stop and I noticed him particularly because he was wearing very dirty clothes and he was walking in rather a strange way, and to be honest, I thought he was probably drunk. Then, all of a sudden, he stopped walking and fell backwards, and hit the back of his head on the pavement. He fell so hard on the back of his head that it made a really loud noise. And then he just lay still. Some teenagers in the queue called an ambulance and I stood by the man. I felt completely helpless. He was breathing, but I didn't really know what to do. The ambulance arrived quite quickly, and the paramedic took the man's hand and talked to him, and then they put him on a stretcher and took him away. Afterwards, I thought I should've done more, I should've perhaps turned him on his side, or put a coat under his head – at least, I should have held his hand to show someone was there. I felt a bit ashamed because I think the reason why I didn't help him more was because he was a bit dirty, a bit scruffy, and I was scared of him.

2.20

Presenter Hello, and welcome to *What's age got to do with it?* – the podcast about issues related to age. I'm Greg Smith, and today we're talking about fashion. Are there certain styles that only suit certain age groups, or can anybody now dress however they want? Indeed, should they? Our guests are both fashion journalists. Hello, Liz and Ardil.

Liz, Ardil Hello. Hi!

Presenter So, I'm going to suggest a hairstyle or type of clothing, and I'd like you both to respond. Let's start with hair. A man bun. Liz?

Liz Well, I probably associate them more with people in their 20s or 30s – hipsters. Not teenagers, definitely. I think they look great, incidentally. But I think any age can wear them. In fact, most hairstyles suit any age.

Presenter OK, that's interesting. What about plaits or pigtails?

Liz Well, maybe not plaits or pigtails. I'd definitely associate them with pre-teens or maybe young teenagers.

Presenter Ardil?

Ardil I agree up to a point about man buns. I don't think it's a question of age, it's more a question of what kind of hair you have, and the shape of your face. But with plaits and pigtails, I think you need to recognize that it can be a cultural thing. In some parts of northern Europe, like Germany and Austria, adult women traditionally wear their hair in plaits. And the same is true in some parts of Africa and Asia, where people wear their hair in braids, a bit like plaits. Both men and women.

Presenter Absolutely right. What about T-shirts with cartoon characters on them, like Hello Kitty or Mickey Mouse? Are they only for children?

Ardil Well, interestingly, I think that's also quite cultural because although here in the UK you'd associate them more with children, in Japan, on the other hand, Hello Kitty T-shirts are massively popular with adults, too, but...

Liz Sorry, but I don't agree. You often see adults wearing T-shirts like this in the UK...

Presenter Sorry Liz, can you let Ardil finish...?

Liz Sorry. Go ahead...

Ardil Well, what I was going to say was that again I think it's not so much a question of age. It's more to do with which cartoons they are. I admit I'd be surprised if I saw my gran who's in her 90s wearing a Mickey Mouse T-shirt!

Liz Yes, you're probably right. I really don't like cartoon characters on adults, myself; or T-shirts with slogans on them either, for that matter.

Presenter OK, let's move on to accessories. A friendship bracelet?

Liz Oh, any age. And any gender.

Ardil Agreed.

Presenter A Panama hat?

Liz Oh, I love them. They look particularly good on older men and on a hot day, I'm thinking Ian McKellen or Jeremy Irons. They look sort of distinguished. And of course, they're practical, as protection from the sun is so important.

Ardil It's a question of personal preference, isn't it? Any age can wear them, but do they? Young people seem to prefer baseball caps, I'd say, which personally I don't terribly like on older men – I mean, I wouldn't wear one.

Presenter OK, so finally footwear. Two iconic items. Super-high heels?

Liz I mean, with shoes, it's to do with at what age you're prepared to put up with being uncomfortable. Because believe me, whatever they say, no one is truly comfortable in super-high heels. They may look amazing, but that's another matter.

Presenter And the polar opposite, Birkenstock-style sandals? Very fashionable right now.

Ardil Fine for anyone, so long as you make sure your bare feet look nice. Though actually, the current fashion is to wear them with thick socks!

Liz Not a good look in my book, but hey, fashion is fashion...

Presenter I think we're running out of time. So, to sum up: Liz, Ardil, can you wear anything at any age?

Liz I'd say yes. Wear whatever you think suits you and makes you feel good.

Ardil Agreed. And I would add that feeling good is about how you think you look, but it's also about comfort. I mean, it's hard to feel good in something that's truly uncomfortable.

Liz You'd be surprised what some people put up with...

Presenter Liz, Ardil, that's all we've got time for, thank you very much.

3.1

A Good afternoon. This is your captain speaking. I'd like to welcome you all on board the Wings Flight 86A to London Stansted. We are currently cruising at an altitude of 33,000 feet at an airspeed of 400 miles per hour. The weather en-route looks good and we are expecting to land in London approximately 15 minutes ahead of schedule. So, sit back, relax, and enjoy the rest of the flight.

B This is a platform alteration. The 11.32 South-Eastern service to Margate will now depart from platform 13. Passengers travelling on the 11.32 South-Eastern service to Margate, please make your way to platform 13, as the train is ready for boarding.

C We are sorry to announce that the 14.15 South-Western service to Bournemouth has been cancelled. This is due to a signalling failure. South-Western Railways apologizes for the disruption to your journey today.

D Ladies and gentlemen, may we have your special attention for the following safety instructions. There are six emergency exits on this aircraft, all marked with exit signs. Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you.

E This is the final boarding call for passengers Alice and Christopher Carter, booked on flight NY372A to Las Vegas. Please proceed to Gate 3 immediately. I repeat. This is the final boarding call for Alice and Christopher Carter. Thank you.

F Ladies and gentlemen, welcome on board Flight MA4B7 to San Francisco. We are currently third in line for take-off and are expected to be in the air in approximately seven minutes' time. We ask that you please fasten your seatbelts at this time and place all baggage securely underneath your seat or in the overhead compartments. We also ask that your seats and tray tables are in the upright position for take-off. Please turn off all personal electronic devices.

G The next train to arrive at platform 3 will be the 17.08 Great Western service to London Paddington, calling at Reading, Slough, and London Paddington. This train is formed of five coaches. First-class coaches are at the front of the train.

H This is a Northern Line train via Bank, terminating at Morden. The next station is London Bridge. Change here for the Jubilee Line.

I This is the pre-boarding announcement for flight FS89B to Rome. We're now inviting those passengers with small children, and any passengers requiring special assistance, to begin boarding at this time. Please have your boarding pass and identification ready. Regular boarding will begin in approximately ten minutes' time. Thank you.

J We have now landed in London Gatwick. Please disembark by either the front or rear exits. Make sure you have all your personal belongings with you.

3.9

Interviewer Which type of passenger irritates you the most?

Kristina There are quite a few: those who spend the majority of the flight blocking the aisle, or letting their children run up and down, as well as those who need to be told multiple times to put a seatbelt on. But people who get drunk will always be the worst.

Interviewer What's the most stupid question you've been asked by a passenger?

Kristina It happens every day: no one seems to know how to open the toilet doors – even though there's a sign right in front of them explaining it.

Interviewer Does anything ever go missing from a plane?

Kristina I wouldn't say this happens often, but some parents have carried the baby life jackets off with them. I like to believe in the goodness of humanity, so I assume it's because they've just popped it into their handbag and forgotten to take it out.

Interviewer What's the worst turbulence you've ever experienced?

Kristina I've luckily never had an emergency landing, but the worst turbulence I've had was arriving in Madeira – one of the world's hardest airports to land at – when drinks were flying in the air. My colleagues have seen worse – one of them even broke her cheek hitting the ceiling with her face. But even on those occasions, neither of us thought we were going to crash.

Interviewer Do you think passengers should have to pay for in-flight food and drink?

Kristina Well, actually, yes, because staff receive between one per cent and five per cent of the total sales from a flight, depending on how much is sold. This means we can take away anything from £300 to £1,000 a month in commission, which not many people realize, and it brings our salary up to a good level.

Interviewer Do flight attendants and pilots often end up dating each other?

Kristina Yes, it happens a lot. In my friendship group, two couples are pilots and cabin crew.

Interviewer Are there any unusual requirements to be a flight attendant?

Kristina There is a minimum and maximum height, and you need long enough arms to open an aircraft door in an emergency. As for appearance, rules vary but for many airlines tattoos must be covered, visible piercings are not allowed, and hair must be worn either in a tidy bun or a short ponytail. In my job they used to make us change into heels when we weren't on the aircraft, but, luckily, the rules have now changed.

Interviewer Do you eat the plane food?

Kristina Yes, I love a greasy all-day breakfast!

Interviewer What are the best and worst parts of the job?

Kristina The money and the time off are both good. And when you're on a quick and easy flight to Italy with lovely passengers, it can seem like the best job in the world.

Dealing with rude or disruptive passengers is the worst part.

Interviewer What questions do people always ask when you tell them you're a flight attendant?

Kristina It's often not a question, but an assumption: 'You must have seen so many places!' Then I have to explain that short-haul airlines like mine fly to so many places, but come straight back again. Not so glamorous after all.

3.14

3 Woman Can I see your boarding pass?

Man Oh, no! I've lost it! Where is it? Where is it?

Woman I'm afraid you can't fly if you haven't got your boarding pass.

Man Oh, here it is...

4 Woman Tom, this is Andrea – but you two know each other, don't you?

Man Actually, we don't, but I've heard about you. Hi, Andrea. Nice to meet you at last.

Andrea Hello.

5 Man I can't see a thing. I think we'd better stop for a bit.

6 Spanish man Excuse me. Please could you tell me how to get to the train station?

Taxi driver Yeah, mate. Straight down the High Street, left at the lights, straight through the underpass, then it's right in front of you.

Spanish man Que?

3.20

Part 2

The day of the party arrived. Mathilde was a success. She was the prettiest of them all, elegant, smiling, and mad with joy. All the men stared at her, asked her name, and asked to be introduced. She danced all night in a cloud of happiness.

They left at about four in the morning. It was a cold night, and her husband could not find a cab. They walked toward the Seine, shivering, and finally found one. When they got home, Mathilde took off her cloak, but as she glanced at the mirror to see herself one last time, she suddenly gave a cry. Her husband, half undressed already, asked—

'What is the matter with you?'

She turned to him in terror.

'The necklace. I have lost Madame Forestier's diamond necklace!'

He jumped up, frightened—

'What? How? It is not possible!'

They searched everywhere, but they did not find it. They had no way of contacting the cab driver. Her husband rushed out, and retraced their steps from the Ministry to where they had caught the cab. He came back at about seven o'clock in the morning. He had found nothing. He went to the police, to the newspapers, and to the cab companies to offer a reward, hoping against hope that it would be found.

'You must write to your friend,' he said, 'that you have broken the clasp of her necklace and that you are having it repaired. That will give us time to decide what to do.'

By the end of the week, they had lost all hope. The next day they went from jeweller's to jeweller's, looking for a necklace like the one Mathilde had borrowed.

In a shop in the Palais Royal, they found a diamond necklace that seemed to them absolutely identical. The price was thirty-six thousand francs. Monsieur Loisel had eighteen thousand francs which he had inherited from his father. He borrowed the rest, asking a thousand francs from one friend, five hundred from another, doing business with money lenders, and signing promises to pay which he was not sure he would be able to keep. Finally, he was able to raise the eighteen thousand more that they needed.

When Mathilde took the necklace back to Madame Forestier, she said, coldly, 'You should have brought it back sooner. I might have needed it.'

3.22

Part 4

One Sunday, after a hard week's work, Mathilde decided to go for a walk in the Champs Élysées. As she was walking, she saw a woman with a child. It was Madame Forestier, still young, still beautiful, still seductive.

Mathilde felt moved. Should she speak to her? Yes, certainly. And now that they had paid off the debt, she would tell her everything. Why not?

'Good morning, Jeanne.'

Madame Forestier did not recognize her. She hesitated. 'But – madame – I don't know you – are you not making a mistake?'

'No. I am Mathilde Loisel.'

Her friend gave a cry.

'Oh, my poor Mathilde, how changed you are.'

'Yes, I have had hard times since I last saw you, and many troubles, and all because of you.'

'Because of me? How can that be?'
'You remember that diamond necklace that you lent me, to go to the party at the Ministry?'
'Yes. I remember.'
'Well, I lost it.'
'That's not possible. You brought it back to me.'
'I brought you back another one just like it. And for the last ten years we have been paying for it. You will understand that it was not easy for us; we had no money...But it's paid for at last.'
Madame Forestier stared at her.
'You say that you bought a diamond necklace to replace mine?'
'Yes. You did not even notice it, did you? They were exactly alike.'
Madame Forestier, much moved, took her by both hands.
'Oh, my poor Mathilde. But my diamonds were false – they were imitation. At most they were worth five hundred francs!'

4.6

Ten tips for surviving a heatwave

In recent summers, heatwaves have become a regular occurrence, even in countries where cooler climates are the norm. Many of us don't have air conditioning, and surviving in extreme temperatures becomes a challenge. The following tips can help you to keep cool.

Use portable or ceiling fans, but not during the day. When the sun rises, close all doors and windows, and make sure to close curtains and blinds as well. This will keep the indoors cool for as long as possible. Don't use fans, as all they will do is move the hot air around. When the outside air cools to a lower temperature than inside (usually in the evenings or at night), open the windows and turn on the fans to draw cooler evening air into the house.

Water will cool you down. Fill buckets and soak your feet. Wet towels and bandanas can also help to cool you down if you wear them on your shoulders or head. Take cool showers and use a spray bottle filled with cold water for refreshing spritzes throughout the day.

Spend most of your time downstairs. Since hot air rises, the upper floors of a home will be warmer than the ground floor. If you have a basement, this will probably be the coolest area of your house.

Switch off extra sources of heat. Eat fresh foods like salads, so you don't need to use the oven or hob to cook. Some light bulbs can generate unnecessary heat, as can computers or other electrical appliances if you leave them switched on.

Remember to stay hydrated. You'll need to drink more water than you usually do when it's hot, and if you're sweating a lot, you'll also need to replace electrolytes (that is chemicals that regulate body fluids) by eating a small amount of food with your water or by drinking specially-formulated electrolyte replacement drinks.

Avoid alcoholic drinks and caffeine. Both of these can act as diuretics: that is, they make you dehydrated.

Make a homemade 'air conditioning' system. Aim your fan towards an open fridge, or a bowl filled with ice.

Visit public buildings with air conditioning. This is a good thing to do during the hottest hours of the day if the heat becomes unbearable. Libraries, shopping malls, and cinemas can all be good places to cool down.

Don't eat large meals with a lot of protein. They can increase metabolic heat and warm the body.

Finally, remember that pets also suffer when the temperature rises. Give animals like dogs, rabbits, or cats a 'cool' bath or shower to help keep their body temperature down. A wet towel on a tiled floor to lie on, or over the skin next to a fan will also help cool the animal. And make sure they have plenty of cold water to drink.

5.2

Interviewer What was the most difficult or challenging part of your experience?

Ali Well, because you're, um, put on the island with just the clothes on your back and a few basic tools, it means that anything you eat you have to find, catch, and kill, if necessary. So, for the first week, we didn't eat anything at all except a few coconuts. Um, so I lost four kilos in just a week. Um, after that, most of what we ate was yucca, which is a bit like a potato, grows in the ground. But you have to walk a lot to find it, um, and even then it would only be the equivalent of having a small potato each, um, every day. So we were still hungry. We were able to catch some fish, um, and then we did manage to kill a wild boar. And also because of the lack of food we became really weak, so it was hard – you – hard even to go out for a stroll along the beach. That became really difficult. It was also difficult being dirty all the time, because the water we had to wash in, er, was the sea. So you're obviously salty and covered in sand and you never really feel clean. Um, when it rained, which was all the time, the ground would become really muddy and everything would just get absolutely filthy. We had a couple of weeks where the weather was really bad, so we were completely soaked, really freezing cold, wet, miserable, and hungry. Um, and the other thing that was really difficult was the tension between the groups and also within our group, because everyone was very stressed and hungry and tired, it didn't take much for arguments to occur. And there's nowhere to escape from on the desert island.

Interviewer What were the highlights?

Ali So at first, even just landing on the island was a highlight, um, because we were so excited and we were meeting all these new people, um, we'd never met before, and we were full of enthusiasm and energy. Um, and we'd just had lunch, so we weren't hungry. Um, so when Bear Grylls picked us up on his boat and drove us round the island, um, and then he stopped in the middle of the sea and threw us out of the boat and told us to swim to the island, um, which was so exciting. Um, and the last week was also a real highlight for me because the two groups came together and we built a communal shelter in the middle of the beach so everyone – for everyone to sleep in and to enjoy, and we had a really good time. The weather at this point, um, had turned really good and so, we had a sports day and we had a talent show, and even a wedding! It was a really fun week. Um, but I think probably leaving the island was the real highlight – best day of my life, even. Um, it was so brilliant to know that we'd survived for 35 days. And seeing Bear pull up on his boat, er, to come and collect us was just an amazing feeling. I felt both really proud and super relieved.

Interviewer Out of the 16 people that landed on the island, 13, including Ali, managed to last the whole five weeks. Two participants decided to leave before the end, and unfortunately, one had to go to hospital with an eye injury. By the last week, the participants had all realized that they were much more effective working together as one big team than trying to survive in separate groups. How much money they earned, or what their background was, turned out to be completely irrelevant. Both teams worked hard, kept their morale high, and survived.

5.8

Yossi and Kevin soon realized that going by river was a big mistake. The river got faster and faster, and soon they were in rapids. The raft was swept down the river at an incredible speed until it hit a rock. Both men were thrown into the water. Kevin was a strong swimmer and he managed to swim to land, but Yossi was swept away by the rapids.

But Yossi didn't drown. He was carried several kilometres downriver by the rapids, but he eventually managed to swim to the river bank. He was totally exhausted. By an incredible piece of luck, he found their backpack floating in the river. The backpack contained a little food, insect repellent, a lighter, and most important of all...the map. But the two friends were now separated by a canyon and six or seven kilometres of jungle.

5.9

Kevin was feeling desperate. He didn't know if Yossi was alive or dead, but he started walking downriver to look for him. He felt responsible for what had happened to his friend because he had persuaded him to go with him on the river.

Yossi, however, was feeling quite optimistic. He was sure that Kevin would look for him, so he started walking upriver, calling his friend's name. But nobody answered.

At night, Yossi tried to sleep, but he felt terrified. The jungle was full of noises. Suddenly, he woke up because he heard a branch breaking. He turned on his flashlight. There was a jaguar staring at him...

Yossi was trembling with fear. But then he remembered something that he had once seen in a film. He used the cigarette lighter to set fire to the insect repellent spray and he managed to scare the jaguar away.

5.10

After five days alone, Yossi was exhausted and starving. Suddenly, as he was walking, he saw a footprint on the trail – it was a hiking boot. It had to be Kevin's footprint! He followed the trail until he discovered another footprint and then another. But suddenly he realized that the footprints weren't Kevin's footprints. They were his own. He had been walking around in a circle. At that moment, Yossi realized that he would never find Kevin. In fact, he felt sure that Kevin must be dead. He felt totally depressed and on the point of giving up.

5.11

But Kevin wasn't dead. He was still looking for Yossi. But after nearly a week, he was also weak and exhausted from lack of food and lack of sleep. He decided that it was time to forget

Yossi and try to save himself. He had just enough strength left to hold onto a log and let himself float down the river.
Kevin was incredibly lucky – he was rescued by two Bolivian hunters who were travelling down river in a canoe. The men only hunted in that part of the rainforest once a year, so if they had passed by a short time earlier or later, they wouldn't have seen Kevin. They took him back to the town of San José, where he spent two days recovering.

5.12

As soon as Kevin felt well enough, he went to a Bolivian army base and asked them to look for Yossi. ('My friend is lost in the jungle. You must look for him.') The army officer he spoke to was sure that Yossi must be dead, but in the end, Kevin persuaded them to take him up in a plane and fly over the part of the rainforest where Yossi might be. But the plane had to fly too high over the rainforest and the forest was too dense. They couldn't see anything at all. It was a hopeless search. Kevin felt terribly guilty. He was convinced that it was all his fault that Yossi was going to die in the jungle. Kevin's last hope was to pay a local man with a boat to take him up the river to look for his friend.

5.13

By now, Yossi had been on his own in the jungle for nearly three weeks. He hadn't eaten for days. He was starving, exhausted, and slowly losing his mind. It was evening. He lay down by the side of the river ready for another night alone in the jungle.
Suddenly, he heard the sound of a bee buzzing in his ear. He thought a bee had got inside his mosquito net. But when he opened his eyes, he saw that the buzzing noise wasn't a bee...
It was a boat. Yossi was too weak to shout, but Kevin had already seen him. It was a one-in-a-million chance that Kevin would find his friend. But he did. Yossi was saved.
When Yossi had recovered, he and Kevin flew to the city of La Paz and they went directly to the hotel where they had agreed to meet Marcus and Karl.
But Marcus and Karl were not at the hotel. The two men had never arrived back in the town of Apolo. The Bolivian army organized a search of the rainforest, but Marcus and Karl were never seen again.

5.20

1 One thing I really regret is not being brave enough to ask out a girl who I met at a party last summer. I really liked her, but I was just too scared to invite her on a date in case she said no. I wish I'd tried. I'm absolutely positive we would have got on well. Now it's too late – she's engaged to another guy!
2 Um, I wish I'd had more time with my grandmother. She died when I was 12, and since then I've discovered that she must have been a really fascinating person, and there are so many things I would love to have been able to talk to her about. She was Polish but she was in Russia, in St Petersburg, during the Russian Revolution and she knew all sorts of interesting people at the time: painters, writers, people like that. I was only a kid, so I never asked her much about her own life. Now, I'm discovering all about her through reading her old letters and papers, but I wish she'd lived longer so that I could have talked to her about those times face-to-face.
3 When I was 16, I got the chance to change schools and go to a better school to do my last two years. My parents were really keen for me to change because they thought I'd probably get better marks in the university entrance exams and so have a better chance of going to university. But I was totally against the idea because I didn't want to leave all my friends behind and I didn't know anyone at the other school. So, in the end I managed to convince them and I stayed at my old school. I did OK in my exams but not brilliantly. Um, now I wish I'd listened to my parents. It would have been much better for my future career, but at the time I just couldn't see it.

5.22

1 I wish I hadn't eaten two pieces of cake.
2 I wish I'd gone to university.
3 I wish I'd bought those shoes I saw in the sales.
4 I wish I hadn't told Anna about seeing her boyfriend with another woman.
5 I wish we hadn't said we'd go to Simon's party tonight.
6 I wish I'd been at the match!

5.23

1 **A** I wish I hadn't eaten two pieces of cake.
B Yes, you should have had more self-control!
2 **A** I wish I'd gone to university.
B Well, it isn't too late. You're only 22.
3 **A** I wish I'd bought those shoes I saw in the sales.
B Why don't you go back to the shop and see if they still have them?
4 **A** I wish I hadn't told Anna about seeing her boyfriend with anther woman.
B Yes, it was a bit tactless. I hope she's not too upset.
5 **A** I wish we hadn't said we'd go to Simon's party tonight.
B Do you want me to phone and make an excuse?
6 **A** I wish I'd been at the match!
B Yes, watching it on TV is never as exciting

5.24

I wish...
I wish I hadn't said
'We need to talk'.
That's what people always say when they want to break up.
What I should have said was
'Let's have a drink.'

I wish I hadn't said
'It's me, not you'.
That's what people always say when they want to break up.
What I should have said was what I was really thinking.

I wish I'd said
'I'm sorry
I want us to stay together
Please don't go.'

6.1

1 **Rafa**
Interviewer Why do you have problems sleeping?
Rafa Well, I'm Spanish, but I moved to London a few years ago when I married Ellie, my wife, who is British. I've been living here for three years now. I have a lot of problems getting to sleep at night because our bedroom just isn't dark enough. I can't get used to sleeping in a bedroom where there's light coming in from the streetlights outside. In Spain, I always used to sleep in complete darkness because my bedroom window had blinds, and when I went to bed I used to close the blinds completely. But here in England, our bedroom window just has curtains and curtains don't block out the light properly. It takes me a long time to get to sleep at night and I always wake up more often than I used to do in Spain.
Interviewer So why don't you just get thicker curtains?
Rafa Because my wife doesn't like sleeping in a completely dark room. She says that she feels claustrophobic if the room is too dark.
Interviewer Ah, yes; some people do feel like that.

2 **Mike**
Interviewer Why do you have problems sleeping?
Mike Well, I'm a policeman and so I have to do shift work, which means I work at night every other week, so I start work at ten o'clock at night and finish at six in the morning the following day. The main problem is that my body's used to sleeping at night, not during the day. So it's very hard to get used to being awake all night and trying to work and concentrate when your body is just telling you to go to bed.
Interviewer But isn't it something you eventually get used to?
Mike Actually, no, because I work during the day for one week and then the next week I work at night, which means that just when my body has got used to being awake at night then I go back to working in the day and then of course I can't get to sleep at night because my body thinks it's going to have to work all night. The other problem is that when I get home after working a night shift, everyone else is just starting to wake up, so that means that it can be really noisy. The neighbours put on the radio, and bang doors and shout to wake their children up. So even though I'm really tired, it's just very hard to get to sleep.
Interviewer How many hours do you usually sleep?
Mike Before I became a policeman, I used to sleep about eight or nine hours a night, but I think now I probably don't sleep more than six hours.

3 **Steph**
Interviewer Why do you have problems sleeping?
Steph I have a lot of problems sleeping because of jet lag. I have to travel a lot in my job and I take a lot of long-haul flights. I fly to New York quite often and I arrive maybe at six in the evening my time, but it's only one o'clock in the afternoon in

New York. So at five in the afternoon New York time, I'll be feeling tired and ready for bed because it's my bed time. But I can't go to sleep because I'm probably still working or having dinner with my American colleagues. Then when I do finally get to bed at say midnight, I find that I wake up in the middle of the night because my body thinks that it's morning because it's still working on UK time.

Interviewer And can you get back to sleep when you wake up?

Steph No, that's the problem. I can't get back to sleep. And then the next day when I have meetings, I feel really sleepy. It's very hard to stay awake all day. And just when I'm finally used to being on New York time, then it's time to fly back to the UK. And flying west to east is even worse.

Interviewer Oh! Why's that?

Steph Because when I get off the plane it's early morning in the UK. But for me, on New York time, it's the middle of the night. It takes me four or five days to recover from one of those trips.

Interviewer Gosh, that must be really difficult for you.

Steph Yeah, it is.

6.6

1 Pyjamas should always be loose, never tight.
2 There was a real buzz when she arrived.
3 Who's doing this course?
4 She has nice eyes.
5 Are we going to have a race?
6 They made peace.
7 The prize was £100.
8 We saw the plays last week.

6.8

I know a lot about sleep. I've been involved in sleep research for over 36 years. I call myself a sleep expert, and I think that if you are going to give advice about sleep, you should follow your own rules. So here are some things you should know about my sleep habits.

Number one, I sleep in a different bedroom from my partner. Everyone should sleep alone. It's much better, if you can, to have your own room. You can wake refreshed, rather than be cross because your partner snored all night. My partner wasn't offended when I suggested we had separate rooms. In fact, she found she slept much better. Apparently, I make funny noises in my sleep.

Number two, I sleep under natural materials. I wouldn't dream of getting into a bed made with hot, sweaty, man-made fibres. If you're really hot, it's hard to fall asleep or stay asleep. This is why we turn over at night – not just to relieve pressure, but to find a cool spot. To sleep well, we need to lose one degree of body temperature, and cotton is excellent at keeping us cool.

Number three, I'm obsessive about pillows. Pillows are really necessary for good sleep. It's essential that your body is in the right position, and a pillow should fill the gap between your shoulder and neck, to keep the neck and spine aligned when you lie on your side. I have two pillows because I'm tall and that works for me, but if one pillow holds you in the correct position, that's fine too. I wash my pillows every six months and dry them outside.

Number four, I sleep with the window open. Fresh air is good for sleep, and a build-up of carbon dioxide disturbs it. It's the warmth under the duvet that's important, not the warmth of the room. So keep your bedroom door open and open the window at least a centimetre every night, all year round. Even if it's minus 5 degrees, I keep the window open, and curl up with a hot water bottle.

Number five, I don't have dinner late. I prefer to eat before 7 p.m. If you have a large meal too close to bedtime, your body will still be working to digest it, and not resting. Eating your main meal three or four hours before bed is ideal.

Number six, I drink coffee in the evenings. After dinner in a restaurant, I will happily order an espresso. Many people are insensitive to caffeine. Unless you know that you are sensitive to caffeine, it's actually the worrying that you've drunk caffeine that keeps you awake, not the caffeine itself.

Number seven, I need nine and a half hours' sleep. It's a myth that you need an average of eight hours' sleep. Sleep need is genetic – some people might need four hours, others eleven. The right amount of sleep for you is something you can work out based on how many hours you need to feel alert during the day. That figure stays the same for you throughout your life. I always wake up at the same time early every morning, so to get the amount of sleep I need, I know I need to be in bed by 9.30 p.m.

Number eight, I read a book before going to sleep. Everyone should have a way to relax before going to sleep. I read a non-thrilling book, often short stories or a book with short chapters. You don't want something where every chapter ends on a cliffhanger, because that makes you want to read on.

6.9

Part 1

I think it's very interesting that human beings are the only animals which listen to music for pleasure. A lot of research has been done to find out why we listen to music, and there seem to be three main reasons. Firstly, we listen to music to make us remember important moments in the past: for example, when we met someone for the first time. Think of Humphrey Bogart in the film *Casablanca*, saying, 'Darling, they're playing our song'. When we hear a certain piece of music, we remember hearing it for the first time in some very special circumstances. Obviously, this music varies from person to person.

Secondly, we listen to music to help us change activities. If we want to go from one activity to another, we often use music to help us make the change. For example, we might play a certain kind of music to prepare us to go out in the evening, or we might play another kind of music to relax us when we get home from work. That's mainly why people listen to music in cars, and they often listen to one kind of music when they're going to work and another kind when they're coming home. The same is true of people on buses and trains.

The third reason why we listen to music is to intensify the emotion that we're feeling. For example, if we're feeling sad, sometimes we want to get even sadder, so we play sad music. Or we're feeling angry and we want to intensify the anger – then we play angry music. Or when we're planning a romantic dinner, we lay the table, we light candles, and then we think, 'What music would make this even more romantic?'

6.11

Part 2

Let's take three important human emotions: happiness, sadness, and anger. When people are happy, they speak faster, and their voice is higher. When they are sad, they speak more slowly and their voice is lower, and when people are angry, they raise their voices or shout. Babies can tell whether their mother is happy or not simply by the sound of her voice, not by her words. What music does is, it copies this, and it produces the same emotions. So, faster, higher-pitched music will sound happy. Slow music with lots of falling pitches will sound sad. Loud music with irregular rhythms will sound angry. It doesn't matter how good or bad the music is, if it has these characteristics, it will make you experience this emotion.

Let me give you some examples. For 'happy', for example, the first movement of Beethoven's *Seventh Symphony*. For 'angry', say, *Mars*, from *The Planets*, by Holst. And for 'sad', something like Albinoni's *Adagio for Strings*.

Of course, the people who exploit this most are the people who write film soundtracks. They can take a scene which visually has no emotion and they can make the scene either scary or calm or happy, just by the music they write to go with it. Think of the music in the shower scene in Hitchcock's film *Psycho*. All you can see is a woman having a shower, but the music makes it absolutely terrifying.

7.3

1 He must have left his bag at school.
2 You must have known it would happen.
3 It can't have been a very good concert.
4 Could you have left it on the bus?
5 There might have been some witnesses.
6 You should have phoned me.

7.4

1 Where have you been all morning?
2 I woke up in the middle of the night.
3 Of course I'll be there on time!
4 We can't have gone the wrong way!
5 I'll have finished in about 10 minutes.
6 What's the point of arguing?

7.5

In life, we sometimes have disagreements with people. It could be with your partner, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a difference of opinion turn into a heated argument. But, of course, it's easier said than done.

The first thing I would say is that the way you begin the conversation is very important.

Imagine you live with your partner, and you're feeling annoyed because you feel that you always do most of the housework. If you say, 'Look, you're not doing your share of the housework,' you're beginning the conversation in a very negative way, and the discussion will very soon turn into an argument. It's much more constructive to say something like, 'I think we should have another look at how we divide up the housework. Maybe there's a better way of doing it.'

My second piece of advice is simple. If you're the person who's in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize – say to your flatmate, your parents, or your husband, 'Sorry, it was my fault,' and move on. The other person

will have much more respect for you if you do that.

The next tip is, don't exaggerate. Try not to say things like, 'You always forget our wedding anniversary,' when perhaps this has only happened once before, or, 'You never ever remember to turn the lights off.' This will just make the other person get very defensive because what you're saying about them just isn't true.

If you follow these tips, you may often be able to avoid an argument. But if an argument does start, it's important to keep things under control and there are ways to do this.

The most important thing is not to raise your voice. Raising your voice will just make the other person lose their temper, too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say, 'I didn't mean to shout. I'd rather we didn't argue, but this is very important to me,' and continue calmly. If you can talk calmly and quietly, you'll find the other person will be more ready to think about what you're saying.

It's also very important to stick to the point. Try to keep to the topic you're talking about. Don't bring up old arguments, or try to bring in other issues. Just concentrate on solving the one problem you're having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't suddenly say, 'And another thing – I was really disappointed with my birthday present. You didn't make any effort at all.'

And my final tip is that, if necessary, call 'Time out' like in a sports match. If you think that an argument is getting out of control, then you can say to the other person, 'Listen, I'd rather talk about this tomorrow when we've both calmed down.' You can then continue talking about it the next day when perhaps both of you are feeling less tense and angry. That way, there's much more chance that you'll be able to reach an agreement. You'll also probably find that the problem is much easier to solve when you've both had a good night's sleep.

But I want to say one last thing which I think is very important. Some people think that arguing is always bad, but that isn't true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing a flat, a married couple, or just two good friends. If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together. Think of all the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationships become stronger and last longer.

7.6

1 **A** So what do you have to say for yourself?
B I didn't do it! It definitely wasn't me that did it. It must have been somebody else who stole the phone.

2 **A** OK, so, any ideas for setting up our marketing conference? Who would like to go first? Ed?
B Well, one option would be to have tables around the room and people move around and find out about the things they're most interested in.
A That could work, yes. What do you think, Sarah?
C Well, I'm not too sure. Maybe it would be better to have people sitting down and listening to short presentations...

3 **A** Don't even think of swimming here. There are crocodiles! Look, there's a sign over there.
B What! Let's get out of here...

4 **A** The A245? Oh no! We must have gone the wrong way.
B Of course we've gone the wrong way! You should have taken the second exit at the roundabout. What's the point of having a satnav if you don't do what it says?
A Well, if you knew the way to your cousin's house, then we wouldn't have to use the satnav. Why didn't you phone her before we left? It's always me who has the responsibility.
B That is so not true...

5 **A** ...so I just don't know what to do.
B Well, I think maybe you ought to talk to her. She probably doesn't realize how much she upset you and how offended you feel.

6 **A** So, lunch with my parents next Sunday, OK?
B Sorry, but no. I'm not going. You can go if you like, but I'm absolutely not prepared to go to another of your family's Sunday lunches.

7.8

This still is from the South Korean film *Past Lives*. It's a moving drama about two childhood friends, Nora and Hae Sung. When Nora is 12, she emigrates with her family from South Korea to Canada, leaving Hae Sung behind. Twelve years later they reconnect online, but their lives continue separately. Nora marries Arthur, a writer, and moves to New York, and Hae Sung also has a relationship. Then, after breaking up with his girlfriend, he decides to go to New York to see Nora. In this scene, Hae Sung and Nora have just met again. They spend the day together, and Hae Sung explains to her that he has always thought about her and has come to New York because he wanted to see her one more time. They are happy to be together, but they are both very unsure of their feelings for each other. In the end, although there is clearly still a deep connection between them, Hae Sung leaves, and Nora stays with Arthur. The film won many awards and is widely considered one of the best films of the 21st century.

7.10

A Helen Mirren won a well-deserved Oscar for her performance as Queen Elizabeth II in *The Queen*. The film is about how the Royal Family responds to the tragic death of Diana, Princess of Wales, in a car crash in 1997. The Queen had had a troubled relationship with Diana, who had divorced Prince Charles. When Diana dies, she feels the death is a private affair, and wants to protect her grandchildren, Princes William and Harry, from the paparazzi, so she keeps them at her castle in Scotland. However, there is a massive outpouring of grief from the general public, who surround Buckingham Palace with flowers, and both the Prime Minister and Prince Charles think the Queen should return to London. At first, she refuses, but in the end, she is persuaded to come back, and in this scene, the climax of the film, she inspects the thousands of flowers outside the palace. Her expression shows a mixture of feelings: sadness, perhaps some surprise at the strength of the public's love for Diana, and perhaps relief that she had made the right decision in the end to come back to London.

B This image is from an animation by the famous Japanese director Hayao Miyazaki. The film tells the story of Mahito, a boy who has lost his mother in a fire in Tokyo. Mahito moves with his father and his new stepmother, Natsuko, to her home in the countryside. Mahito is unhappy and doesn't want to accept Natsuko, as he feels he is betraying his mother's memory. But soon after they move there, a strange heron follows the boy and tries to invite him into a mysterious tower, telling him his mother's still alive. Mahito refuses, but then Natsuko is kidnapped and Mahito sets off on a magical adventure with the heron to find her. In this scene, Mahito and the heron are making a plan to get past some dangerous creatures. Mahito doesn't entirely trust the heron, but he is determined to succeed and is listening hard to what the heron is suggesting. At the end of the film, Natsuko is finally rescued, Mahito has learned to accept her as his new mother, and the family move back to Tokyo.

C This still shows one of the most moving scenes from the 2023 film *One Life*, which is based on a true story. Anthony Hopkins plays Nicholas Winton, a British man who was responsible for saving hundreds of children from the Nazis just before the Second World War. Winton spent months persuading the British government to allow the children to travel to England, and he put them on trains from Prague to London. In all, he saved 669 children from almost certain death. After the war, he never spoke about what he had done, but, after some journalists discovered the story, he was invited to be in the audience of a TV programme about his life. In this scene, the TV presenter asks if anyone in the audience was a child saved by Winton, and if so, to stand up. To Winton's astonishment and confusion, every single audience member stands up. This moment in the film is even more extraordinary because some of the extras playing the audience were real-life survivors, Nicholas's 'children'. The director said afterwards that many of the crew were in tears during the filming of the scene.

D This still shows Daniel Kaluuya in the 2017 American horror movie *Get Out*. Daniel plays the role of Chris, a young Black photographer, who goes to meet the parents of his white girlfriend Rose, who live in a large house in the country. Although the parents try to make it clear that they are not at all racist, Chris quickly realizes that there is something very strange about them, and about the Black servants they employ. In this scene, Rose's mother, a psychiatrist who practises hypnotherapy, is hypnotizing him. Although in theory it is to help him to stop smoking, here she gets him to relive the horror and the shock of the evening when he was six years old and his mother was killed in a car accident. Kaluuya was nominated for an Oscar for his performance, and the movie won the Oscar for best screenplay.

8.4

1 Luke was accused of smuggling drugs.
2 'Murderers must be punished,' said the judge.
3 The burglar is doing community service.
4 The jury said she was guilty of fraud.
5 The mugger was caught and taken to court.

8.5

Newsreader Police in Stockport are looking for a man who is said to be Britain's most polite armed robber. The robber always says 'please' and 'thank you' when he orders shop staff to give him money from the till. It is believed that he is a tall man in his early forties and that he wears a mask and washing-up gloves during the robberies. It is thought that he has robbed at least four shops in Stockport in recent weeks. DI Anderson from Greater Manchester Police has given a warning to the public.

Police officer He is reported to be polite to his victims, but there's nothing polite about armed robbery. Last week, this man used a knife to...

8.9

Story 1

And finally, some news for music lovers. A classical music festival in Copenhagen, Denmark, has opened with some canine additions to the orchestra. Three dogs participated in the performance of the *Hunting Symphony*, a little-known piece by Leopold Mozart, father of the more famous Wolfgang Amadeus Mozart. Chief conductor Adam Fischer said he was honouring the composer's wish that a part of the symphony should be accompanied by barking dogs. He auditioned dozens of dogs for the role, and the three that were chosen for their barking skills were called Cookie, Sophus, and Sica. They had three months of training: not only to bark on command, but to remain quiet for the rest of the performance.

Story 2

And now, for our last story today. It is widely believed that the inspiration for Bram Stoker's famous vampire in his 1897 novel *Dracula* was a bloodthirsty 15th-century Romanian governor named Vlad the Impaler. Now, 500 years later, scientific analysis of some of Vlad's handwritten letters suggests he may have only eaten plant-based meals. When experts extracted body fluid samples from a letter signed by Vlad dated August 4, 1475, they discovered proteins only found in plants. The scientists noted that in the 15th century, Europe had a very cold climate and meat was not often eaten. In fact, it seems likely that Vlad the Impaler was actually a vegan.

8.13

1 I didn't steal the wallet!
– deny
He denied stealing the wallet.
2 I wish I hadn't bought a secondhand car.
– regret
She regretted buying a secondhand car.
3 Of course I'll come with you.
– agree
He agreed to come with me.
4 Why don't we go out for dinner?
– suggest
She suggested going out for dinner.
5 Shall I open the window?
– offer
He offered to open the window.
6 You should ask the teacher.
– advise
She advised me to ask the teacher.

8.14

1 Briggs and Brittney met when they were only three years old, as page and bridesmaid at a family wedding. They didn't meet again until they were in the same class at high school. Briggs saw a photo Brittney had of the two of them as small children at the wedding and realized who she was. They started going out together and then decided to go to church together for the second time.
2 Crowds of visitors came to a zoo in China after a video of one of its bears went viral. People thought that the bear looked so human when it was standing up that it must be a member of staff in a bear costume. But the zoo said that it was a real Malayan sun bear, called Angela. These bears are very interested in people and often stand up and look at visitors.
3 A French scientist, Etienne Klein, posted an image on social media of a star taken by a large telescope. But then, the scientist admitted that the photo was of a slice of chorizo on a black background. He said he had done it to make social media users think about what is true and what isn't. However, later he was forced to apologize, and many people who had believed him said they wouldn't trust him next time he posted a photo.
4 Stephen's girlfriend Melissa didn't like his cat, Connie. Melissa said that when she met Stephen, she only pretended to like the cat and didn't tell Stephen how she really felt about it. So when they decided to move in together, she asked Stephen to get rid of Connie. Melissa said he had to choose between her and the cat. Stephen chose the cat. He said he would always look after Connie.

9.1

The first point to bear in mind is that nothing, but nothing, is ever free. How often have you seen adverts saying things like, 'Get a free Bluetooth speaker when you subscribe to our magazine for six months'? There's something about the word 'free' that immediately attracts us – I want it! It makes us feel clever, as if we're going to get something for nothing. But, of course, that Bluetooth speaker (which, incidentally, will probably break the second time you use it) wasn't free at all. In spite of what the advert said, its price was really included in the magazine subscription. So, don't trust any advert which offers something for free.

A second trick which advertisers use is when they tell us, 'There are only a few left! Buy now while stocks last!' What happens to us when we read or hear these words? Even though we don't really need the products, and maybe don't even like them, we immediately want to be among the lucky few who have them. But – let's be clear about this – companies don't just run out of products. Do you really think the manufacturers couldn't produce a few more, if they thought they could sell them? Of course they could.

When it comes to new products, we, the consumers, are like sheep and we follow each other. So, another way advertisers have of getting us to use something is to tell us, 'Everybody's using it'. And of course, we think everybody can't be wrong, so the product must be fantastic. So as to make us believe it, they use expressions like, 'It's a must-have' or 'It's the "in" thing', and they combine this with a photograph of a large group of people, so that we can't fail to get the message. But don't be fooled. Even if everybody is using it (and they may not be), everybody can be wrong.

Another favourite message is 'You too can look like this', accompanied by a photo of a fabulous-looking man or woman. But the problem is, you can't look like this because actually the woman or man in the photo is a model and also because he or she doesn't really look like that, either. The photo has been photoshopped in order to make the model look even slimmer, with perfect skin, and even more attractive than they are in real life.

Adverts also often mention a particular organization which recommends their product – for example, things like, 'Our dog biscuits are recommended by the International Association of Dog Nutritionists' – well, that's probably an organization which the company set up themselves. Or, 'A recent independent study found that our toothpaste cleans your teeth better than any other brand'. What study was it? Who commissioned the study? It was probably produced for the company itself, and paid for by them, too.

Finally, what most annoys me is, 'Trust me, I'm a doctor' or 'Trust me, I'm a celebrity'. The idea is that if a celebrity is using the product, it must be fantastic, or if a doctor recommends it, it must really work. But be careful. Although the actor is holding the product in the photo, do you really think she colours her hair with it at home? And the doctor in the advert, is he really a doctor or just an actor wearing a white coat?

9.10

1 Um, I think I'd have to say Venice in Italy. In spite of all the tourists, all the clichés, I still think it's the most beautiful city I know. I always remember the first time I went – I arrived by train – and we stepped out of the station and suddenly it was all there, the canals, the wonderful old buildings. What makes it beautiful for me is the light, the combination of the reflections of the churches and palaces in the water, the wonderful winding streets alongside canals, which are all different but also all similar – oh, it's an incredibly easy city to get lost in. And of course, the fact that there are no cars, no traffic. I fell totally in love with it that first time, and I've been back since then and loved it just as much. It's difficult to think of just one thing to see, I mean Piazza San Marco is beautiful, the Rialto Bridge, but I wouldn't say they were the things I remember most. I would actually say just wander, without a map or a goal and get lost. Everything is beautiful. The one thing I'd say to do is go on a vaporetto – a water bus – down the Grand Canal. I don't think gondolas are worth it, they're – they're ridiculously expensive – and you can enjoy everything just as much on a vaporetto.
2 The most beautiful city I've been to recently is probably Curitiba, which is in southern Brazil. I think one of the things I liked about it most was, it's described as the greenest city on Earth, and they've really focused on creating a quality public transportation system, there's a huge number of parks in Curitiba, in fact there's so much grass that the local authority use sheep to cut the grass, not lawnmowers. And I just think that what I like about it is their commitment to trying to make the city an environmentally

friendly place to live. One place you need to see there is the Wire Opera House, – it's built in the middle of an artificial lake in the middle of a park, and it's built out of steel tubes, it's really extraordinary, and beautiful, I think. And if I had to recommend one thing to do, I'd say go for a walk in the Bosque Alemão – it's one of the wonderful parks in Curitiba – and visit the free environmental university which is built up in the trees just nearby. Its mission is to educate people about the environment, and I just think that's a wonderful goal to have.

3 The most beautiful city I've ever been to is Bruges in Belgium – well, I'm not absolutely sure if it's a city or a town but anyway, it's my all-time favourite place. What makes it beautiful for me is the fact that it just looks as if it came out of a fairy tale, it's, er, there are very old buildings that aren't too tall and it's very traditional and the whole place is like that. There's nothing super modern like skyscrapers that breaks that illusion of being somewhere magical. There are lots of things to see – there are two really beautiful churches but I think that the whole of the old city is just amazing to look at and also there are hardly any cars so you can just cycle or walk around. There are lots of canals with swans; I just sat there staring at everything and feeding the swans – it was so peaceful and beautiful. Something everyone who visits Bruges needs to do is go to the market, which is like a square with lots of shops and most of the shops sell chocolate which is one of the main things they sell in Bruges and it's absolutely delicious, so I think you need to sit down and have a tea or a coffee and a couple of chocolates just looking out on this really beautiful square.

4 I know lots of beautiful cities and, er, I wouldn't choose one above all the others, but one I always love going back to is Edinburgh in Scotland. And something I really love about Edinburgh is that, because it's quite compact, more or less wherever you are in the city you can see outside the city, so you can see the sea, you can see the hills around, so you always have a sense of the city and the landscape and I really like that. And one place, one thing I would recommend people to see in Edinburgh is something called the Scotsman Steps, which is a staircase that goes from the wall that joins the old town to the new town and it's actually an art work, it's called work number 1059 by an artist called Martin Creed and it's basically a staircase made of marble steps. Each one is a different colour marble, so you really have a feel of going somewhere, you're going from one colour to the next, and I love that place. And something I would do in Edinburgh would be to walk along the river Leith either way, either from the port of Leith up into the city or the other way, because it's like a secret bit of Edinburgh and you see Edinburgh from a different perspective.

5 The most beautiful city I've been to is Kyoto in Japan. It's a really lovely place because it's a mix of, like many Japanese cities, very, very modern buildings and a lot of traditional, er, temple areas as well and you can walk down any Japanese shopping street and find a big supermarket or a modern office block next to a little temple where you step back in time many centuries. The one place that I would recommend you see is the Kinkaku-ji temple, which is a very, very famous tourist site. It has a golden pavilion in the middle and it's the most wonderful place; it gets very, very busy but I was lucky enough to visit it when I lived in Japan and I was able to stay with a friend and go there very early in the morning to avoid the crowds. One thing you need to do if you go to Kyoto is to try to stay not in a modern hotel but in a ryokan, which is a traditional Japanese guest house where you can sleep on tatami matting and have, um, Japanese breakfast, which is rice, eggs, fish, and seaweed.

10.1

1 Child Why is the sky blue?

Scientist To understand why the sky is blue, we first need to understand a little about light. Although light from the sun looks white, it's really made up of many different colours, as we see when they are spread out in a rainbow. Light is like a wave of energy, and each colour has a different wavelength. Red is the longest, and blue and violet are the shortest. When the sun's light reaches the Earth's atmosphere, it's scattered by tiny molecules of gas in the air. Shorter wavelengths (violet and blue) are scattered the most widely, and our eyes are much more sensitive to blue than violet, so we see more of the blue light than the other colours. So that's why we see the sky as blue.

2 Child Why is the sea salty?

Scientist Most of our planet's surface is covered in salt water. But where does the salt come from? Well, some of it comes from rocks on the bottom of the sea, but most of it actually comes from the land around us. Every time it rains, tiny amounts of mineral salts dissolve into rivers, and these eventually get to the sea. Rivers aren't very salty, because they flow continually, but the sun's heat causes the seawater to evaporate, so the salt in the sea becomes more concentrated.

3 Child Why can we sometimes see the moon during the day?

Scientist We all know that thesun produces a lot of strong light. So when it's in the sky, we can't see the stars, or the other planets. The moon doesn't produce light – it reflects the light of the sun. The moon is visible for about 12 out of every 24 hours because of the way it rotates around the Earth. This means it's visible for some time during daylight nearly every day.

4 Child Why do we have a leap year?

Scientist A year is the amount of time it takes the Earth to go around the sun, and we've divided our calendar year into 365 days. However, it actually takes the Earth 365 days, 5 hours, 48 minutes, and 45 seconds to go round the sun. To deal with this difference, we add one day (24 hours) to our calendar every four years. This adjustment is not exactly correct, because it effectively adds 6 hours per year rather than the exact amount of the difference.

5 Child Why do we blink?

Scientist A 'blink of an eye' lasts only a tenth of a second. Every time you blink, your eyelids spread fluid across the surface of your eyes, to keep them moist and also to stop them getting dirty. Blinking also keeps eyes safe from things that might damage them, such as bright light and, sometimes, bigger objects coming into our eyes, like a small stone. Blinking stops the activity in your brain that detects changes, so you never notice that you actually stop seeing for a very short time when you blink.

6 Child Why does cutting onions make us cry?

Scientist For a vegetable, onions have very complicated chemistry. When you cut them, a chemical reaction changes molecules in the onion into a gas. When this gas reaches the cornea – the transparent layer that covers and protects the outer part of your eye – the cornea senses it as an irritant. It acts to protect your eyes by making you cry, and the tears clean your eyes.

7 Child What is a cloud?

Scientist We all enjoy looking at clouds and seeing their different shapes, but what's the science behind them? Well, the sky is full of drops of water. But most of the time you can't see them, because they are too small; the drops have turned into water vapour. As the water vapour goes higher in the sky, the air gets cooler. The cooler air causes the drops to start to stick to things, like bits of dust, ice, or sea salt, which make them visible. So that's what we see when we see clouds.

8 Child What is a black hole?

Scientist This is another physics question. A black hole is caused by gravity. There are places in space where gravity pulls so hard that even light cannot get out. The reason that gravity is so strong in a black hole is that a lot of matter – that's physical 'stuff' – has been compressed into a tiny space. A lot of matter has a high mass and this creates a strong gravitational pull. Inside a black hole, space is falling faster than light, which is why light can't escape.

10.10

Presenter When Neil Armstrong became the first man to walk on the moon on July 20th 1969, a global audience of 500 million people were watching and listening. As he climbed down the steps from the spacecraft and stepped onto the moon, they heard him say, 'That's one small step for man, one giant leap for mankind'. It seemed like the perfect quote for such a momentous occasion. But from the moment he said it, people have argued about whether Armstrong got his lines wrong and made a mistake. James, tell us about it.

James Well, Armstrong always said that he wrote those words himself, which became some of the most famous and memorable words in history, during the time between landing on the moon and actually stepping out of the capsule onto the moon. That was nearly seven hours.

Presenter And so what is the controversy about what Armstrong said when he stepped down the ladder onto the moon?

James The question is, did he say, 'one small step for man' or 'one small step for a man'? That's to say, did he use the indefinite article or not? It's just a little word but there's a big difference in meaning. Armstrong always insisted that he wrote 'one small step for a man, one giant leap for mankind'. Of course, this would have been a meaningful sentence.

If you say 'a man', then it clearly means that this was one small step for an individual man, i.e. himself, but one giant leap for mankind, that's to say, men and women in general. But what everybody actually heard was, 'One small step for man, one giant leap for mankind', with no indefinite article, and that sentence means, 'One small step for people in general, one giant leap for people in general.' And that doesn't really make sense.

Presenter So, did he just get the line wrong when he said it?

James Well, Armstrong himself was never sure if he actually said what he wrote. In his biography *First Man* he told the author James Hansen, 'I must admit that it doesn't sound like the word 'a' is there. On the other hand, certainly the 'a' was intended, because that's the only way it makes sense.' He always regretted that there had been so much confusion about it. But, almost four decades later, Armstrong was proved to be right. Peter Shann Ford, an Australian computer expert, used very hi-tech sound techniques to analyse his sentence and he discovered that the 'a' was said by Armstrong. It's just that he said it so quickly that you couldn't hear it on the recording which was broadcast to the world on 20th July 1969.

Presenter Was Armstrong relieved to hear this?

James Yes, he was. I think it meant a lot to him to know that he didn't make a mistake.

10.14

A Elizabeth I
I know I have the body of a weak and feeble woman, but I have the heart and stomach of a king, and a king of England too.

B Abraham Lincoln
It is rather for us to be here dedicated to the great task remaining before us – that from these honoured dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the Earth.

C Emmeline Pankhurst
The title of my speech today is 'The laws that men have made'. Men politicians are in the habit of talking to women as if there were no laws that affect women.
'The fact is,' they say, 'the home is the place for women. Their interests are the rearing and training of children. These are the things that interest women. Politics have nothing to do with these things, and therefore politics do not concern women.'

D Winston Churchill
We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender.

E John F Kennedy
And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country. My fellow citizens of the world, ask not what America will do for you, but what together we can do for the freedom of man.

F Martin Luther King
On 28 August 1963, on the steps of the Lincoln Memorial, Martin Luther King delivered his famous 'I have a dream' speech to a crowd of more than 250,000 people. It is considered to be one of the most important speeches in American history.

G Nelson Mandela
I have cherished the ideal of a democratic and free society in which all persons live together in harmony, and with equal opportunities. It is an ideal which I hope to live for and to achieve. But, if needs be, it is an ideal for which I am prepared to die.

H Barack Obama
For when we have faced down impossible odds, when we've been told we're not ready, or that we shouldn't try, or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people. Yes, we can! Yes, we can! Yes, we can!

10.15

Presenter Welcome to today's programme. Our topic today is public speaking. Public speaking is right up there at the top of what most people say they're most afraid of. There's even a name for it: glossophobia. But hopefully after this programme you will feel a lot more confident if you do have to make a speech or give a presentation. First, we have Lynne Parker, an expert in the art of public speaking, who's going to tell us some of her dos and don'ts. Then after that, we're going to talk to Anya Edwards from Chile. Anya was a finalist in last year's English Speaking Union International public speaking competition. Lynne, I believe you have six key tips for us, is that right?

Lynne Yes that's right. My first tip, and maybe the most important one, is be yourself. This applies both to how you speak, and to what you actually do on the stage, whether that's standing up, sitting down, or moving about. Do what you feel comfortable with. The only 'don't' as regards how you are on stage I'd say is try not to continually walk up and down, because this tends to distract people from what you're saying.

Presenter Yes, I do find that distracting.

Lynne Secondly, if you're using PowerPoint, don't just type out your talk. You want people to listen to what you're saying, not to read ahead. Slides are best for illustrating your talk or for drawing attention to a point. Pictures are often better than words, but if you use words, do keep it short. And do remember the 10-20-30 rule. Do you know what that is?

Presenter Er, no. Do tell us.

Lynne The 10-20-30 rule is that the ideal presentation should have 10 slides, last 20 minutes, and never have a font size on the slides that's less than 30 points.

Presenter Ah, great, that's an easy one to remember. And tip number 3?

Lynne Maintain eye contact with your audience, whether it's to 500 people in a room or 20 people in a classroom or round a table. Don't spend the whole talk looking at your notes or slides.

Presenter How can you maintain eye contact with 500 people?

Lynne Well, you can't with all of them, of course, but a good technique is to scan the audience occasionally from side to side and front to back, to give the impression you're talking to everyone.

Presenter Number 4?

Lynne Rehearse, rehearse, rehearse. In front of a mirror, or even better video yourself. It will make you aware of how you use your hands and body, and even what clothes look right.

Presenter Number 5?

Lynne Include a couple of good sound bites. Whenever you hear something good, write it down, as you might be able to use it later.

Presenter So sound bites, rather than stories or examples?

Lynne Well, no, not instead of. A good story or example can also help to illustrate a situation, or help people to remember the point you were making. Just don't make it too long, and if you're telling a little story, remember – good stories have a beginning, a middle, and an end.

Presenter And your last point?

Lynne Listen to other speakers. There are lots of good resources online, such as TED talks and The Moth, which is a great storytelling website. Also, listen to people talking when you're out and about, for example travelling on public transport or queuing up in the supermarket. You never know what witty remarks or good stories you might pick up along the way.

Presenter Thank you very much Lynne.

10.16

Presenter And now we have Anya on the line, from Chile.

Anya Hello.

Presenter Anya, you took part in the competition last year, is that right?

Anya Yes.

Presenter Can you tell us a bit about it?

Anya Well, it's open to people from any country between the ages of 16 and 18. First you compete at home – so for me, in Chile – and then the international finals take place in London.

Presenter What exactly did you have to do there?

Anya So you have to give two speeches. The first one is a prepared speech which is a maximum of 5 minutes on a subject that they give you – that year for me it was on the role of education. And then after your speech you have to answer questions for 3 to 4 minutes. And then the second speech, and this was definitely the scariest, was the impromptu speech. You are given three subjects to choose from which you've never seen before, and then 15 minutes to choose one and prepare a speech of 3 minutes.

Presenter What did you choose?

Anya I chose the title 'to be grown up is a state of mind'.

Presenter Were you nervous?

Anya I was nervous, very nervous. But then I've never not been nervous before speaking in front of an audience. I've done a lot of drama, of acting, and that's taught me that nerves are good because you can learn to channel them into a better performance.

Presenter How is public speaking different from acting?

Anya Well, in many ways they're similar because you need many of the same qualities: to be able to stand in front of an audience confidently and speak clearly; to be convincing. But I'd say that public speaking

is harder because you can't rely on anyone else. If you miss a line, there won't be someone next to you to give you your cue, and you're the main focus of attention 100% of the time.

Presenter And what did you learn from the experience?

Anya I think it was one of the most useful skills I've ever learnt, and that any person can have. Because if you've learnt to do it well, and practised, it means that you'll never ever have to worry about standing up and speaking in front of other people.

Presenter What tips would you give to someone about writing a speech?

Anya Well, for writing a speech, I'd say to start by talking about the topic out loud and record whatever comes into your head on your phone. Then listen back to it, and start by ordering your ideas on paper. And if you think the subject you have to talk about is a bit dry, try to come up with some anecdotes to illustrate it. Also use plain simple language. Vocabulary that's too complicated puts people off.

Presenter And to deliver it?

Anya I agree entirely with Lynne about being authentic, about being yourself. If you want your speech to be effective, people need to believe what you say, and in order to convince them, you need to be convinced yourself.

1A

Grammar Bank

question formation

1 How long **have you** been waiting? 1.3
How many children **does your sister** have?
Should we buy her a present?
2 Why **didn't you** like the film?
Isn't this a beautiful place?
Don't you have to be at school today?
3 **What** are they talking **about**?
Who does this bag belong **to**?
4 **Who lives** in that house?
How many people follow you on social media?

1 We make questions with tenses where there is an auxiliary verb (*be*, *have*, etc.) and with modal verbs (*should*, *must*, etc.) by inverting the subject and the auxiliary / modal verb. With the present and past simple, we add the auxiliary verb *do* / *does* or *did* before the subject.

2 We often use negative questions to show surprise when we expect somebody to agree with us, or to check whether something is true.

3 If a verb is normally followed by a preposition, e.g. *talk about sth*, the preposition comes at the end of the question, not at the beginning. **NOT** ~~*About what are you talking?*~~

We often just use the question word and the preposition, e.g. **A** *I'm thinking.* **B** *What about?*

4 When *who* / *what* / *which*, etc., is the subject of questions in the present or past simple, we don't use *do* / *did*, e.g. *Who wrote this?* **NOT** ~~*Who did write this?*~~

indirect questions

Could you tell me **what time the shop next door opens**? 1.4
Do you know **if (whether) Mark's coming to the meeting**?

- We use indirect questions when we want to ask a question in a more polite way. We begin with a phrase such as *Can / Could you tell me...? Do you know...? Do you think...? Do you remember...? Would you mind telling me...? Do you have any idea...?*
- Compare:

  What time does the post office open? (direct question) and *Could you tell me what time the post office opens?* (indirect question)
- In indirect questions, the order is subject + verb. *Can you tell me where it is*? **NOT** ~~*Can you tell me where is it?*~~
- We don't use *do* / *did* in the second part of the question.

  Do you know where he lives? **NOT** ~~*...where does he live?*~~
- You can use *if* or *whether* in questions without a question word and after: *Can you tell me*, *Do you know*, etc.

Other expressions followed by the word order of indirect questions

The word order of indirect questions is used after:
I wonder..., e.g. ***I wonder*** *why they didn't come.*
I'm not sure..., e.g. ***I'm not*** *sure what time it starts.*
I can't remember..., e.g. ***I can't remember*** *where I left my phone.*
I'd like to know..., e.g. ***I'd like to know*** *what time you're coming home.*

a Order the words to make questions.

tomorrow can't Why come you ?
Why can't you come tomorrow?

1 I Should her tell I feel how ?
2 friend known long best have How you your ?
3 tell when you train next leaves the Could me ?
4 are What about you thinking ?
5 at do weekend you What doing the like ?
6 music to does What Jane kind like listening of ?
7 you time film know finishes Do what the ?
8 class students yesterday to many came How ?
9 you remember is where Do the restaurant ?
10 housework family in Who your the does ?

b Complete the questions with the words in brackets.

Where did you go on holiday last year? (you / go)

1 How often _____ exercise? (you / usually do)
2 Who _____ *Oliver Twist*? (write)
3 Could you tell me how much _____? (this book / cost)
4 I can't remember where _____ my car this morning. (I / park)
5 _____ your trip to Paris last weekend? (you / enjoy)
6 What kind of work _____? (your sister / do)
7 Who _____ the last biscuit? (eat)
8 Do you know what time _____ on Saturdays? (the swimming pool / open)
9 Why _____ the present you gave her? (your sister / not like)
10 _____ play your music so loud? I can't concentrate. (you / have to)

p.9

1B

Grammar Bank

auxiliary verbs

1 I like cats, but my husband **doesn't**. 1.8
Sally's coming tonight, but Angela **isn't**.
2 **A** I loved his latest film.
B **So did I**.
A I haven't finished the book yet.
B **Neither** (**Nor**) **have I**.
Andrew's a doctor and **so is his wife**.
3 **A** I don't like shopping online.
B I **do**. I buy a lot of my clothes online.
4 **A** I went to a psychic yesterday.
B **Did you?**
A I'll make dinner tonight.
B **Will you?** That's great!
5 **A** You didn't lock the door!
B I **did** lock it; I know I **did**.
A Silvia isn't coming.
B She **is** coming. I've just spoken to her.
6 You won't forget, **will** you?
She can speak Italian, **can't** she?

- We use auxiliary verbs (*do*, *have*, etc.) or modal verbs (*can*, *must*, etc.):

1 to avoid repeating the main verb / verb phrase, e.g.
NOT ~~*I like cats, but my husband doesn't* ***like cats***~~.

2 with *so* and *neither* to say that someone or something is the same. Use *so* + auxiliary + subject to respond to a statement with a positive verb, and *neither* (or *nor*) + auxiliary + subject to respond to a statement with a negative verb.

- We use a positive auxiliary verb after *neither* (or *nor*), e.g. *Neither did I.*
NOT ~~*Neither didn't I.*~~

3 to respond to a statement and say that you (or someone or something) are different.

4 to make 'reply questions'. These often show interest or surprise.

5 to show emphasis in a positive sentence, often when you want to contradict what somebody says. With the present / past simple, we add *do* / *does* / *did* before the main verb. With other auxiliaries, e.g. *be*, *have*, *will*, the auxiliary verb is stressed and not contracted.

6 to make question tags, we use a positive auxiliary with a negative verb, and a negative auxiliary with a positive verb.

- Question tags are often used simply to ask another person to agree with you, e.g. *It's a nice day, isn't it?* In this case, the question tag is said with falling intonation, i.e. the voice goes down.
- Question tags can also be used to check something you think is true, e.g. *She's a painter, isn't she?* In this case, the question tag is said with rising intonation, as in a normal *yes* / *no* question.

a **Complete the mini-conversations with an auxiliary or modal verb.**

A You didn't remember to buy coffee.
B I *did* remember. It's in the cupboard.

1 **A** He's booked the flights, _____ he?
B Yes, I think so.

2 **A** It's hot today, _____ it?
B Yes, it's boiling.

3 **A** Why don't you like classical music?
B I _____ like it, but it isn't my favourite.

4 **A** I wouldn't like to be a celebrity.
B Neither _____ I.

5 **A** Enzo is arriving tomorrow!
B _____ he? I thought he was arriving today.

6 **A** What did you think of the film?
B Tom liked it, but I _____. I thought it was awful.

7 **A** Priya doesn't like me.
B She _____ like you. She just doesn't want to go out with you.

8 **A** Are you a vegetarian?
B Yes, I am, and so _____ my boyfriend.

9 **A** You'll remember to call me, _____ you?
B Yes, of course!

10 I really want to go to Egypt, but my partner _____. He hates the heat.

b **Complete the conversation with a suitable auxiliary verb.**

A You're Tom's sister, *aren't* you?
B Yes, I'm Carla.
A It's a great club, [1]_____ it?
B Well, it's OK. But I don't like the music much.
A [2]_____ you? I love it! I've never been here before.
B Neither [3]_____ I. I don't go clubbing very often.
A Oh, [4]_____ you? I [5]_____. In fact, I usually go most weekends.
B [6]_____ you? I can't afford to go out every weekend.
A I didn't see you at Tom's birthday party last Saturday. Why [7]_____ you go?
B I [8]_____ go, but I arrived really late because my car broke down.
A Oh, that's why I didn't see you. I left early.
B I fancy a drink. I'm really thirsty after all that dancing.
A So [9]_____ I. Let's go to the bar.

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2A

Grammar Bank

present perfect simple and continuous

present perfect simple: *have / has* + past participle

1 **Have** you ever **broken** a bone? **2.9**
I**'ve** never **seen** him before.
2 I**'ve** just **phoned** for an ambulance, but it **hasn't arrived** yet.
I**'ve** already **told** you three times.
3 It's the best book I**'ve** ever **read**.
4 My computer**'s crashed**!
Look, it**'s started** snowing.
5 I**'ve known** Miriam since I was a child.
My sister **has been** ill for ten days now.
6 How many Agatha Christie novels **have** you **read**?
They**'ve seen** each other twice this week.

- We use the present perfect simple:

1 to talk about past experiences when you don't say when something happened, often with *ever* or *never*.
2 with *just*, *yet*, and *already*.
3 with superlatives and *the first*, *second*, *last time*, etc.
4 for finished actions (when no time is specified) which have present results.
5 with non-action verbs (= verbs not usually used in the continuous form, e.g. *be*, *need*, *know*, *like*, etc.) to say that something started in the past and is still true now.

- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
- Don't use the present simple in this situation.
NOT ~~*I know Miriam since I was a child.*~~

6 when we say or ask *how much / many* we have done or *how often* we have done something up to now.

present perfect continuous: *have / has* + *been* + verb + *-ing*

1 How long **have** you **been waiting** to see the doctor? **2.10**
He**'s been messaging** his girlfriend all evening.
2 I **haven't been sleeping** well recently. It**'s been raining** all day.
3 I**'ve been shopping** all morning. I'm exhausted.
My shoes are filthy. I**'ve been working** in the garden.

- We use the present perfect continuous:

1 with action verbs (e.g. *run*, *listen*, *study*, *cook*) to say that an action started in the past and is still happening now (unfinished actions).

- This use is common with time expressions like *How long...?*, *for* or *since*, *all day / evening*, etc.
- Don't use the present continuous in this situation.
NOT ~~*I'm living here for the last three years.*~~

2 for repeated actions, especially with a time expression, e.g. *all day*, *recently*.
3 for continuous actions which have just finished (but which have present results).

present perfect simple or continuous?

1 I**'ve been feeling terrible** for days. **2.11**
He**'s liked** classical music since he was a teenager.
2 She**'s been having** piano lessons since she was a child.
They**'ve had** that car for at least ten years.
3 We**'ve lived** in this town since 1980.
We**'ve been living** in a rented flat for the last two months.
4 I**'ve painted** the kitchen. I**'ve been painting** the kitchen.

1 To talk about an unfinished action, we normally use the present perfect continuous with action verbs (e.g. *run*, *listen*, *study*, *cook*) and the present perfect simple with non-action verbs (e.g. *be*, *need*, *know*, *like*, etc.).
2 Some verbs can be action or non-action, depending on their meaning, e.g. *have piano lessons* = action, *have a car* = non-action.
3 With the verbs *live* or *work*, you can often use the present perfect simple or continuous. However, we normally use the present perfect continuous for more temporary actions.
4 The present perfect simple emphasizes the completion of an action (= the kitchen has been painted). The present perfect continuous emphasizes the duration of an action (= the painting of the kitchen may not be finished yet).

a Circle the correct form. Tick (✓) if both are possible.

Have you ever *tried* / *been trying* caviar?

1 She's *worked* / *been working* here since July.
2 Your mother has *phoned* / *been phoning* three times this morning!
3 The kids are exhausted because they've *run* / *been running* around all day.
4 Tim and Lucy haven't *seen* / *been seeing* our new house yet.
5 I've never *met* / *been meeting* her boyfriend. Have you?
6 It's *snowed* / *been snowing* all morning.
7 Marco has just *gone* / *been going* to work. He won't be back till this evening.
8 My sister has *lived* / *been living* alone since her divorce.
9 I've *read* / *been reading* all morning. I've now *read* / *been reading* 100 pages.

b Complete the sentence with the present perfect simple or continuous of the verb in brackets.

I've bought a new car. Do you like it? (buy)

1 We _____ David and Justin for years. (know)
2 You look really hot. _____ at the gym? (you / work out)
3 Emily _____ her homework yet, so I'm afraid she can't go out. (not do)
4 They don't live in London – they _____. (move)
5 I hope they're getting on OK. They _____ a lot recently. (argue)
6 We _____ for hours. Is this the right way? (walk)
7 Why is my laptop switched on? _____ it? (you / use)
8 Oh no! I _____ my finger on this knife. (cut)

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adjective order before nouns

You can put more than one adjective before a noun (often two and occasionally three). These adjectives go in a particular order.

description before classification

I really need some **leather hiking** boots. 2.17
The museum is built in a **modern architectural** style.
The programme was about the **recent local** elections.

- Adjectives which describe come before adjectives or nouns which explain what class of thing we are talking about.

opinion before description

I've just bought a **lovely new** swimsuit. 2.18
On the sofa, there were some **beautiful velvet** cushions.
It was a **depressing grey** day and it never stopped raining.

- Opinion adjectives, e.g. *beautiful*, *nice*, *horrible*, always go before descriptive adjectives, e.g. *big, old, round.*

order of descriptive adjectives

She was wearing a **huge black straw** hat. 2.19
We live in a **small 17th century stone** cottage.
She placed the flowers in a **blue and white striped ceramic** jug.

Size	Age	Shape	Colour	Pattern	Origin	Material	Noun
enormous	brand new	long	purple	spotted	Italian	silk	scarf

- If there is more than one descriptive adjective, they go in the order in the chart above

a **Write the word in brackets in the correct place. Change *a* to *an* where necessary.**

a big car park (empty)
a big empty car park

1 a young man (attractive)
_____

2 some old shoes (walking)
_____

3 the latest theory (scientific)
_____

4 a wonderful film (documentary)
_____

5 some gorgeous wine glasses (Scandinavian)
_____

6 a cycling vest (Lycra)
_____

7 a pizza restaurant (Italian)
_____

8 a suede bag (stylish)
_____

9 a new idea (interesting)
_____

10 some fabulous boots (red)
_____

b **Re-order the highlighted words to complete the sentences. Choose the correct form, *a* or *an* where necessary.**

1 I want to buy *a / an* _____.
electric second-hand car small

2 The woman in the painting looked Spanish, with _____.
huge dark beautiful eyes

3 We were suddenly approached by *a / an* _____.
old black dog friendly

4 She was wearing _____ with a white top.
trousers loose linen grey

5 The art collection is housed in a _____ in Bristol's city centre.
Victorian magnificent town house

6 Adam was a _____ who has recently arrived in the UK.
young pleasant doctor American

7 She's just bought yet another _____!
top cotton striped Breton

8 We walked along the _____ until sunset.
stunning beach sandy long

9 What's the name of that _____ who's in your class?
tall girl teenage French

10 I've got some _____ that I want to use to make curtains.
new green checked material

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narrative tenses, past perfect continuous

narrative tenses

1 We **arrived** at the airport and **checked in**. 3.10
2 We **were having** dinner when the plane hit some turbulence. At nine o'clock most people on the plane **were reading** or **were trying** to sleep.
3 When we arrived at the airport, we suddenly realized that we**'d left** one of the suitcases in the taxi.
4 We**'d been flying** for about two hours when suddenly the captain told us to fasten our seat belts because we were flying into some very bad weather.

1 We use the **past simple** to talk about consecutive actions or situations in the past, i.e. for the main events in a story.
2 We use the **past continuous** (*was / were* + verb + *-ing*) to describe a longer continuous past action or situation which was in progress when another action happened, or to describe an action or situation that was not complete at a past time.
3 We use the **past perfect** (*had* + past participle) to talk about the 'earlier past', i.e. things which happened before the main event(s).
4 We use the **past perfect continuous** (*had been* + verb + *-ing*) with action verbs (*go*, *play*, *watch*, etc.) to talk about longer continuous actions or situations that started before the main events happened and continued up to that point. Non-action verbs (e.g. *be*, *have*, *know*, *like*, etc.) are not normally used in the past continuous or past perfect continuous.

past perfect simple or continuous?

Lina was crying because she**'d been reading** a very sad book. 3.11
Lina didn't want to see the film, because she**'d** already **read** the book.

- The past perfect continuous emphasizes the continuation of an activity. The past perfect simple emphasizes the completion of an activity.

a Circle the correct verb form.

Meg and Liam McGowan *got / were getting* a nasty surprise when they [1]*had checked in / were checking in* at Heathrow airport yesterday with their baby, Shaun. They [2]*had won / won* three free plane tickets to Rome in a competition, and they [3]*were looking forward to / had been looking forward to* their trip for months. But, unfortunately, they [4]*had been forgetting / had forgotten* to get a passport for their son, so Shaun couldn't fly. Luckily, they [5]*had arrived / were arriving* very early for their flight, so they still had time to do something about it. They [6]*had run / ran* to the police station in the airport to apply for an emergency passport. Meg [7]*was going / went* with Shaun to the photo booth, while Liam [8]*had filled in / was filling in* the forms. The passport was ready in an hour, so they [9]*hurried / were hurrying* to the gate and [10]*got / had got* on the plane just in time.

b Put the verb in brackets in the past perfect simple (*had done*) or continuous (*had been doing*). If you think both are possible, use the continuous form.

His English was very good. He'd been learning it for five years. (learn)

1 I was really fed up because we _____ for hours. (queue)
2 She went to the police to report that someone _____ her bag. (steal)
3 It _____ all morning. The streets were wet, and there were puddles everywhere. (rain)
4 She got to work late because she _____ her phone at home and _____ go back and get it. (leave, have to)
5 I almost didn't recognize Tony at the party. He _____ a lot since I last saw him. (change)
6 The tourists' faces were very red. They _____ in the sun all morning and they _____ any sun cream. (sit, not put on)
7 I could see from their expressions that my parents _____. (argue)
8 Zahra had a bandage on her arm because she _____ off her bike that morning. (fall)
9 I was amazed because I _____ such an enormous plane before. (never see)
10 How long _____ you _____ before you realized that you were lost? (walk)

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the position of adverbs and adverbial phrases

1 He walks very **slowly**. 3.13
I speak five languages **fluently**.
The driver was **seriously** injured in the accident.
2 I **hardly ever** have time for breakfast.
Liam's **always** late for work.
I would **never** have thought you were 40.
3 It rained **all day yesterday**.
My parents will be **here in half an hour**.
4 I've **nearly** finished.
We're **incredibly** tired.
My husband works **a lot**, but he doesn't earn **much**.
5 **Unfortunately**, the parcel never arrived.
Ideally, we should leave here at 10.00.

- Adverbs can describe an action (e.g. *he walks* ***slowly***) or modify adjectives or other adverbs (e.g. *it's* ***incredibly*** *expensive*, *he works* ***very*** *hard*). They can either be one word (e.g. *often*) or a phrase (e.g. *once a week*).

1 **Adverbs of manner** describe how somebody does something. They usually go after the verb or verb phrase, however, with passive verbs they usually go in mid-position (before the main verb but after an auxiliary verb).

2 **Adverbs of frequency** go before the main verb but after the verb *to be*.

- *sometimes*, *usually*, and *normally* can also be put at the beginning of the phrase or sentence for emphasis, e.g. *Sometimes the weather can be very wet, but not today.*
- If there are two auxiliary verbs, the adverb goes after the first one.

3 **Adverbs of time and place** normally go at the end of a sentence or clause. Place adverbs normally go before time adverbs. **NOT** ~~*My parents will be in half an hour here.*~~

- Adverbs of time can also go at the beginning for emphasis, e.g. ***Soon*** *it will be Christmas!* **OR** *It will be Christmas* ***soon****!*

4 **Adverbs of degree** describe how much something is done, or modify an adjective.

- *nearly* and *almost* are used before a verb or verb phrase.
- *extremely*, *incredibly*, *very*, etc. are used with adjectives and adverbs, and go before them.
- *a lot* and *much* are often used with verbs and go after the verb or verb phrase.
- *a little / a bit* (*of*) can be used with adjectives or verbs, e.g. *I'm a bit / a little tired. We rested a bit / a little after the flight.*

5 **Comment adverbs** (which give the speaker's opinion) usually go at the beginning of a sentence or clause. Other common comment adverbs are: *luckily*, *basically*, *clearly*, *obviously*, *apparently*, *eventually*, etc.

Other adverbs

Most other adverbs go in mid-position, e.g. *I* ***just*** *need ten more minutes. I didn't speak to Jo at the party – I didn't* ***even*** *see her. She'll* ***probably*** *come in the end.*

a Underline the adverbs or adverbial phrases in each sentence. Correct the word order if it's wrong.

We're going to be unfortunately late. ✗
Unfortunately, we're going to be late.

He can speak Japanese fluently. ✓

1 She liked a lot the present.
2 Hugo came last night very late home.
3 The ambulance arrived at the scene of the accident after a few minutes.
4 A young man was hurt badly and was taken to hospital.
5 I was incredibly tired last night.
6 She's lazy a bit about doing her homework.
7 I forgot your birthday almost, but my sister fortunately reminded me.
8 We luckily had taken an umbrella, because it started to rain straight away.
9 Mary doesn't always eat healthily – she often has snacks between meals.
10 Dani has been apparently sacked.

b Put the adverbs in brackets in the normal position in these sentences.

seriously
I'm considering resigning from my job. (seriously)

1 Their house was damaged in the fire. (badly, last week)
2 Ben is at his friend's house. (often, in the evening)
3 My father has a nap. (usually, in the afternoon)
4 Mina left and she didn't say goodbye. (early, even)
5 Martin eats quickly. (always, incredibly)
6 His brother died in a skiing accident. (apparently, nearly)
7 We're going to the cinema. (probably, tonight)
8 I send emails. (rarely, nowadays)
9 I've bought a beautiful new coat. (just, really)
10 Karen realized that she was going to learn to drive. (eventually, never)

p.33

4A

future perfect and future continuous

future perfect: *will have* + past participle

The rain **will have stopped** by this afternoon. 4.1
Some people think that sea levels **will have risen** by as much as a metre in 50 years' time.
Laura **won't have arrived** before dinner, so I'll leave some food in the oven for her.
When **will they have learned** enough English to be able to communicate fluently?

- We use the future perfect (*will have* + past participle) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions *by Saturday / March / 2030*, etc., or *in two weeks / months*, etc.
- *by* + a time expression = at the latest. With *in*, you can say *in six months* or *in six months' time*.
- We form the negative with *won't have* + past participle, and make questions by inverting the subject and *will / won't*.

future continuous: *will be* + verb + *-ing*

1 Don't phone between 7.00 and 8.30, as we**'ll be having** dinner then. 4.2
Good luck with your test tomorrow. I**'ll be thinking** of you.
Will you **be waiting** for me when I get off the train?
This time tomorrow, I**'ll be sitting** at a café, **drinking** a beer.
2 You don't need to get up early. **We won't be leaving** until about 9.30.
I**'ll be going** to the supermarket later. Do you want anything?

1 We use the future continuous (*will be* + verb + *-ing*) to say that an action will be in progress at a certain time in the future.

Compare:
Come at around 7.30. ***We'll have*** *dinner at 8.00.* (= we will start dinner at 8.00)

and
Don't phone between 7.00 and 8.30, as ***we'll be having*** *dinner.* (= at 8.00 we will already have started having dinner)

- We form the negative with *won't be* + verb + *-ing* and make questions by inverting the subject and *will / won't*.

2 We sometimes use the future continuous, like the present continuous, to talk about things which are already planned or decided.

a Complete the sentence using the future perfect or future continuous.

The film starts at 7.00, but I won't arrive until 7.15. When I arrive at the cinema, the film will have started. (start)

1 The flight to Geneva takes off at 9.00 and lands at 10.30.
At 10.00 they _____ to Geneva. (fly)

2 I usually save €200 a month.
By the end of the year, I _____ €2,400. (save)

3 Rebecca leaves at 6.30. It takes her an hour to get to work.
At 7.00 tomorrow, she _____ to work. (drive)

4 The meeting starts at 2.00 and finishes at 3.30.
Don't call me at 2.30, because we _____ a meeting. (have)

5 Sam is paying for his car. The last payment is in May.
By June, he _____ for his car. (pay)

6 Their last exam is on 31st May.
By the end of May, they _____ their exams. (finish)

7 She writes a chapter of her novel a week. This week she's on chapter five.
By the end of this week, she _____ five chapters. (write)

8 Sonia is usually at the gym between 6.30 and 7.30.
There's no point phoning Sonia now. It's 7.00 and she _____ at the gym. (work out)

b Complete the conversation with the verbs in brackets in the future perfect or continuous.

A Well, it looks like we'll be having very different weather in the future if climate change continues. (have)

B What do you mean?

A Well, they say we'll be having much higher temperatures here in London, as high as 40°. And remember, we [1] _____ on the beach – we [2] _____ in 40°, which is quite different. And islands like the Maldives [3] _____ by 2100 because of the rise in the sea level. They say the number of storms and tsunamis [4] _____ by the middle of the century, too, so even more people [5] _____ to the cities by then, looking for work. Big cities [6] _____ even bigger by then. Can you imagine the traffic?
(not lie) (work) (disappear) (double) (move) (grow)

B I don't think there will be a problem with the traffic. Petrol [7] _____ completely by then anyway, so nobody will have a car. Someone [8] _____ a new method of transport, so we [9] _____ around in flying taxis or something.
(run out) (invent) (get)

p.39

zero and first conditionals, future time clauses

zero conditional

You **need to** do some exercise every day if you want to be fit. 4.7
If people **are wearing** headphones in the street, they often **don't notice** other people.
If you **haven't been** to New York, you **haven't lived**.

- We use zero conditionals to talk about something which is always true or always happens as a result of something else. We use *if* + present simple, and the present simple in the other clause.
- You can also use the present continuous or present perfect in either clause.

first conditional

If the photos **are** good, I**'ll send** them to you. 4.8
If you**'re not going** to Jason's party, I**'m not going to go** either.
If I **haven't come back** by 9.00, **start** dinner without me.
I**'ll have finished** in an hour if you **don't** disturb me.

- We use first conditionals to talk about something which will probably happen in the future as a result of something else. We use *if* + a present tense, and a future tense in the other clause.
- You can use any present form in the *if*-clause (present simple, continuous, or perfect) and any future form (*will*, *going to*, future perfect, future continuous) or an imperative in the other clause.

future time clauses

I'll be ready **as soon as** I**'ve had** a cup of coffee. 4.9
Send me a message **when** your train**'s coming into** the station.
I'm not going to buy the new model **until** the price **has gone down** a bit.
I'm not going to work overtime this weekend **unless** I **get** paid for it.
Take your umbrella **in case** it**'s raining** when you leave work.

- Future time clauses are similar to the *if*-clause in first conditional sentences, but instead of *if*, we use expressions like: *as soon as*, *when*, *until*, *unless*, *before*, *after*, and *in case* followed by a present (not a future) tense. This can be any present form, e.g. present simple, present continuous, present perfect. We can use any future form or imperative in the other clause.
- We use *in case* when we do something in order to be ready for future situations / problems. Compare the use of *if* and *in case*:
- *I'll take an umbrella if it's raining.* = I'll only take an umbrella if it's raining.
- *I'll take an umbrella in case it rains.* = I'll take an umbrella anyway because it might rain.

a Circle the correct form.

If Hasan *has studied* / *had studied* enough, he'll pass the exam easily.

1 If you *aren't feeling* / *won't be feeling* better tomorrow, you should go to the doctor's.
2 If we're lucky, we *have sold* / *'ll have sold* our house by Christmas.
3 I'll pay for dinner – if I *have* / *'ll have* enough money!
4 We'll *have scored* / *be scoring* ten goals by half-time if we carry on playing like this.
5 Don't call Sophie now. If it's eight o'clock, she *'ll bath* / *'ll be bathing* the baby.
6 If you don't hurry up, you *don't get* / *won't get* to school on time.
7 You can be fined if you *aren't wearing* / *won't be wearing* a seat belt in your car.
8 If you go out with wet hair, you *'ll catch* / *'ll be catching* a cold.
9 My suitcase *always gets* / *will always get* lost if I have a connecting flight.
10 I *won't go* / *don't go* to work on Monday if my daughter is still ill.

b Complete the sentence with a time expression from the list.

after as soon as (x2) before if
in case (x2) unless (x2) until when

I'll call you *as soon as* my plane lands.

1 I'm going to pack my suitcase _____ I go to bed.
2 Take your phone with you _____ you get lost.
3 I'll be leaving work early tomorrow _____ there's a last-minute crisis.
4 Let's meet _____ I'm in London next week.
5 There's a crisis! Please call me _____ you possibly can.
6 _____ I'm late tomorrow, start the meeting without me.
7 Lily will have packed some sandwiches _____ we get hungry.
8 Dan will be playing football in the park _____ it gets dark. Then he'll go home.
9 Lunch is ready now. Then, _____ we've eaten, we could go for a walk.
10 Don't call the emergency number _____ it's a real emergency.

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Grammar Bank

unreal conditionals

second conditional sentences: *if* + past simple, *would / wouldn't* + infinitive

1 If there **was** a fire in this hotel, it **would be** very difficult to escape. I **wouldn't have** a car if I **didn't live** in the country. 5.14
2 If it **wasn't raining** so hard, we **could get** to the top of the mountain.
3 If I **were** you, I**'d make** Jimmy wear a helmet when he's cycling.

1 We use second conditional sentences to talk about a hypothetical or imaginary situation in the present or future and its consequences.
2 In the *if*-clause you can also use the past continuous. In the other clause you can use *could* or *might* instead of *would*.
3 With the verb *be* you can use *was* or *were* for *I*, *he*, and *she* in the *if*-clause, e.g. *If Dan was / were here, he would know what to do.* However, in conditionals beginning *If I were you...* to give advice, we always use *were*.

third conditional sentences: *if* + past perfect, *would / wouldn't have* + past participle

1 If they **had found** the river sooner, they **would** all **have survived**. 5.15
I **wouldn't have got lost** if I **hadn't taken** the wrong path.
2 He **would have died** if he **hadn't been wearing** a helmet.
If the weather **had been** better, I **might have arrived** earlier.

1 We use third conditional sentences to talk about a hypothetical past situation and its consequences.
2 You can also use the past perfect continuous in the *if*-clause. You can also use *could have* or *might have* instead of *would have* in the other clause.

- In the past perfect simple and continuous, *had* can be contracted to *'d*, e.g. *If they'd found the river sooner...*

second or third conditional?

1 If you **came** to class more often, you **would** probably **pass** the exam. 5.16
2 If you **had come** to class more often, you **would** probably **have passed** the exam.

- Compare the two conditionals:

1 = You don't come to class enough. You need to come more often if you want to pass the exam.

2 = You didn't come to class enough, so you failed.

Mixed conditionals

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence, e.g. *You wouldn't be so tired if you had gone to bed earlier last night.*

If he really loved you, he would have asked you to marry him.

a Complete the sentence with the correct form of the verb in brackets, using a second or third conditional.

If Jayden hadn't got injured, he would have played in the final. (not get injured)

1 I _____ so much food if you'd told me you weren't hungry. (not make)
2 If I were you, I _____ money to members of your family. (not lend)
3 If Jack were here, I _____ him to help me. (ask)
4 Marc _____ an accident if he hadn't been driving so fast. (not have)
5 I'd run a half-marathon if _____ a bit fitter. (be)
6 If you _____ where you were going, you wouldn't have fallen over. (look)
7 I'm sure you _____ dancing if you came to the classes with me. (enjoy)
8 We'd go to the local restaurant more often if they _____ the menu from time to time. (change)
9 Nina wouldn't have gone abroad if she _____ to find a job here. (be able)
10 If you _____ for a discount in the shop, they might have given you one. (ask)

b Complete the sentence using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim.
If you had waited ten minutes, you would have seen Jim.

1 Luke missed the train. He was late for the interview.
If Luke _____ the train, he _____ late for the interview.
2 Millie didn't buy the top. She didn't have enough money.
Millie _____ the top if she _____ enough money.
3 It started snowing. We didn't reach the top.
If it _____ snowing, we _____ the top.
4 Blanca drinks too much coffee. She sleeps badly.
If Blanca _____ so much coffee, she _____ badly.
5 I don't drive to work. There's so much traffic.
I _____ to work if _____ so much traffic.
6 Matt doesn't work very hard. He won't get promoted.
If Matt _____ harder, he _____ promoted.
7 We ran for the bus. We caught it.
If we _____ for the bus, we _____ it.

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5B

Grammar Bank

wish for the present / future

wish + past simple

I wish I **was** ten years younger! 5.17
I wish I **could** understand what they're saying.
I wish we **didn't live** so far from my parents.

- We use *wish* + person / thing + past simple to talk about things we would like to be different in the present / future (but which are impossible or unlikely).
- After *wish*, you can use *was* or *were* with *I*, *he*, *she*, and *it*, e.g. *I wish I was / were taller.*

wish + would / wouldn't

I wish the bus **would come**. I'm freezing. 5.18
I wish you**'d spend** a bit more time with the children.
I wish you **wouldn't leave** your shoes there. I always fall over them.
I wish cyclists **wouldn't cycle** on the pavement!

- We use *wish* + person / thing + *would* / *wouldn't* to talk about things we want to happen, or stop happening, because they annoy us.
- You can't use *wish* + *would* for a wish about yourself, i.e. **NOT** ~~*I wish I would...*~~, ~~*I wish we would...*~~.

wish for past regrets

wish + past perfect

I wish I**'d worked** harder at school. 5.21
I wish I **hadn't spoken** to him like that!
I wish she**'d told** me the truth about her feelings.

- We use *wish* + past perfect to talk about things that happened or didn't happen in the past and which we now regret.

if only...

if only is sometimes used instead of *I wish* in certain situations, to express deep regret, e.g. *If only I had worked harder at school* (*I wouldn't have such a boring job now*).

a Write sentences with *I wish* + past simple for 1–5, and *I wish...would / wouldn't* for 6–10.

I'd like to be taller. I wish I was taller.
It annoys me that you don't put away your clothes.
I wish you'd put away your clothes!

I'd like these things to be different

1 I'd like to be fitter.
_____
2 I'd like my sister not to share a room with me.
_____
3 I'd like to be able to dance.
_____
4 I'd like my grandmother not to be dead.
_____
5 I'd like to live in a country with a better climate.
_____

It annoys me that...

6 shop assistants aren't more polite.
_____
7 you turn the heating up all the time.
_____
8 my brother doesn't tidy our room.
_____
9 the neighbour's dog barks at night.
_____
10 it doesn't stop raining.
_____

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b Rewrite the sentence beginning with *I wish* + past perfect.

I regret having written that email.
I wish I hadn't written that email.

1 I regret not seeing Prince live.
I wish _____.
2 He regrets not learning to cook at school.
He wishes _____.
3 Do you regret buying a second-hand car?
Do you wish _____?
4 Jenny regrets marrying her first husband.
Jenny wishes _____.
5 My parents regret moving to the country.
My parents wish _____.
6 Does Tom regret not studying law?
Does Tom wish _____?
7 I regret having my hair cut so short.
I wish _____.
8 They regret not going to the wedding.
They wish _____.

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used to, be used to, get used to

used to / didn't use to + infinitive

1 I **used to sleep** for eight hours every night, but now I only sleep for six. 6.3
I hardly recognized Alan. He **didn't use to have** a beard.
2 When I lived in France as a child, we **used to have** croissants for breakfast. We **would buy** them every morning from the local baker.

1 We use *used to / didn't use to* + infinitive to talk about past habits or repeated actions or situations / states which have changed.

- *used to* doesn't exist in the present tense. For present habits, use *usually* + the present simple, e.g. *I usually walk to work.* **NOT** ~~*I use to walk to work.*~~

2 We can also use *would* (instead of *used to*) to refer to repeated actions in the past with action verbs (e.g. *run*, *listen*, *study*, *cook*, etc.). However, we can only use *used to*, not *would*, for non-action verbs (e.g. *be*, *need*, *know*, *like*, etc.). *Darius didn't use to be so thin.* **NOT** ~~*Darius wouldn't be so thin.*~~

- With *would*, you must use a past time expression, or it must be already clear that you are talking about the past.
- We can use the past simple, often with an adverb of frequency, in the same way as *used to* and *would* to talk about repeated past actions, e.g. *I often got up / used to get up / would get up early when I lived in Africa, to watch the sun rise.*

be used to / get used to + gerund

1 I'm **used to sleeping** with the curtains open. I've never slept with them closed. 6.4
Carlos has just moved to London. He **isn't used to driving** on the left.
2 **A** I can't **get used to working** at night. I feel tired all the time.
B Don't worry, you'll soon **get used to** it.

1 Use *be used to* + gerund to talk about things you are accustomed to doing, or a new situation which is now familiar or less strange.

2 Use *get used to* + gerund to talk about a new situation which is becoming familiar or less strange.

The difference between *be used to* and *get used to* is exactly the same as the difference between *be* and *get* + adjective, e.g. *It's dark* and *It's getting dark*.

a **Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.**

I can't get used to getting up so early. ✓

She isn't used to have a big dinner in the evening. ✗
She isn't used to having

1 When we were children, we didn't used to like having our hair washed.
2 When we visited our British friends in London, we couldn't get used to have lunch and dinner so early.
3 Have you got used to living in the country, or do you still miss the city?
4 I'm really sleepy this morning. I'm not used to going to bed so late.
5 There used to be a cinema in our village, but it closed down three years ago.
6 Paul would have very long hair when he was younger.
7 I don't start work until 9.30, so I use to get up at about 8.00.
8 Did you use to wear a uniform to school?
9 It's taking me a long time to be used to living on my own.
10 When I had exams at university, I would stay up all night revising.

b **Complete the sentence with *used to*, *be used to*, or *get used to* (positive or negative) and the verb in brackets.**

My boyfriend is Spanish, so he isn't used to having lunch early. (have)

1 When Nathan started his first job, he couldn't _____ at 6.00 a.m. (get up)
2 I didn't recognize you! You _____ blonde hair, didn't you? (have)
3 Isabelle _____ a flat when she was at university, but now she has a house of her own. (rent)
4 When we were children, we _____ all day playing football in the park. (spend)
5 Jasmine has been a nurse all her life, so she _____ nights. (work)
6 I've never worn glasses before, but now I'll have to _____ them. (wear)
7 Amelia is an only child. She _____ her things. (share)
8 Although I've lived in Spain for years, I've never _____ dinner at nine or ten o'clock at night. (have)
9 I _____ spinach, but now I love it. (like)
10 If you want to get fit, then you'll have to _____ more. (exercise)

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gerunds and infinitives

verbs followed by the gerund and verbs followed by the infinitive

1 I **enjoy listening** to music. 6.13
We **couldn't help laughing**.
2 I'm really **looking forward to seeing** you.
I think you should **give up drinking** coffee after dinner.
3 I **want to speak** to you.
They **can't afford to buy** a new car.
4 I**'d rather eat in** than go out tonight.
She **let** him **borrow** her car.
5 It **started to rain**. It **started raining**.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive.

1 Use the gerund after certain verbs and expressions, e.g. *enjoy*, *can't help*, *feel like*.

2 When a phrasal verb is followed by another verb, the second verb is in the gerund.

3 Use the infinitive (with *to*) after certain verbs, e.g. *want*, *afford*.

4 Use the infinitive (without *to*) after modal verbs and some expressions, e.g. *might*, *would rather*, and after the verbs *make* and *let*.

5 Some verbs, e.g. *start*, *begin* and *continue* can be followed by the gerund or infinitive (with *to*) with no difference in meaning.

- **Appendix Verb patterns:** *p.172* verbs followed by the gerund or the infinitive

like, love, hate, and *prefer*

like, *love*, *hate*, and *prefer* are usually used with the gerund in British English, but they can also be used with the infinitive.

We tend to use the gerund when we talk generally and the infinitive when we talk specifically, e.g. *I like swimming.* (general) *I like to swim first thing in the morning.* (specific)

When *like*, *love*, *hate*, and *prefer* are used with *would*, they are always followed by *to* + infinitive, e.g. *I'd prefer to stay at home tonight.*

verbs that can be followed by the gerund or infinitive with a change in meaning

1 **Remember to lock** the door. 6.14
I **remember going** to Venice as a child.
2 Sorry, I **forgot to do** it.
I'll never **forget seeing** the Taj Mahal.
3 I **tried to open** the window.
Try calling Miriam on her mobile.
4 You **need to clean** the car.
The car **needs cleaning**.

1 ***remember* + *to* infinitive** = not forget to do sth, to do what you have to do

***remember* + gerund** = (remember doing sth) have or keep an image in your memoryof sth you did or that happened in the past

2 ***forget* + *to* infinitive** = not remember to do sth that you have to do

***forget* + gerund** = be unable to remember sth that you did or that happened in the past

3 ***try* + *to* infinitive** = make an attempt or effort to do sth difficult

***try* + gerund** = use, do, or test sth in order to see if it is good, suitable, etc.

4 ***need* + gerund** is a passive construction, e.g. *the car needs cleaning* = needs to be cleaned **NOT** ~~*needs to clean*~~

a Complete the sentence with a gerund or infinitive verb (with or without *to*) from the list.

call carry come do drive eat out
~~go out~~ take tidy wait work

I'm exhausted! I don't fancy going out tonight.

1 I suggest _____ a taxi to the airport tomorrow.
2 Even though the snow was really deep, we managed _____ to the local shop and back.
3 We'd better _____ some shopping – there isn't much food for the weekend.
4 I'm very impatient. I can't stand _____ in queues.
5 A young man kindly offered _____ my bags.
6 My parents used to make me _____ my room.
7 We threatened _____ the police if the boys didn't stop throwing stones.
8 Do you feel like _____ to the gym with me?
9 I'd prefer _____ instead of getting a takeaway.
10 I don't mind _____ late tonight if you want me to.

b Circle the correct form.

Your hair needs *cutting* / *to cut*. It's really long!

1 I'll never forget *to see* / *seeing* the Grand Canyon for the first time.
2 I need *to call* / *calling* the helpline. My computer has crashed.
3 Have you tried *to take* / *taking* a tablet to help you sleep?
4 I must have my keys somewhere. I can remember *to lock* / *locking* the door this morning.
5 I had to run home because I had forgotten *to turn* / *turning* the oven off.
6 Our house needs *to paint* / *painting*. Do you know any good house painters?
7 Did you remember *to send* / *sending* your sister a card? It's her birthday today.
8 We tried *to reach* / *reaching* the top of the mountain, but we had to turn back because of the bad weather.

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7A

Grammar Bank

past modals

must, may / might / could, can't / couldn't + have + past participle

1 I **must have left** my phone at Anna's. I definitely remember having it there. 7.1
You **must have seen** something. You were there when the accident happened.
2 Somebody **might have stolen** your wallet when you were getting off the train.
I wonder why she's not here. I suppose she **could have forgotten** about the meeting.
He still hasn't arrived. I **may not have given** him the right directions.
3 She **can't have gone** to work. Her car's still there.
You **couldn't have seen** their faces very clearly. It was too dark.

- We use *must*, *may / might / could*, or *can't / couldn't + have* + past participle to make deductions or speculate about past actions.

1 We use *must have* when we are almost sure that something happened or was true.
The opposite of *must have* is *can't have* **NOT** ~~*mustn't have*~~ – see 3.
2 We use *might / may / could + have* when we think it's possible that something happened or was true.

- We can also use *may / might not have* (but **NOT** ~~*couldn't have*~~) to talk about the possibility that something didn't happen. **NOT** ~~*I couldn't have given him the right directions.*~~

3 We use *can't have* and *couldn't have* when we are almost sure something didn't happen or that it is impossible. We only use *couldn't have* when the speculation is about the distant past, e.g. *They couldn't have been married. They both died young.*

should have / ought to have + past participle

We've gone the wrong way. We **should have turned** left at the traffic lights. 7.2
It's my fault. I **ought to have told** you earlier that my party was on Saturday.

- We use *should / shouldn't + have* + past participle to say that somebody didn't do the right thing, or to express regret or criticism.
We can use *ought / oughtn't to have* as an alternative to *should / shouldn't have*, e.g. *I ought to have told you earlier.*
- *must have* and *should have* have completely different meanings. Compare:
She should have phoned me. = I told her to phone me but she didn't.
and
She must have phoned me. = I'm sure she phoned me. I think that missed call was her number.

a Rewrite the **bold** sentences using *must / might (not) / can't + have* + verb.

I'm certain I left my umbrella at home.
I must have left my umbrella at home.

1 Alisha's crying. **Perhaps she's had an argument with her boyfriend.** *She...*
2 **I'm sure Ben has read my email.** I sent it first thing this morning. *Ben...*
3 **I'm sure Sam and Ginny haven't got lost.** They have satnav in their car. *They...*
4 **You saw Ellie yesterday? That's impossible.** She was in bed with flu. *You...*
5 **Perhaps Kenji didn't see you.** That's why he didn't say hello. *Kenji...*
6 **I'm sure Lucy has bought a new car.** I saw her driving a blue VW Golf! *Lucy...*
7 **I'm sure Alex wasn't very ill.** He was only off work for one day. *Alex...*
8 They didn't go to Tom's wedding. **Maybe they weren't invited.** *They...*
9 This tastes very sweet. **I'm sure you used too much sugar.** *You...*
10 **It definitely wasn't my phone** that rang in the cinema. Mine was on silent. *It...*

b Respond to the first sentence using *should / shouldn't have* or *ought / oughtn't to have* + a verb from the list.

buy drive go invite ~~learn~~ sit take write

A We couldn't understand anybody in Paris.
B You *should have learned* some French before going.
1 **A** Tom told me the date of his party, but I've forgotten it.
B You _____ it down.
2 **A** Sorry I'm late! The traffic was terrible.
B You _____ here. The metro is faster.
3 **A** Amanda was rude to everyone at my party.
B You _____ her. You know what she's like.
4 **A** I don't have any money left after going shopping.
B You _____ so many shoes.
5 **A** You look really tired.
B I know. I _____ to bed earlier last night.
6 **A** The chicken's still frozen solid.
B I know. You _____ it out of the freezer earlier.
7 **A** I think I've burned my face.
B I'm not surprised. You _____ in the sun all afternoon without any sun cream.

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verbs of the senses

look / feel / smell / sound / taste

1 You **look tired**. 7.9
That cake **smells good**!
These jeans don't **feel comfortable**.
2 Tim **looks like his father**.
Are you sure this is coffee? It **tastes like tea**.
This material **feels like silk** – is it?
3 She **looks as if she's been crying**.
It **smells as if something's burning**.
It **sounds as if it's raining**.
4 I saw Jane this morning. She **looked** sad.
I spoke to Jane this morning. She **seemed** sad.

1 We use *look*, *feel*, etc. + adjective.

2 We use *look*, *feel*, etc. + *like* + noun (phrase).

3 We use *look*, *feel*, etc. + *as if* + clause.

- You can use *...like* or *...as though* instead of *...as if*, e.g. *It sounds like / as though it's raining.*

4 We use *look* to describe the specific impression we get from someone's appearance. We use *seem* to describe a general impression we get (not necessarily appearance).

- *seem* can be followed by the same structures as *look*, e.g. *Mark seems like a nice man.*

feel like

feel like can also be used as a verb meaning *want / would like*. It is followed by a noun or a verb in the gerund, e.g. *I **feel like pasta** for lunch today.* (= I'd like pasta for lunch today). *I **don't feel like going** to bed.* (= I don't want to go to bed).

as

as is often used before *if* to talk about how something appears, sounds, feels, etc.: *It looks as if it's going to snow.* However, it is also used:

- to describe somebody or something's job or function: *She works as a nurse. You can use that box as a chair.*
- to compare people or things: *She's as tall as me now.*
- to give a reason: *As it was raining, we didn't go out.* (*as = because*)
- to say that something happened while something was happening: *As they were leaving, the postman arrived.* (*as = when / at the same time*)
- after *such* to give an example, e.g. *I like soft fruits, such as strawberries and raspberries.*

a Match the sentence halves.

1	That group sounds like	F	A her mother.
2	That boy looks		B a really nice place.
3	Nora looks like		C very soft.
4	That guitar sounds		D someone has been smoking in here.
5	Tom looks as if		E really sweet.
6	Our car sounds as if		~~F Coldplay.~~
7	Your new cashmere sweater feels		G too young to be drinking beer.
8	This apple tastes		H it's got coffee in it.
9	It smells as if		I roses.
10	Your perfume smells like		J it's going to break down any moment.
11	This cake tastes as if		K he's just run a marathon.
12	The restaurant seems like		L awful! You need to tune it.

b Circle the correct form.

Your boyfriend *looks* / *looks like* a rugby player. He's huge!

1 You've gone completely white. You *look* / *look as if* you've seen a ghost!
2 What's for dinner? It *smells* / *smells like* delicious!
3 I think John and Sofia have arrived. That *sounds* / *sounds like* their car.
4 Have you ever tried frogs' legs? Apparently, they *taste like* / *taste as if* chicken.
5 Are you OK? You *sound* / *sound as if* you've got a cold.
6 Can you put the heating on? It *feels* / *feels like* really cold in here.
7 You *seem* / *seem like* really happy. Does that mean you got the job?
8 Your new bag *feels* / *feels like* real leather. Is it?
9 Let's throw this milk away. It *tastes* / *tastes like* a bit off.
10 Can you close the window? It *smells* / *smells as if* someone is having a barbecue.

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8A

Grammar Bank

the passive (all forms); *have something done*; *it is said that..., he is thought to...*, etc.

the passive (all forms)

1 The trial **is being held** at the moment. 8.6
Jim **was arrested** last month.
We saw that one of the windows **had been broken**.
People used **to be imprisoned** for stealing bread.
He paid a fine to avoid **being sent** to jail.
2 People think he **was murdered by** his wife.
The body **was discovered by** a dog-walker.

1 We use the passive when we talk about an action but are not so interested in who or what does / did the action.

- To make the tense or form, we use the verb *be* + past participle, e.g. *Murderers are usually sentenced to life in prison. The prisoner will be released next month.* The tense changes are shown by the verb *be*, e.g. *are, will be*, etc.

2 To mention the person or thing that did the action (the agent), we use *by*. However, in the majority of passive sentences, the agent is not mentioned.

have something done (causative *have*)

1 I**'ve** just **had** my bank account **hacked**. 8.7
We **had** our passports **stolen** from our hotel room.
Have you ever **had** your car **vandalized**?
2 We**'ve** just **had** a burglar alarm **installed**.
You ought to **have** your locks **changed**.
We need to **have** the broken window **repaired**.

1 We can use *have something done* to refer to something (usually bad) that is done to us.

- Remember, *have* is the main verb, so it changes according to the tense. We use auxiliary verbs (*do*, *did*, etc.) to make questions and negatives.

2 This structure is also used to talk about something that we arrange (and usually pay) for someone to do for us, because we can't or don't want to do it ourselves.

it is said that..., he is thought to..., etc.

active	passive 8.8
1 They say that the fire was started deliberately.	**It is said that** the fire was started deliberately.
People think that the mayor will resign.	**It is thought that** the mayor will resign.
2 People say the man is in his 40s.	**The man is said to be** in his 40s.
The police believe he has left the country.	**He is believed to have left** the country.

- This formal structure is used especially in news reports with the verbs *know*, *tell*, *understand*, *report*, *expect*, *say*, *believe*, and *think*. It makes the information sound more impersonal.

1 We use *It is said*, *believed*, etc. + *that* + clause.

2 We use *He*, *The man*, etc. (i.e. the subject of the clause) + *is said*, *believed*, etc. + *to* + infinitive (e.g. *to be*) or perfect infinitive (e.g. *to have been*) when talking about the past.

a **Rewrite the sentence in the passive.**

The police caught the burglar immediately.
The burglar *was caught immediately.*

1 Somebody has stolen my phone.
My phone...
2 They are painting my house.
My house...
3 They'll hold a meeting to discuss the problem.
A meeting...
4 If they hadn't found the bomb, it would have exploded.
If the bomb...
5 Miranda thinks someone was following her last night.
Miranda thinks she...
6 I hate somebody waking me up when I'm fast asleep.
I hate...
7 They're going to close the local police station.
The local police station...

b **Complete the second sentence using *have something done*.**

I was mugged and my iPhone was stolen.
I *was mugged and I had my iPhone stolen.*

1 Tim's social media account was hacked.
Tim...
2 Has someone ever snatched your bag?
Have you ever...
3 They need to get someone to check the CCTV to make sure that it's working.
They...
4 Someone took our photo in front of the Colosseum.
We...
5 As a result of the burglary, they're going to pay someone to put in a safe.
As a result of the burglary, they...

c **Rephrase the sentence to make it more formal.**

People think the murderer is a woman.
It *is thought that the murderer is a woman.*
The murderer *is thought to be a woman.*

1 Police believe the burglar is a local man.
The burglar...
2 People say the muggers are very dangerous.
It...
3 Police think the robbers entered through an open window.
The robbers...
4 Police say the murderer has disappeared.
It...
5 Lawyers expect that the trial will last three weeks.
The trial...

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8B

reporting verbs

structures after reporting verbs

1 Jack **offered to drive** me to the airport. 8.10
I **promised not to tell** anybody.
2 Doctors **advise us to do** more exercise.
I **persuaded my sister not to go out** with George.
3 I **apologized for being** so late.
The police **accused Karl of stealing** the car.

- To report what other people have said, we can use *say* or a specific verb, e.g.

  'I'll drive you to the airport.'

  *Jack **said** he would drive me to the airport.* **OR**

  *Jack **offered** to drive me to the airport.*
- After specific reporting verbs, there are three different grammatical patterns (1–3 in the chart).
- In negative sentences, we use the negative infinitive (*not to do*) or the negative gerund (*not doing*), e.g. *He reminded me not to be late. She regretted not going to the party.*
- In group 3, we can use a perfect gerund with very little difference in meaning, e.g. *He admitted stealing the money. He admitted having stolen the money.*

Grammatical patterns after reporting verbs		
1 + *to* + infinitive	agree offer refuse promise threaten	(not) to do sth
2 + person + *to* + infinitive	advise persuade ask remind convince tell encourage warn invite	sb (not) to do sth
3 + *-ing* form	apologize (to sb) for insist on accuse sb of recommend admit regret blame sb for suggest deny	(not) doing sth

Verbs that use a *that* clause

With *agree*, *admit*, *deny*, *promise*, and *regret*, you can also use *that* + clause.

Leo admitted stealing the watch.

Leo admitted that he had stolen the watch.

a **Complete the sentence with the gerund or infinitive (with *to*) of the verb in brackets.**

The garage advised me to buy a new car. (buy)

1 Jamie insisted on _____ for the meal. (pay)
2 Lauren has agreed _____ late next week. (work)
3 I warned Rosa _____ those shoes to the park. (not wear)
4 The man admitted _____ the woman's handbag. (steal)
5 The doctor advised Lily _____ drinking coffee. (give up)
6 The boss persuaded Megan _____ the company. (not leave)
7 Freya accused me of _____ to steal her phone. (try)
8 I apologized to Evie for _____ her birthday. (not remember)
9 Did you manage to convince your parents _____ tonight instead of tomorrow? (come)
10 My neighbour denies _____ my car, but I'm sure it was him. (damage)

b **Complete the sentence using a reporting verb from the list and the correct form of the verb in brackets. Use an object where necessary.**

accuse invite ~~offer~~ promise recommend refuse remind suggest threaten

Diana said to me, 'I'll take you to the station.'
Diana offered to take me to the station. (take)

1 Ryan said, 'Let's go for a walk. It's a beautiful day.'
Ryan _____ for a walk. (go)
2 'You copied Anna's exam!' the teacher said to Simon.
The teacher _____ Anna's exam. (copy)
3 Sam's neighbour told him, 'I'll call the police if you have any more parties.'
Sam's neighbour _____ the police if he had any more parties. (call)
4 The children said, 'We aren't going to bed. It's much too early.'
The children _____ to bed. (go)
5 Caleb said to me, 'Would you like to have dinner with me?'
Caleb _____ dinner with him. (have)
6 Molly said to Jack, 'Don't forget to phone the electrician.'
Molly _____ the electrician. (phone)
7 Ricky said, 'I'll never do it again.'
Ricky _____ it again. (do)
8 Greta said, 'You really must try Giacobazzi's. It's a fantastic restaurant.'
Greta _____ Giacobazzi's. She said it was fantastic. (try)

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9A

Grammar Bank

clauses of contrast and purpose

clauses of contrast

1 **Although** / **Though** the advert said it would last for years, my dishwasher broke down after two months. 9.3
My dishwasher broke down after two months, **although** / **though** the advert said it would last for years.
My dishwasher broke down again, **even though** I'd had it repaired the week before.
My dishwasher has never broken down. I hardly ever use it, **though**.
2 **In spite of** / **Despite**...
her age, my mother is still very active.
being 85, my mother is still very active.
the fact that she's 85, my mother is still very active.

- We use *although*, *though*, *even though*, and *in spite of* or *despite* to express a contrast.

1 *although*, *though* and *even though* are usually used at the beginning or in the middle of a sentence.

- *though* is more informal than *although*.
- *even though* is stronger than *although* / *though* and is used to express a big or surprising contrast.
- *though* can also be used as an adverb, usually at the end of a sentence, after a comma. In this case, it means *however*.

2 After *in spite of* or *despite*, we can use a noun, a verb in the *-ing* form, or *the fact that* + subject + verb.

- Remember not to use *of* after *despite*. **NOT** ~~*Despite of the rain,...*~~

clauses of purpose

1 I went to the bank **to** / **in order to** / **so as to** ask for a loan. 9.4
2 I went to the bank **for** a meeting with my bank manager.
3 I went to the bank **so that** I could talk to the manager in person.
4 I wrote down what he said **so as not to** / **in order not to** forget it.

- Use *to*, *in order to*, *so as to*, *for*, and *so that* to express purpose.

1 After *to*, *in order to*, and *so as to*, use an infinitive.

- *in order to* and *so as to* are more formal than *to*.

2 Use *for* + a noun, e.g. *for a meeting*.

- You can also use *for* + gerund to describe the exact purpose of a thing, e.g. *This liquid is for cleaning metal.*

3 After *so that*, use a subject + modal verb (*can*, *could*, *would*, etc.).

- When there is a change of subject in a clause of purpose, we use *so that*, e.g. *We bought a new car so that the children would have more space.* **NOT** ~~*to / in order to / so as to the children...*~~ This is the only way of expressing purpose when there is a change of subject.

4 To express a negative purpose, use *so as not to* or *in order not to*, e.g. *I wrote down what he said in order not to forget it.* **NOT** ~~*...to not forget it.*~~

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

We're very happy in our new house, though there's a lot to do.

1 We loved the film, _____ the fact that it was nearly three hours long!
2 Carl doesn't like spending money, _____ though he's very well off.
3 They went down to the harbour _____ see if they had fresh fish.
4 I'll make a list, so _____ not to forget anything.
5 My mother called the doctor's in _____ to make an appointment.
6 The cake tasted good, in _____ of not looking like the photo in the recipe book.
7 I've put the heating on quite high, so _____ the house will warm up quickly.
8 I must say that, _____ the service was poor, the meal was delicious.
9 I stopped at a motorway café _____ a quick meal before continuing on my journey.
10 He really isn't very fit. He sometimes manages to cycle to work, _____.

b Rewrite the sentences.

Despite not getting very good reviews, the book sold really well.

Even though the book didn't get very good reviews, it sold really well.

1 We stayed at a bed and breakfast so as not to spend too much money on accommodation.
We stayed at a bed and breakfast so that...
2 Despite earning a fortune, she drives a very old car.
Although...
3 Everyone enjoyed the film, even though the ending was sad.
Everyone enjoyed the film, in spite of...
4 The plane managed to land despite the terrible weather conditions.
The plane managed to land, even though...
5 I told her I enjoyed the meal she had cooked me, so that I wouldn't offend her.
I told her I enjoyed the meal she had cooked me, so as...
6 The police closed the roads so as to allow the president's car through safely.
The police closed the roads in order...

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uncountable and plural nouns

uncountable nouns

1 The **weather** is fantastic there and there's very little **traffic**, so you can walk everywhere.
The **scenery** is beautiful here, but it's spoiled by all the **rubbish** people leave.
2 Could you give me **some advice** about where to stay?
One useful **piece of advice** is to get a travel card.
3 The new opera house is made mainly of **glass**.
Can I have **a glass** of tap water, please?

9.11

1 The following nouns are always uncountable: *accommodation*, *behaviour*, *health*, *politics* (and other words ending in *-ics*, e.g. *athletics*, *economics*), *progress*, *rubbish*, *scenery*, *traffic*, *weather*, *work*.

- Uncountable nouns don't have a plural form, and they use a singular verb. **NOT** ~~*The sceneries are beautiful here.*~~
- Don't use *a* / *an* with uncountable nouns. **NOT** ~~*There's a terrible traffic this evening.*~~

2 These nouns are also uncountable: *advice*, *bread*, *equipment*, *furniture*, *homework*, *information*, *luck*, *luggage*, *news*, *research*, *toast*. With these, you can use *a piece of* to talk about an individual item.

3 Some nouns can be either countable (C) or uncountable (U), but the meaning changes, e.g. *a glass* (C) = the thing you drink out of; *glass* (U) = the material used to make windows. Other examples: *business*, *iron*, *light*, *paper*, *space*, *time*.

plural and collective nouns

1 One of the best museums is on **the outskirts** of the city.
My **clothes are** filthy. I'll put on **some clean trousers** / I'll put on **a pair of clean trousers**.
2 The hotel **staff are** very efficient.
The **cabin crew are coming round** with the drinks trolley in just a few minutes.

9.12

1 *arms* (= guns, etc.), *belongings*, *clothes*, *manners*, *outskirts*, *scissors*, and *trousers* / *shorts* are plural nouns with no singular. They need a plural verb, and they can't be used with *a* / *an*.

- If the word refers to something with two parts, e.g. *scissors*, *shorts*, *trousers*, etc., it can be used with *a pair of* or *some*.

2 *crew*, *family*, *government*, *police*, *staff*, *team*, etc. are collective nouns and refer to a group of people. We use them with a singular verb when we are referring to the group, e.g. *My family is very big*, but they can also be used with a plural verb when we are thinking of the people as individuals, e.g. *My family are all very talkative*.

- *police* is always used with a plural verb.

a **Circle the correct form. Tick (✓) if both are correct.**

The traffic *is* / *are* awful during the rush hour.

1 Athletics *is* / *are* my favourite sport.
2 I bought *a pair of* / *some* new jeans.
3 Harvey's clothes *look* / *looks* really expensive.
4 The flight crew *work* / *works* hard to make passengers comfortable.
5 I found out *some* / *a piece of* interesting information at the meeting.
6 Could I have *a paper* / *a piece of paper* to write down the new words?
7 I think I'll have *a* / *some* time after lunch to help you with that report.
8 I've got *a* / *some* good news for you about your job application.
9 We've made a lot of *progress* / *progresses* this term.
10 Hello, Reception? Do you have *an* / *some* iron I could use?

b **Right (✓) or wrong (✗)? Correct the mistakes in the highlighted phrases.**

Our accommodation isn't satisfactory. ✓
The news are good. ✗ *The news is*

1 We had a beautiful weather when we were on holiday.
2 They have some lovely furnitures in their house.
3 My brother gave me a useful piece of advice.
4 Do you have a scissors? I need to wrap this present.
5 The hotel staff are real professionals.
6 I need to buy a new trousers for my interview tomorrow.
7 Your glasses are really dirty. Can you see anything?
8 The homeworks were very difficult last night.
9 There isn't any more space in my suitcase. Can I put this jacket in yours?
10 The police is sure that they know who was responsible for the vandalism.

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10A

Grammar Bank

quantifiers: *all*, *every*, *both*, etc.

all, *every*, *most*

1 **All** animals need food. 10.6
All fruit contains sugar.
All (**of**) **the** scientists at the conference agree with the theory.
The animals **all** look sad.
The animals are **all** healthy.
2 **Everybody** is here.
Everything is very expensive.
3 **Most people** live in cities.
Most of the people in this class are women.
4 **All of us** work hard and **most of us** come to class every week.
5 **Every** room has a bathroom.
I work **every** Saturday.

1 We use *all* or *all* (*of*) *the* + a plural or uncountable noun.
- *all* = in general, *all* (*of*) *the* = specific
- *all* can be used before a main verb (and after *be*).

2 We use *everybody* / *everything* (= all people, all things) + singular verb, e.g. *Everything is very expensive.* **NOT** ~~*All is very expensive.*~~
- We sometimes use *not* before *everybody* / *everything*, etc., e.g. *Not everybody likes sunbathing.*

3 We use *most* to say *the majority*; *most* = general, *most of* = more specific.

4 We often use *all* / *most of* + an object pronoun, e.g. *all of us*, *most of them*, *all of you*, *most of it*.

5 Use *every* + singular countable noun to mean 'all of a group'.

every and *all* + time expressions

Note the difference between *every* and *all* + time expressions.
every day = Monday to Sunday
all day = from morning to night

no, *none*, *any*

1 Is there **any** milk? Sorry, there's **no** milk. 10.7
There **isn't any** (milk).
2 **A** Is there **any** food?
B No, **none**. / There's none. But **none of us** are hungry.
3 Come **any** weekend!
Anyone can come.

1 We use *no* + a noun after a ⊞ verb, or *any* + noun after a ⊟ verb, to refer to zero quantity.

2 We use *none* in short answers, or with a ⊞ verb to refer to zero quantity. We can also use *none* + *of* + pronoun / noun.

3 We use *any* (and *anything*, *anyone*, etc.) and a ⊞ verb to mean it doesn't matter what, who, etc.

both, *neither*, *either*

1 **Both** Pierre **and** Marie Curie were scientists. **Neither** Pierre **nor** Marie Curie was (were) aware of the dangers of radiation. 10.8
Marie Curie wanted to study **either** physics **or** mathematics.
In the end, she studied the two subjects.
2 She and her husband **both** won Nobel Prizes.
Pierre and Marie were **both** interested in radium.
3 **Both of them** won the Nobel Prize.
Neither of them realized how dangerous radium was.

1 We can use *both…and…*, *neither…nor…*, and *either…or…* to join two nouns, verbs, or other kinds of expressions.

Use *both…and…* + nouns to talk about two people / things, etc., when they are the same. The verb is always plural.

Use *neither…nor* + nouns to refer to two people / things, etc., when you mean not the one and not the other. You can use either a singular or plural verb. *Neither John nor his brother live / lives at home.*

Use *either…or…* to talk about a choice between two alternatives.

2 When *both* refers to the subject of a clause, it can also be used before a main verb but after *be*.

3 We often use *both* / *either* / *neither* + *of* + object pronoun, e.g. *us*, *them*, etc., or + *of the* + noun.

a Circle the correct word or phrase.

We've eaten *all the* / *all* cake.

1 *Most of* / *Most* my family live near me.
2 *All* / *Everything* is ready for the party. We're just waiting for the guests to arrive.
3 *Most* / *Most of* people enjoy the summer here, but for some it's too hot.
4 Gina goes dancing *all* / *every* Friday night.
5 We haven't got *any* / *no* onions for the soup.
6 *Any* / *None* of us want to go out tonight. We're all exhausted.
7 *Nobody* / *Anybody* can go to the festival. It's free.
8 I've got two very close friends, but unfortunately *either* / *neither* of them lives near me.
9 I'd like to have a bigger table, but there's *no* / *none* room in my kitchen.

b Right (✓) or wrong (✗)? Correct the wrong sentences.

Both Mike and Amir passed the exam. ✓
He neither watches the news or reads a newspaper. ✗
He neither watches the news nor reads a newspaper.

1 Both the kitchen and the bathroom needs cleaning.
2 The food wasn't cheap nor tasty.
3 I have two children, but neither of them look like me.
4 My sister and I both were late for school.
5 It's or Jane's or Karen's birthday today.
6 Neither the food nor the service in this restaurant is good enough for what they charge.
7 Neither my best friends called to see how I was.
8 We can walk either or take the bus.
9 My parents love horses, and both of them ride every day.
10 We can go on holiday either in July or in August.

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10B

Grammar Bank

articles

basic rules: *a / an / the*, no article

1 My neighbour has just got **a** dog and **a** cat. 10.11
The dog is **an** Alsatian and **the** cat is **a** Siamese.
Jack got into **the** car and drove to **the** town hall.
2 **Children** are often better than **adults** at new technology.
I don't like **sport** or **classical music**.
3 Last night I came home late and went straight **to bed**.

1 Use *a* or *an* when you mention somebody or something for the first time or say who or what somebody or something is. Use *the* when it's clear who or what somebody or something is (e.g. it has been mentioned before, or it's unique, i.e. the only one that exists or that you own).
2 Don't use an article to speak in general with plural and uncountable nouns.
3 Don't use an article in phrases like *at home / work*, *go / come home / to bed*, *next / last* (*week*), etc.

institutions

My father's **in hospital**. 10.12
They're building **a new hospital** in my town.
He was sent **to prison** for two years.
My grandmother used to work in **the prison** as a cleaner.

- With words like *prison*, *church*, *school*, *hospital*, and *university*, don't use an article when you are thinking about the institution and the normal purpose it is used for. If you are just thinking about the building, use *a* or *the*.

more rules: geographical names

1 **Tunisia** is in **North Africa**. 10.13
2 **Selfridges**, one of London's biggest department stores, is in **Oxford Street**.
3 **Lake Victoria** and **Mount Kilimanjaro** are both in Africa.
4 **The River Danube** flows into **the Black Sea**.
5 **The National Gallery** and **the British Museum** are London tourist attractions.

- We **don't normally use** *the* with the names of:

1 most countries, continents, and regions ending with the name of a country / continent (e.g. *North America*, *South East Asia*), islands, states, provinces, towns, and cities (exceptions: *the USA*, *the UK / United Kingdom*, *the Netherlands*, *the Czech Republic*).
2 roads, streets, parks, bridges, shops, and restaurants (exceptions: motorways and numbered roads: *the M6*, *the A25*).
3 individual mountains and lakes.

- We **normally use** *the* with the names of:

4 mountain ranges, rivers, seas, canals, deserts, and island groups.
5 the names of theatres, cinemas, hotels, galleries, and museums.

a Circle the correct article.

James bought *a* / *the* / *(–)* new suit at the weekend.

1 The weather was awful, so we stayed at *a* / *the* / *(–)* home.
2 *A* / *The* / *(–)* washing machine we bought last week has stopped working already.
3 I love reading *a* / *the* / *(–)* historical novels.
4 Maya had had an exhausting day, so she went to *a* / *the* / *(–)* bed early.
5 I saw a man walking with a woman in the park. *A* / *The* / *(–)* woman was crying.
6 The teachers are on strike, so the children aren't going to *a* / *the* / *(–)* school.
7 Turn left immediately after *a* / *the* / *(–)* church and go up the hill.
8 My neighbour's in *a* / *the* / *(–)* prison because he didn't pay his taxes.
9 People are complaining because the council have refused to build *a* / *the* / *(–)* new school.
10 Visitors are not allowed to enter *a* / *the* / *(–)* hospital after 7 p.m.

b Complete the sentence with *the* or (–).

They're going to the USA to visit family.

1 _____ Sicily is the largest island in _____ Mediterranean.
2 Cairo is on _____ River Nile.
3 We didn't have time to visit _____ Louvre when we were in Paris.
4 _____ south-west England is famous for its beautiful countryside and beaches.
5 _____ Mont Blanc is in _____ Alps.
6 The largest inland lake is _____ Caspian Sea.
7 We stayed at _____ Palace Hotel while we were in Madrid.
8 *Romeo and Juliet* is on at _____ Globe Theatre.
9 Pico d'Aneto is the highest mountain in _____ Pyrenees.
10 I've always wanted to visit _____ India.

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Illnesses and injuries

Vocabulary Bank

1 Minor illnesses and conditions

a Match the sentences with the pictures.

She has / She's got...

- a **cough** /kɒf/
- a **headache** /'hedeɪk/ (backache, earache, stomach ache, toothache)
- a **rash** /ræʃ/
- a **temperature** /'temprətʃə/
- **sunburn** /'sʌnbɜːn/
- She's **being sick**. / She's **vomiting** /'vɒmɪtɪŋ/.
- She's **sneezing** /'sniːzɪŋ/.
- Her ankle's **swollen** /'swəʊlən/.
- Her back **hurts** /hɜːts/. / Her back **aches** /eɪks/.
- Her finger's **bleeding** /'bliːdɪŋ/.



b 2.1 Listen and check.

c Match the illnesses and conditions with their cause or symptoms.

1 B He has **a sore throat**. /sɔː θrəʊt/
2 He has **diarrhoea**. /daɪə'rɪə/
3 He **feels sick**. /'fiːlz sɪk/
4 He's **fainted**. /'feɪntɪd/
5 He has a **blister** /'blɪstə/ on his foot.
6 He has **a cold**. /ə kəʊld/
7 He has **flu**. /fluː/
8 He feels **dizzy**. /'dɪzi/
9 He's **cut himself**. /kʌt hɪm'self/

A He has a temperature and he aches all over.
~~B It hurts when he talks or swallows food.~~
C It's so hot in the room that he's lost consciousness.
D He's been to the toilet five times this morning.
E He feels that he's going to vomit.
F He's sneezing a lot and he has a cough.
G He feels that everything is spinning round.
H He's been walking in uncomfortable shoes.
I He's bleeding.

d 2.2 Listen and check.

2 Injuries and more serious conditions

a Match the injuries with their causes or symptoms.

1 C He's **unconscious**. /ʌn'kɒnʃəs/
2 He's had an **allergic reaction**. /ə'lɜːdʒɪk ri'ækʃn/
3 He's **sprained** his ankle. /spreɪnd/
4 He has **high** (low) **blood pressure**. /'blʌd ˌpreʃə/
5 He has **food poisoning**. /'fuːd ˌpɔɪzənɪŋ/
6 He's **choking**. /'tʃəʊkɪŋ/
7 He's **burnt** himself. /bɜːnt/

A He spilt some boiling water on his hand.
B He fell badly and now it's swollen.
~~C He's breathing, but his eyes are closed and he can't hear or feel anything.~~
D It's 180 over 140 (or 18 over 14).
E He ate some prawns that were off.
F He was eating a steak and a piece got stuck in his throat.
G He was stung by a wasp and now he has a rash and has difficulty breathing.

Common treatments for...

a cut minor: put a plaster on it (*AmE* band aid) and antiseptic cream; major: have stitches
headaches take painkillers
an infection take antibiotics
a sprained ankle put ice on it and bandage it
an allergic reaction take antihistamine tablets or use cream

b 2.3 Listen and check.

ACTIVATION Cover the causes and symptoms in **1c** and **2a**. Say the illnesses, injuries, or conditions.

3 Phrasal verbs connected with illness

a Match the **bold** phrasal verbs to their meanings.

Please **lie down** on the couch. I'm going to examine you.
After two hours queuing in the sun, I **passed out**, and when I **came round** I was lying on the floor.
It often takes a long time to **get over** flu.
A few minutes after drinking the liquid I had to run to the bathroom to **throw up**.

1 _____ faint
2 _____ put your body in a horizontal position
3 _____ vomit, be sick
4 _____ get better / recover from sth
5 _____ become conscious again

b 2.4 Listen and check.

p.18

Clothes and fashion

1 Describing clothes

a Match the adjectives and pictures.

Fit

- loose /luːs/
- tight /taɪt/

Style

- hooded /ˈhʊdɪd/
- long-sleeved /lɒŋ ˈsliːvd/
- polo-neck /ˈpəʊləʊ nek/
- sleeveless /ˈsliːvləs/
- V-neck /ˈviː nek/

Pattern

- checked /tʃekt/
- patterned /ˈpætənd/
- plain /pleɪn/
- spotted /ˈspɒtɪd/
- striped /straɪpt/



b 2.12 Listen and check.

c Match the phrases and pictures.

Materials

- a **cotton** vest /ˈkɒtn/
- a **denim** waistcoat /ˈdenɪm/
- a **fur** collar /fɜː/
- a **lace** top /leɪs/
- a **linen** suit /ˈlɪnɪn/
- a **Lycra** swimsuit /ˈlaɪkrə/
- a **silk** scarf /sɪlk/
- a **velvet** bow tie /ˈvelvɪt/
- a **wool(len)** cardigan /ˈwʊl(ən)/
- **leather** sandals /ˈleðə/
- **suede** boots /sweɪd/



d 2.13 Listen and check.

ACTIVATION Cover the words and phrases. Describe the items.

wear* and *dress

Be careful with the difference between *wear* and *dress*. Compare:

*My partner doesn't **dress** very stylishly.*
*My partner doesn't **wear** very stylish clothes.*
*She usually **dresses** in black.*
*She usually **wears** black (clothes).*
*They **dress** their children in jeans and T-shirts.*
*The children **wear** jeans and T-shirts.*

2 Adjectives to describe style

a Complete the sentences with an adjective.

casual /ˈkæʒʊəl/ classic /ˈklæsɪk/
old-fashioned /əʊld ˈfæʃənd/
scruffy /ˈskrʌfi/ smart /smɑːt/

1 She always wears _____ clothes to work – she hates dressing formally.
2 He looks really _____. His clothes are old and a bit dirty.
3 Jane looked very _____ in the new suit she'd bought for the interview.
4 That tie's a bit _____! Is it your dad's?
5 I like wearing _____ clothes that don't go out of fashion.

fashionable*, *trendy*, and *stylish

fashionable is a general adjective, and means following a style that is popular at a particular time.
trendy is very similar, but is more informal.
stylish means fashionable and attractive.

b 2.14 Listen and check.

ACTIVATION Say one item you own for each adjective in the list.

3 Verbs & verb phrases

a Match the sentences.

1 C I'm going to dress up tonight.
2 Please hang up your coat.
3 These jeans don't fit me.
4 That skirt really suits you.
5 Your bag matches your shoes.
6 I need to get changed.
7 Hurry up and get undressed.
8 Get up and get dressed.
9 That tie doesn't really go with your shirt.

A Don't leave it on the chair.
B I've just spilt coffee on my shirt.
~~C I'm going to a party.~~
D They don't look good together.
E It's bath time.
F They're too small.
G They're almost the same colour.
H You look great in it.
I Breakfast is on the table.

b 2.15 Listen and check.

ACTIVATION Cover 1–9. Look at A–I and remember the matching sentences.

p.22

Air travel

Vocabulary Bank

1 At the airport

a Match the words and definitions.

1 A **airport terminal**
2 **bag(gage) drop**
3 **baggage reclaim**
4 **check-in desk**
5 **customs**
6 **departures board**
7 **gate**
8 **runway**
9 **security**
10 **VIP lounge**

~~A a building at an airport divided into **Arrivals** and **Departures** (**domestic and international** flights)~~

B an electronic display showing **flight times** and if the flight is **on time**, **boarding**, **closed**, or **delayed**

C where you give in any checked-in **luggage** (bags, cases, etc.) and are given a **boarding pass if you don't already have one**

D where you take your luggage to check it in if you already have your boarding pass

E where they check that you are not trying to take prohibited items (e.g. **liquids** or **sharp objects**) onto the plane, by **scanning** your **hand luggage** and making you walk through a metal detector

F where passengers who are travelling **business** or **first class** can wait for their flight

G where you show your boarding pass and ID and **board** your flight

H where planes **take off** and **land**

I where you **collect** your luggage on arrival, and where there are usually **trolleys** for carrying heavy cases

J where your luggage may be **checked** to see if you are bringing **illegal goods** into the country

b **3.5** Listen and check.

ACTIVATION Cover the words and look at the definitions. Say the words.

2 On board

a Complete the text with the words in the list.

~~aisle~~ /aɪl/ cabin crew /'kæbɪn kruː/ connecting flight /kə'nektɪŋ flaɪt/ direct flights /də'rekt flaɪts/ jet lag /dʒet læg/ long-haul flights /lɒŋ hɔːl 'flaɪts/ row /rəʊ/ seat belts /siːt belts/ turbulence /'tɜːbjələns/

I often fly to Bolivia on business. I always choose an [1]aisle seat, so that I can get up and walk around more easily. My favourite place to sit is the emergency exit [2]_____ so I have more legroom.

Sometimes there's [3]_____ when the plane flies over the Andes, which I don't enjoy, and the [4]_____ tell the passengers to fasten their [5]_____.

There aren't any [6]_____ to La Paz from London, so I usually have to get a [7]_____ in Madrid. Whenever I take [8]_____ I always suffer from [9]_____ because of the time difference and I feel tired for several days.

b **3.6** Listen and check.

ACTIVATION Cover the words in the list. Read the text aloud with the correct words in the gaps.

3 Travel, trip, or journey?

a Complete the sentences with *travel*, *trip*, or *journey*.

1 Have a good trip! Hope the weather's great!
2 **A** Did you have a good _____ here?
B No, my flight was delayed for six hours.
3 Do you have to _____ much in your job?
4 We're going on a five-day _____ to the mountains.

b **3.7** Listen and check. Which word...?

1 is normally used as a verb
2 just refers to going from one place to another
3 covers going somewhere, staying there, and coming back.

4 Phrasal verbs related to air travel

a Complete the sentences with a phrasal verb from the list in the past tense.

check in ~~drop off~~ fill in get off
get on pick up (x2) take off

1 My husband dropped me off at the airport two hours before the flight.
2 I _____ _____ online the day before I was going to fly.
3 As soon as I _____ _____ the plane, I put my bag in the overhead locker.
4 The plane _____ _____ late because of the bad weather.
5 When I _____ _____ my luggage at baggage reclaim, I bumped into an old friend who had been on the same flight.
6 I _____ _____ the immigration form for the USA, which the cabin crew gave me shortly before landing.
7 When I _____ _____ the plane I felt exhausted after the long flight.
8 My flight arrived really late at night, but luckily, a friend _____ me _____ at the airport.

b **3.8** Listen and check. p.28

Adverbs and adverbial phrases

1 Confusing adverbs and adverbial phrases

a Match each pair of adverbs with a pair of sentences. Then decide which adverb goes where and write it in the **Adverbs** column.

- **at the moment / actually**
- **especially / specially**
- **ever / even**
- **hard / hardly**
- **in the end / at the end**
- **late / lately**
- **near / nearly**
- **still / yet**

1 Have you ___ been to the USA?
I've been all over the USA – I've ___ been to Alaska!

2 I hate it when people arrive ___ for meetings.
I haven't heard from Mike ___. He must be very busy.

3 ___ of a film, I always stay and watch the credits roll.
I didn't want to go, but ___ they persuaded me.

4 I love most kinds of music, but ___ jazz.
My wedding dress was ___ made for me by a dressmaker.

5 She looks younger than me, but ___ she's two years older.
___ they're renting a flat, but they're hoping to buy one soon.

6 I've ___ finished my book. I'm on the last chapter.
Excuse me, is there a bank ___ here?

7 Have you found a job ___?
He's 35, but he ___ lives with his parents.

8 He trains very ___ – at least three hours a day.
It's incredibly foggy. I can ___ see anything.

Adverbs

ever
even
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____



b 3.15 Listen and check.

ACTIVATION Cover the adverbs column and look at the sentences. Say the adverbs.

2 Comment adverbs

a Read the sentences. Then match the **bold** adverbs with definitions 1–8.

I thought the job was going to be difficult, but **in fact** it's quite easy. /ɪn 'fækt/

It took us over five hours to get there, but **eventually** we were able to relax. /ɪ'ventʃuəli/

Ideally, we'd go to Australia if we could afford it. /aɪ'di:əli/

Basically, it's quite a simple idea. /'beɪsɪkli/

I thought they'd broken up, but **apparently**, they're back together again. /ə'pærəntli/

I'm **certainly** never going back to that restaurant. It was awful! /'sɜ:tnli/.

She's only 14, so **obviously** she can't stay at home on her own. /'ɒbviəsli/

She's been ill for weeks, but **gradually** she's beginning to feel better. /'grædʒuəli/

1 ideally in a perfect world
2 _____ the truth is; actually (used to emphasize something, especially the opposite of what was previously said)
3 _____ in the main and most important way
4 _____ clearly (used to give information you expect other people to know or agree with)
5 _____ little by little
6 _____ according to what you have heard or read
7 _____ without doubt
8 _____ in the end; after a series of events or difficulties

b 3.16 Listen and check.

ACTIVATION Cover the definitions and look at the sentences. Say what the adverbs mean.

p.33

Weather

Vocabulary Bank

1 What's the weather like?

a Put the words or phrases in the correct place in the chart.

below zero /bɪ'ləʊ 'zɪərəʊ/ boiling /'bɔɪlɪŋ/ breeze /briːz/ chilly /'tʃɪli/ ~~cool~~ /kuːl/ damp /dæmp/ drizzling /'drɪzlɪŋ/ freezing /'friːzɪŋ/ humid /'hjuːmɪd/ mild /maɪld/ pouring /'pɔːrɪŋ/ (with rain) showers /'ʃaʊəz/ warm /wɔːm/

1 It's cool. (quite cold) 2 It's _____. (unpleasantly cold)	5 It's _____. (pleasant and not cold) 6 It's _____. (a pleasantly high temperature)	8 It's _____. (warm and wet but not raining) 9 It's _____. (cold and slightly wet) 10 It's _____. (raining lightly)	13 There's a _____. (a light wind)
It's cold. ❄	It's hot. ☀	It's raining / wet. 💧	It's windy. 💨
3 It's _____. (very cold) 4 It's _____. (–10°)	7 It's _____ / It's scorching. (unpleasantly hot)	11 There are _____. (raining intermittently) 12 It's _____. (raining a lot)	

b Complete the sentences with *fog*, *mist*, and *smog*.

When the weather's foggy or misty, or there's smog, it is difficult to see.

1 _____ isn't usually very thick, and it often occurs in the mountains or near the sea.

2 _____ is thicker, and can be found in towns and in the country.

3 _____ is caused by pollution and usually occurs in big cities.



c 4.3 Listen and check **a** and **b**.

2 Extreme weather

a Match the words and definitions.

blizzard /'blɪzəd/ drought /draʊt/ flood /flʌd/ hail /heɪl/ ~~heat~~wave /'hiːtweɪv/ hurricane /'hʌrɪkən/ lightning /'laɪtnɪŋ/ monsoon /mɒn'suːn/ thunder /'θʌndə/

1 heatwave (*noun*) a period of unusually hot weather

2 _____ (*noun*) a long, usually hot, dry period when there is little or no rain

3 _____ (*noun* and *verb*) small balls of ice that fall like rain

4 _____ (*noun*) a flash of very bright light in the sky caused by electricity

5 _____ (*noun* and *verb*) the loud noise that you hear during a storm

6 _____ (*noun*) a snow storm with very strong winds

7 _____ (*verb* and *noun*) when everything becomes covered with water

8 _____ (*noun*) a violent storm with very strong winds (also *cyclone*, *tornado*, *typhoon*)

9 _____ (*noun*) the season when it rains a lot in southern Asia

b 4.4 Listen and check.

ACTIVATION Cover the weather words and look at the definitions. Say the weather words.

3 Adjectives to describe weather

a Complete the weather forecast with these adjectives.

bright /braɪt/ changeable /'tʃeɪndʒəbl/ clear /klɪə/ heavy /'hevi/ icy /'aɪsi/ settled /'setld/ (= not likely to change) ~~strong~~ /strɒŋ/ sunny /'sʌni/ thick /θɪk/

In the north of England and Scotland it will be very cold, with [1]strong winds and [2]_____ rain. There will also be [3]_____ fog in the hills and near the coast, though it should clear by midday. Driving will be dangerous as the roads will be [4]_____. However, the south of England and the Midlands will have [5]_____ skies and it will be [6]_____ and sunny, though the temperature will still be quite low. Over the next few days, the weather will be [7]_____, with some showers, but occasional [8]_____ periods. It should become more [9]_____ over the weekend.

b 4.5 Listen and check.

ACTIVATION What kind of weather do you associate with the different seasons where you live?

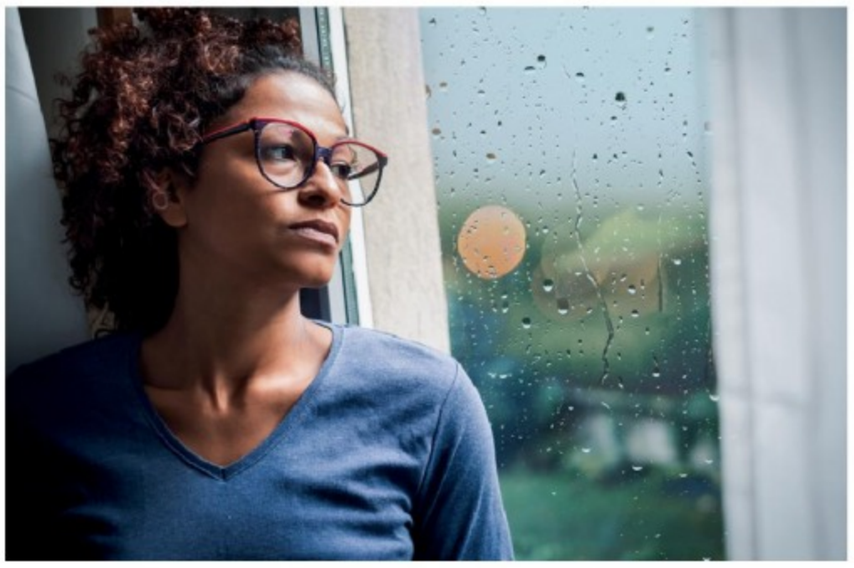
p.40

Feelings

1 Adjectives

a Match the feelings and the situations.

1 J ‘I’m very **offended**.’ /əˈfendɪd/
2 ‘I feel a bit **homesick**.’ /ˈhəʊmsɪk/
3 ‘I’m quite **disappointed**.’ /dɪsəˈpɔɪntɪd/
4 ‘I’m very **lonely**.’ /ˈləʊnli/
5 ‘I’m incredibly **proud**.’ /praʊd/
6 ‘I’m really **fed up**.’ /fed ˈʌp/
7 ‘I’m very **grateful**.’ /ˈgreɪtfl/
8 ‘I’m very **upset**.’ /ʌpˈset/
9 ‘I’m so **relieved**.’ /rɪˈliːvd/
10 ‘I feel really **miserable**.’ /ˈmɪzrəbl/



A You discover that your beloved dog has disappeared.
B You’ve been stuck at home all weekend and it’s been raining.
C A stranger gives you a lot of help with a problem.
D You are abroad and you think someone has stolen your passport, but then you find it.
E You don’t get a job you were hoping to get.
F You go to study abroad and you’re missing your family and friends.
G You move to a new town and don’t have any friends.
H You’ve been doing the same job for ages and it’s really boring.
I Someone in your family wins an important prize.
~~J A friend doesn’t invite you to his wedding.~~

b **5.4** Listen and check.

2 Strong adjectives

a Match the strong adjectives describing feelings with their definitions.

astonished /əˈstɒnɪʃt/ bewildered /bɪˈwɪldəd/
delighted /dɪˈlaɪtɪd/ desperate /ˈdespərət/
devastated /ˈdevəsteɪtɪd/ horrified /ˈhɒrɪfaɪd/
overwhelmed /əʊvəˈwelmd/ ~~stunned~~ /stʌnd/ thrilled /θrɪld/

1 *stunned* very surprised and unable to move or react
2 _____ extremely upset
3 _____ very happy and excited
4 _____ incredibly pleased
5 _____ (SYN *amazed*) very surprised
6 _____ with little hope, and ready to do anything to improve the situation
7 _____ feeling such strong emotions that you don’t know how to react
8 _____ extremely confused
9 _____ extremely shocked or disgusted

b **5.5** Listen and check.

ACTIVATION Make true sentences for five of the adjectives in **1a** and **2a**.

3 Informal words and expressions

a Look at the highlighted words and phrases and try to work out their meaning.

1 B I was scared stiff when I heard the bedroom door opening. /skeəd stɪf/
2 You look a bit down. What’s the problem? /daʊn/
3 I’m absolutely shattered. I want to relax and put my feet up. /ˈʃætəd/
4 I was completely gobsmacked when I heard that Tina was getting married! /ˈgɒbsmækt/
5 I’m sick of hearing you complain about your job. /ˈsɪk əv/
6 When England missed the penalty in the last minute, we were absolutely gutted. /ˈgʌtɪd/

b Match the words and phrases to the feelings.

A sad or depressed
~~B terrified~~
C extremely disappointed
D exhausted
E fed up or irritated with
F astonished

c **5.6** Listen and check.

ACTIVATION Cover the sentences in **a**. Look at the feelings in **b**. Remember the informal words and expressions.

p.49

Verbs often confused



a Complete the verbs column with the correct verb in the correct form.

Verbs			
argue / discuss	1	*discuss* (= talk about sth)	I need to ___ the problem with my boss.
	2	_____ (= speak angrily to sb)	I often ___ with my partner about doing housework.
notice / realize	3	_____ (= understand fully, become aware of sth)	I didn't ___ you were so unhappy.
	4	_____ (= see, observe)	I didn't ___ that Karen had changed her hair colour.
avoid / prevent	5	_____ (= try not to do something)	Jack always tries to ___ arguing with me.
	6	_____ (= stop)	My dad can't ___ me from seeing my friends.
lend / borrow	7	_____ (= give sth to sb that you want them to give back)	When are you going to pay me back the £50 that I ___ you?
	8	_____ (= ask for sth that you intend to give back)	Could I ___ your car tonight? I know you're not using it.
mind / matter	9	_____ (= get annoyed or upset)	My parents don't ___ if I stay out late.
	10	_____ (= be a problem)	It doesn't ___ if we're five minutes late.
remember / remind	11	_____ (= help sb to remember)	Can you ___ me to call my mum later?
	12	_____ (= not forget)	___ to turn off the lights before you go.
expect / wait	13	_____ (= think that sth will happen)	I ___ that Dan will forget our anniversary. He always does.
	14	_____ (= stay where you are until something happens)	We'll have to ___ half an hour for the next train.
wish / hope	15	_____ (= want sth to be true, even if it is unlikely or impossible)	I ___ I was a bit taller!
	16	_____ (= want sth to happen)	I ___ that you can come on Friday. I haven't seen you for ages.
beat / win	17	_____ (= be successful in a competition)	Arsenal ___ the match 5–2.
	18	_____ (= defeat sb)	Arsenal ___ Manchester United 5–2.
refuse / deny	19	_____ (= say you don't want to do sth)	Tom always ___ to discuss the problem.
	20	_____ (= say that sth isn't true)	Tom always ___ that he has a problem.
raise / rise	21	_____ (= go up)	The cost of living is going to ___ again this month.
	22	_____ (= make sth go up)	It's hard not to ___ your voice when you're arguing with someone.
lay (past *laid*, past participle *lain*) / **lie** (past *lay*, past participle *laid*)	23	_____ (= put your body in a horizontal position)	Go and ___ on the bed if you're tired.
	24	_____ (= put sth or sb in a horizontal position)	I usually ___ the baby on the bed to change his nappy.
steal / rob	25	_____ (= take sth from a person or place by threat or force)	The men had been planning to ___ the bank.
	26	_____ (= take money or property that isn't yours)	If you leave your bike unlocked, somebody might ___ it.
advise / warn	27	_____ (= tell sb that sth unpleasant is likely to happen)	I think I should ___ you that Liam doesn't always tell the truth.
	28	_____ (= tell sb what you think they should do)	My teachers are going to ___ me what subjects to study next year.

b 7.7 Listen and check.

ACTIVATION Cover the **verbs** column. Say the sentences with the correct verbs.

p.70

The body

1 Parts of the body and organs

a Match the words and pictures.

- ankle /ˈæŋkl/
- calf /kɑːf/ (*pl* calves)
- heel /hiːl/
- knee /niː/
- elbow /ˈelbəʊ/
- fist /fɪst/
- nails /neɪlz/
- palm /pɑːm/
- wrist /rɪst/
- bottom /ˈbɒtəm/
- chest /tʃest/
- hip /hɪp/
- thigh /θaɪ/
- waist /weɪst/
- brain /breɪn/
- heart /hɑːt/
- kidneys /ˈkɪdniz/
- liver /ˈlɪvə/
- lungs /lʌŋz/



b 7.13 Listen and check.

ACTIVATION Cover the words. Look at the pictures and say the words.

2 Verbs and verb phrases

a Complete the verb phrases with the parts of the body.

arms eyebrows hair (x2)
hand hands head ~~nails~~ nose
shoulders teeth thumb toes

1 **bite** /baɪt/ your nails
2 **blow** /bləʊ/ your _____
3 **brush** /brʌʃ/ your _____ / **brush** your _____
4 **comb** /kəʊm/ your _____
5 **fold** /fəʊld/ your _____
6 **hold** /həʊld/ somebody's _____
7 **touch** /tʌtʃ/ your _____
8 **suck** /sʌk/ your _____
9 **shake** /ʃeɪk/ _____ / **shake** your _____
10 **shrug** /ʃrʌg/ your _____
11 **raise** /reɪz/ your _____

b 7.14 Listen and check.

c Read the sentences. Write the part of the body related to the **bold** verb.

1 He **winked** at me to show that he was only joking. /wɪŋkt/ eye
2 The steak was tough and difficult to **chew**. /tʃuː/ _____
3 When we met, we were so happy we **hugged** each other. /hʌgd/ _____
4 Don't **scratch** the mosquito bite. You'll only make it worse. /skrætʃ/ _____
5 She **waved** goodbye sadly to her boyfriend as the train left the station. /weɪvd/ _____
6 Do you think a man should **kneel** down when he proposes marriage? /niːl/ _____
7 The teacher **frowned** when she saw all the mistakes I had made. /fraʊnd/ _____
8 The painting was so strange, I **stared** at it for a long time. /steəd/ _____
9 She got out of bed, and **yawned** and **stretched**. /jɔːnd/ /stretʃt/ _____ / _____
10 If you don't know the word for something, just **point** at what you want. /pɔɪnt/ _____

d 7.15 Listen and check.

ACTIVATION In pairs, **A** say a verb phrase to **B**. **B** do the action.

p.74

Crime and punishment

Vocabulary Bank

1 Crimes and criminals

a Match the examples to the crimes in the chart.

A They took away a rich man's son and then asked for money for his safe return.
B She went to her ex-husband's house and shot him dead.
C Two passengers took control of the plane and made the pilot land in the desert.
D The man forced the woman to have sex against her will.
E We came home from holiday and found that our TV had gone.
F A teenager got into the Pentagon's computer system and downloaded some secret data.
G Someone tried to sell me some marijuana during a concert.
H When the border police searched his car, it was full of contraband cigarettes.
I Someone threw paint on the statue in the park.
J He said he'd send the photos to a newspaper if the actor didn't pay him a lot of money.
K An armed man in a mask walked into a shop and shouted, 'Give me all the money in the till!'
L The company accountant was transferring money into her own bank account.
M The builder offered the mayor a free flat in return for giving his company permission to build new flats on a piece of green land.
N They left a bomb in the supermarket car park, which exploded.
O Somebody stole my car last night from outside my house.
P A man held out a knife and made me give him my wallet.
Q A woman followed a pop singer everywhere he went, watching him and sending him constant messages on the internet.

	Crime	Criminal	Verb
1	blackmail /'blækmeɪl/	blackmailer	blackmail
2	bribery /'braɪbəri/	–	bribe
3	burglary /'bɜːgləri/	burglar	break in / burgle
4	drug dealing /drʌg 'diːlɪŋ/	drug dealer	deal drugs
5	fraud /frɔːd/	fraudster	commit fraud
6	hacking /hækɪŋ/	hacker	hack (into)
7	hijacking /'haɪdʒækɪŋ/	hijacker	hijack
8	kidnapping /'kɪdnæpɪŋ/	kidnapper	kidnap
9	mugging /'mʌgɪŋ/	mugger	mug
10	murder /'mɜːdə/	murderer	murder
11	rape /reɪp/	rapist	rape
12	robbery /'rɒbəri/	robber	rob
13	smuggling /'smʌglɪŋ/	smuggler	smuggle
14	stalking /'stɔːkɪŋ/	stalker	stalk
15	terrorism /'terərɪzəm/	terrorist	–
16	theft /θeft/	thief	steal
17	vandalism /'vændəlɪzəm/	vandal	vandalize

b 8.2 Listen and check.

ACTIVATION Cover columns 2 and 3. Look at the crime and say the criminal and the verb.

2 What happens to a criminal

a Complete the sentences with the words in the list.

The crime

arrested /ə'restɪd/ caught /kɔːt/
charged /tʃɑːdʒd/ ~~committed~~ /kə'mɪtɪd/
investigated /ɪn'vestɪgeɪtɪd/
questioned /'kwestʃənd/

1 Carl and Adam *committed* a crime. They robbed a large supermarket.
2 The police _____ the crime.
3 Carl and Adam were _____ driving to the airport in a stolen car.
4 They were _____ and taken to a police station.
5 The police _____ them for ten hours.
6 Finally they were _____ with (= officially accused of) armed robbery.

The trial

accused /ə'kjuːzd/ acquitted /ə'kwɪtɪd/
court /kɔːt/ evidence /'evɪdəns/
guilty (opposite *innocent*) /'gɪlti/
judge /dʒʌdʒ/ jury /'dʒʊəri/
proof /pruːf/ punishment /'pʌnɪʃmənt/
sentenced /'sentənst/ verdict /'vɜːdɪkt/
witnesses /'wɪtnəsɪz/

7 Two months later, Carl and Adam appeared in _____.
8 They were _____ of **armed robbery** and car theft.
9 _____ told the court what they had seen or knew.
10 The _____ (of 12 people) looked at and heard all the _____.
11 After two days the jury reached their _____.
12 There was no _____ that Adam had committed the crime.
13 He was _____ and allowed to go free.
14 Carl was found _____. His **fingerprints** were on the gun used in the robbery.
15 The _____ decided what Carl's _____ should be.
16 He _____ him to ten years in **prison** (**jail**).

b 8.3 Listen and check. p.79

The media

1 The language of headlines

The language of headlines

Newspaper headlines, especially in tabloids*, often use short, snappy words. These words use up less space and are more emotive, which helps to sell newspapers.

**newspapers with smaller pages that print short articles with lots of photos, often about famous people*

a Match the highlighted 'headline verbs' with their meaning.

1 **Prime Minister backs his Chancellor in latest scandal**

2 **THOUSANDS OF JOBS AXED BY UK FIRMS**

3 **Stock market hit by oil fears**

4 **ASTRONAUT BIDS TO BE FIRST MAN ON MARS**

5 **Ministers clash over new car tax proposal**

6 **Bayern Munich boss vows to avenge defeat**

7 **Police quiz witness in murder trial**

8 **Actor rows with co-star over unfair pay**

A have been cut
B question, interrogate
C is going to attempt
D supports
E disagree
F has been badly affected
G argues
H promises

b **8.15** Listen and check.

ACTIVATION Cover A–H. Look at 1–8 and say the meanings.

2 Journalists and people in the media

a Match the words and definitions.

agony aunt /'ægəni ɑ:nt/ commentator /'kɒməntеɪtə/ ~~critic~~ /'krɪtɪk/ editor /'edɪtə/ freelance journalist /'fri:lɑ:ns 'dʒɜ:nəlɪst/ newsreader /'nju:zri:də/ paparazzi (pl) /pæpə'rætsi/ presenter /prɪ'zentə/ reporter /rɪ'pɔ:tə/

1 critic — a person who writes (a review) about the good / bad qualities of books, concerts, theatre, films, etc.
2 _____ — a person who describes a sports event while it's happening on TV or radio
3 _____ — a person who collects and reports news for newspapers, radio, or TV
4 _____ — a person who is in charge of a newspaper or magazine, or part of one, and who decides what should be in it
5 _____ — a person who introduces the different sections of a radio or TV programme
6 _____ — a person who writes articles for different papers and is not employed by any one paper
7 _____ — a person who reads the news on TV or radio
8 _____ — photographers who follow famous people around to get photos of them to sell to newspapers and magazines
9 _____ — a person who writes in a newspaper or magazine giving advice to people in reply to their letters

b **8.16** Listen and check.

ACTIVATION Are there any people in the media in your country that you really like or really dislike?

3 Adjectives to describe the media

a Match the sentences.

1 The reporting in the paper was very **sensational**. /sen'seɪʃənl/
2 The news on Channel 12 is really **biased**. /'baɪəst/
3 I think *The Observer* is the most **objective** of the Sunday papers. /əb'dʒektɪv/
4 The film review was quite **accurate**. /'ækjərət/
5 I think the report was **censored**. /'sensəd/

A It said the plot was poor but the acting good, which was true.
B It bases its stories just on facts, not on feelings or beliefs.
C The newspaper wasn't allowed to publish all the details.
D It made the story seem more shocking than it really was.
E You can't believe anything you hear on it. It's obvious what political party they favour!

b **8.17** Listen and check.

ACTIVATION Name publications you know that are sensational, biased, or objective.

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Business

Vocabulary Bank

1 Verbs and expressions

a Complete the sentences with a verb from the list in the correct form (present simple, past simple, or past participle).

become /bɪ'kʌm/ close down /kləʊz daʊn/ drop /drɒp/
grows /grəʊz/ expand /ɪk'spænd/ export /ɪk'spɔːt/
import /ɪm'pɔːt/ manufacture /mænju'fæktʃə/
~~market~~ /'mɑːkɪt/ merge /mɜːdʒ/ produce /prə'djuːs/
set up /set ʌp/ take over /teɪk 'əʊvə/

1 Apple products are easy to *market* because people are immediately attracted to the stylish designs.
2 The Spanish airline Iberia _____ with British Airways in 2011 and became one of the world's biggest airline groups.
3 Many goods, including electronics and clothing, are _____ in Asia.
4 Prosciutto is a kind of Italian ham. Two of the best-known kinds are San Daniele and Parma, which are _____ in the Friuli and Emilia regions of Italy, and are _____ all over the world.
5 When BMW _____ Mini, the smaller company became part of the larger organization.
6 The supermarket chain Tesco _____ **the market leader** in 1995, and is still the UK's biggest-selling **chain**.
7 The first Zara store was opened in La Coruña in Spain in 1975, where its **head office** still is today. The company started to _____ into new markets in 1988, and it now has **branches** in 96 countries.
8 Many banks are now offering loans to people who want to _____ **a** new **small business**.
9 The cost of living in Iceland is so high because so many food products have to be _____.
10 During **a boom** period, the economy _____ quickly and living standards improve.
11 During **a recession**, many companies _____ and living standards _____.

b 9.5 Listen and check. What do the **bold** words mean?

c *Do* or *make*? Put the phrases in the correct column.

~~business (with)~~ /'bɪznəs/ a deal /diːl/ (= business agreement)
a decision /dɪ'sɪʒn/ a job /dʒɒb/ a loss (opposite profit) /lɒs/
market research /ˌmɑːkɪt rɪ'sɜːtʃ/ money /'mʌni/
somebody redundant /rɪ'dʌndənt/ well / badly /wel/ / /'bædli/

do	*make*
business (with)	

d 9.6 Listen and check.

ACTIVATION Cover the columns in **c**. Say the phrases in the list with *do* or *make*.

2 Idioms with *business*

business

business is an uncountable noun when it means trade, work, etc., e.g. *do business* **NOT** ~~*do a business*~~. It is only countable when it means a company, shop, or factory, e.g. *I'm going to set up a business*, or an event or situation, e.g. *It was a terrible business*.

a Match the idioms with *business* to their meanings A–H.

1 I think we've been through everything on today's agenda. Now, is there any other business?
2 Now that so many people book their holidays and travel online, many small travel agencies have gone out of business.
3 Let's get down to business right away – we'll have a break after an hour or so.
4 She looks very determined – like a woman who means business.
5 'What are you doing?' 'I'm sorry, but it's none of your business.'
6 'Is he your new boyfriend?' 'Mind your own business!'
7 He set up a meeting with his ex-boss because they had some unfinished business.
8 Why are you taking your tennis racket on a work trip? It's never a good idea to mix business with pleasure.

A important things that still need to be discussed or dealt with
B (informal) it's not something that concerns you
C start dealing with the matter that needs to be dealt with, or doing the work that needs to be done
D closed down because there is no more money or work
E (informal) have serious intentions
F things that are discussed at the end of an official meeting
G try to do something enjoyable when you also need to work
H (informal) think about your own affairs and don't get involved in other people's lives

b 9.7 Listen and check.

ACTIVATION Cover the idioms and look at the definitions. Say the idioms. p.91

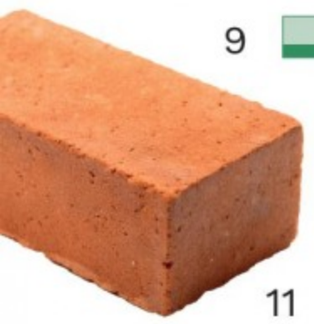
Word building



1 Prefixes and suffixes which add meaning

a Match the bold prefixes in sentences 1–11 to their meanings A–K.

1 G Mumbai is a very **over**crowded city.
2 Tokyo was one of the first **mega**cities.
3 This part of the city is very poor and **under**developed.
4 London is a very **multi**cultural city, with many different races and religions.
5 The quickest way to get around New York is on the **sub**way.
6 Many people in Montreal, Canada, are **bi**lingual – they speak English and French.
7 If you want to avoid the traffic jams in Bangkok, get the **mono**rail.
8 The **auto**pilot was switched on after the plane had taken off.
9 Vandalism, especially breaking public property, is very **anti**social behaviour.
10 I **mis**understood the directions that man gave me, and now I'm completely lost.
11 He's doing a **post**graduate degree in aeronautical engineering.



A against
B many
C enormous
D not enough
E one
F by (it)self
~~G too much~~
H two
I after
J under
K wrongly

b 9.13 Listen and check.

c Match the **bold** suffixes to their meaning.

1 There are a lot of homeless people in this city. The situation is hopeless.
2 Be careful how you drive! The instructions were very useful.
3 The police usually wear bulletproof vests. My watch is waterproof.
4 Their new laptops are completely unbreakable. I don't think the tap water here is drinkable.

A with
B can be done
C resistant to
D without

d 9.14 Listen and check.

ACTIVATION Cover sentences 1–11 in **a**. Look at meanings A–K and say the prefixes.

2 Nouns formed with suffixes

Noun suffixes

Common endings for nouns made from verbs:
-ion / -(a)tion pollute – pollution; expect – expectation
-ment develop – development
Common endings for nouns made from adjectives:
-ness cold – coldness
-ence / -ance convenient – convenience; abundant – abundance
Common endings for abstract nouns made from nouns or adjectives:
-hood neighbour – neighbourhood
-ism modern – modernism

a Make nouns from the words in the list and put them in the correct column in the chart.

absent /ˈæbsənt/ accommodate /əˈkɒmədeɪt/ alcohol /ˈælkəhɒl/ brother /ˈbrʌðə/ child /tʃaɪld/ distant /ˈdɪstənt/ employ /ɪmˈplɔɪ/ entertain /entəˈteɪn/ excite /ɪkˈsaɪt/ friendly /ˈfrendli/ govern /ˈgʌvn/ ignorant /ˈɪgnərənt/ improve /ɪmˈpruːv/ intend /ɪnˈtend/ lonely /ˈləʊnli/ race /reɪs/ reduce /rɪˈdjuːs/ ugly /ˈʌgli/ vandal /ˈvændl/ violent /ˈvaɪələnt/ weak /wiːk/

-ion / -(a)tion	*-ment*	*-ness*	*-ence / -ance*	*-ism*	*-hood*

b 9.15 Listen and check.

ACTIVATION Cover the chart and look at the words in the list. Say them with the correct suffix.

3 Nouns which are different words

Noun formation with spelling or word change

Some nouns made from verbs or adjectives are completely different words, e.g. *choose – choice*, *poor – poverty*.

a Write the verb or adjective for the following nouns.

		Noun			Noun
1	_____ (*verb*)	loss /lɒs/	6	_____ (*adj.*)	heat /hiːt/
2	_____ (*verb*)	death /deθ/	7	_____ (*adj.*)	strength /streŋθ/
3	_____ (*verb*)	success /səkˈses/	8	_____ (*adj.*)	hunger /ˈhʌŋgə/
4	_____ (*verb*)	thought /θɔːt/	9	_____ (*adj.*)	height /haɪt/
5	_____ (*verb*)	belief /bɪˈliːf/	10	_____ (*adj.*)	width /wɪdθ/

b 9.16 Listen and check.

ACTIVATION Cover the **Noun** column. Look at the verbs and adjectives and say the nouns.



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Appendix

VERB PATTERNS: verbs followed by the gerund or infinitive

Gerund	
admit	In court the accused admitted (to) stealing the documents.
avoid	I always try to avoid driving in the rush hour.
be worth	It isn't worth going to the exhibition. It's really boring.
can't help	We can't help laughing when my dad tries to speak French. His accent is awful!
can't stand	I can't stand talking to people who only talk about themselves.
carry on*	We carried on chatting until about 2.00 in the morning.
deny	Miriam denied killing her husband but the jury didn't believe her.
enjoy	I used to enjoy flying, but now I don't.
fancy	Do you fancy seeing a film this evening?
feel like	I don't feel like going out tonight.
finish	Have you finished writing the report yet?
give up*	Karen has given up eating meat, but she still eats fish.
imagine	I can't imagine living in the country. I think I'd get bored after a week.
involve	My partner's job involves travelling at least once a month.
keep (on)	I keep (on) telling my husband to lose some weight, but he just won't listen.
look forward to	We're really looking forward to seeing you again.
mind	I don't mind doing housework. I find it quite relaxing.
miss	Does your mother miss working now that she has retired?
postpone	We'll have to postpone going to the beach until the weather improves.
practise	The more you practise speaking English the more fluent you'll get.
recommend	I recommend doing a double-decker bus tour as the best way to see London.
regret	I regret not travelling more before I got my first job.
risk	If I were you, I wouldn't risk walking through the park at night.
spend	I spent half an hour looking for my glasses this morning.
stop	Once I open a box of chocolates, I can't stop eating them.
suggest	A friend of mine suggested visiting New York in the autumn.

* All phrasal verbs which are followed by another verb, e.g. *carry on*, *give up*, etc. are followed by the gerund.

Infinitive (with *to*)	
afford	I can't afford to go on holiday this summer.
agree	I have agreed to pay David back the money he lent me next week.
appear	The results appear to support the scientist's theory.
arrange	I've arranged to meet Sally outside the restaurant.
be able	I won't be able to work for two weeks after the operation.
can't wait	We can't wait to see your new flat – it sounds fantastic.
choose	I chose to study abroad for a year, and it's the best thing I've ever done.
decide	They've decided to call off the wedding.
deserve	Karim deserves to get the job. He's a very strong candidate.
expect	We're expecting to get our exam results on Friday.
happen	Tom happened to be at Alan's when I called in, so I invited him to our party as well.
help*	The organization I work for helps young people to find work abroad.
hesitate	Don't hesitate to ask a member of staff if you need anything.
hope	I'm hoping to set up my own company if I can get a bank loan.
learn	I wish I had learnt to play the guitar when I was younger.
make	When I was at school, we were made to wear a uniform. It was awful.
manage	Did you manage to get to the airport in time?
offer	Alisha has offered to give me a lift to the station.
plan	We're planning to have a big party to celebrate.
pretend	I pretended to be enthusiastic, but really I didn't like the idea at all.
promise	Sarah always promises to help me in the kitchen, but she never does.
refuse	My neighbour refused to turn down the music and I had to call the police.
seem	Something seems to be wrong with the washing machine.
teach	Mateo's father taught him to drive when he was 17.
tend	My boss tends to lose her temper when she's feeling stressed.
threaten	The teacher threatened to call my parents and tell them what I had done.
want	The police want to interview anyone who witnessed the crime.
would like	Would you like to try the dress on? The changing rooms are over there.

* *help* can be followed by the infinitive with or without *to*.
The organization I work for helps young people (*to*) *find work abroad.*

Infinitive (without *to*)	
can	Can you help me carry these suitcases?
had better	You'd better leave now if you want to catch that train.
let	Let me pay for coffee – it must be my turn.
make	Maria makes her two teenagers do the washing-up every evening after dinner.
may	There's a lot of traffic today, so we may be a bit late.
might	It might rain tomorrow, so please bring an umbrella or a raincoat.
must	I must remember to phone Harry – it's his birthday today.
should	Should we book a table for tomorrow night? It's a very popular restaurant.
would rather	You look tired. Would you rather stay in this evening and watch a film?

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Irregular verbs

Infinitive	Past simple	Past participle
be /biː/	was / were /wɒz/ /wɜː/	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
burn /bɜːn/	burnt /bɜːnt/ (burned) /bɜːnd/	burnt (burned)
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
deal /diːl/	dealt /delt/	dealt
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamt /dremt/ (dreamed) /driːmd/	dreamt (dreamed)
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
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /kiːp/	kept /kept/	kept
kneel /niːl/	knelt /nelt/	knelt
know /nəʊ/	knew /njuː/	known /nəʊn/
lay /leɪ/	laid /leɪd/	laid
learn /lɜːn/	learnt /lɜːnt/ (learned) /lɜːnd/	learnt (learned)

Infinitive	Past simple	Past participle
leave /liːv/	left /left/	left
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/
rise /raɪz/	rose /rəʊz/	risen /'rɪzn/
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
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
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/
swell /swel/	swelled /sweld/	swelled swollen /'swəʊlen/
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** linen silk trip fit fill pick	pretty women guilty decided village physics
 **tree**	**ee** bleed sneeze **ea** beat steal **e** even medium	people thief key relieved receipt
 **cat**	**a** pack campus active cash packet stand	
 **car**	**ar** scarf smart sharp hardly **a** calf branch	aunt laugh heart
 **clock**	**o** cotton top drop cost off on	watch want sausage because
 **horse**	**(o)or** sore floor **al** stalker wall **aw** yawn draw	warm warn pouring thought caught exhausted launch
 **bull**	**u** full put **oo** hooded woollen stood good	could should would woman
 **boot**	**oo** loose cool **u*** argue refuse **ew** chew news	suit recruit shoe prove through queue
 **computer**	Many different spellings. /ə/ is always unstressed. collar patterned advise complain information sandals	
 **bird**	**er** verdict prefer **ir** dirty skirt **ur** hurt burn	research worker worth worse journey
 **egg**	**e** denim dress trendy belt ever yet	friendly leather deaf threaten anybody said

	usual spelling	! but also
 **up**	**u** cut scruffy lungs stunned upset discuss	money someone enough touch flood blood
 **train**	**a*** ache lace **ai** faint plain **ay** may lay	break steak great weight suede obey grey
 **phone**	**o*** choke chose froze fold **oa** toast approach	throw elbow below although shoulders
 **bike**	**i*** striped ice **y** Lycra stylish **igh** tight flight	buy eyes height aisle
 **owl**	**ou** hour mouth proud around **ow** showers frown	drought
 **boy**	**oi** boiling avoid point noise **oy** enjoy employer	
 **ear**	**eer** career volunteer **ere** here we're **ear** nearly clear	realize ideally seriously zero
 **chair**	**air** airport stairs fair hair **are** scared stare	their there wear area
 **tourist**	A very unusual sound. euro jury sure plural	
/i/	A sound between /ɪ/ and /iː/. Consonant + *y* at the end of words is pronounced /i/. windy sunny foggy	
/u/	An unusual sound between /ʊ/ and /uː/. education usually situation	

* especially before consonant + *e*

○ short vowels ○ long vowels ○ diphthongs

Consonant sounds

	usual spelling	! but also
 **parrot**	**p** postpone polluted hope damp **pp** disappointed kidnapping	
 **bag**	**b** brain bribe objective biased **bb** robbery hobby	
 **key**	**c** court critic **k** kidneys shake **ck** shocked homesick	choir orchestra stomach-ache question expect accuse
 **girl**	**g** regret grateful colleague forget **gg** hugged mugging	
 **flower**	**f** fist theft **ph** physicist symphony tough **ff** offended staff	enough laugh
 **vase**	**v** velvet vandalism nervous prevent evidence review	of
 **tie**	**t** taste tend stand chest **tt** matter bottom	produced passed
 **dog**	**d** deny murder editor redundant **dd** addictive suddenly	failed bored
 **snake**	**s** stops suck **ss** witness loss **ce/ci** notice censored	science scenery fancy
 **zebra**	**z** breeze freezing **zz** dizzy blizzard **s** nose raise spends agrees	
 **shower**	**sh** shrug brush wish clash **ti (+ vowel)** ambitious sensational **ci (+ vowel)** special sociable	sugar sure chic
 **television**	Not a very common sound. confusion decision revision usually courgette	

	usual spelling	! but also
 **thumb**	**th** thunder thick healthy thigh death teeth	
 **mother**	**th** the that with further rather	
 **chess**	**ch** checked chilly **tch** scratch stretch **t (+ure)** departure temperature	
 **jazz**	**j** jet-lag hijack **g** suggest manager **dge** knowledge judge	
 **leg**	**l** lie liver heel lonely **ll** colleague pillow	
 **right**	**r** rise ride risky pretend **rr** terrorism arrested	**wr**itten **wr**ong
 **witch**	**w** win waste waist wave **wh** while wherever	**o**ne **o**nce
 **yacht**	**y** yet year youth yourself **before u** university argue	
 **monkey**	**m** mild remind seem remember **mm** commit commentator	co**mb**
 **nose**	**n** nails honest **nn** announce beginning	**kn**eel **kn**ew
 **singer**	**ng** length belongings hang bring **before g / k** wink sink	
 **house**	**h** humid hail behaviour inhabit inherit perhaps	**wh**o **wh**ose **wh**ole

voiced unvoiced

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craft beer, coffee & kitchen, etc, Foxys Graphic),(Illo of podcast, mejorana),(Shoe icon, vishakaa),(Mailchimp ad, Grey82),(Virus-type animation, nano-stocker),(Brush transition, Rza Haciyev Memmedrza) 9B.1 (Dubrovnik, K-digitalstudio),(Paintbrush transition, donfiore),(Brussels square, paxan_semenov),(Paris, timestock220,(New York, 21 Aerials),(Telc, DaLiu),(Business district etc, DRONE STOCK CLIPS),(Barcelona, Vunav),(Phoenix, BCFC),(City square, Anton Herrington),(San Francisco streets, ArtbeatsEXPRESS),(Urban skyline, Pro_Studio),(Berlin, katjen),(Amsterdam, V_E),(Salamanca, SJ Travel Photo and Video),(Reykjavik, Creative Family),(Scraps of paper vector, Impixmart), (Cobbles vector texture, murat irfan Yalcin),(Landmarks vectors, Bonya_0),(Skyline vector, Binly),(Space background, KK.KICKIN) 9B.5 (Oversleep stills, Marjan Apostolovic),(Megastar stills, Featureflash Photo Agency),(Multimedia stills, sdecoret),(Submarine stills, noraismail),(Washing hands stills, ichefboy),(Misbehave stills, KayaMe) 10A.5 (Direct current, ubon shinghasin),(Snake,Tanya Mara) CE1 (CV and interview with documents, PeopleImages),(Soundboard Pads TV Station, AG VISUAL),('On air' symbol, vovfilmproduction),(Newsroom Background, Scarc),(interview or job opportunity with a business man, PeopleImages),(Nervous male job candidate, TommyStockProject), (Medical Research Laboratory, Gorodenkoff),(LcD smart TV screen, Konstantin_Konovalov),(Laboratory, PeopleImages),(audio equipment used for podcasts, DC Studio) CE2 (notebook and fountain pen, Yalcin Sonat),(Brown bear, Elina Litovkina),(Father and children are reading books, Ulza),(Schoolgirl choosing book, Przemek Klos),(laptop with green screen, Lazy_Bear),(student using english dictionary, gioele piccinini),(reading on floor at school/ Girl reading, PeopleImages),(boy takes a book from the stand of a library, Stockah),(boy writing in notebook, silverkblackstock),(turning over page book, Viktor Lom),(Little boy with a book, Video80X),(Reading book, PeopleImages) CE3 (backpacker walks through a dense forest, worawit_j),(Bangladesh flood, BlackBoxGuild),(Goa Monsoon, Dorje lama),(Ladakh mountains, Rahul D'silva),(Mayan Mountains, Jamen Percy),(Bonfire, maramade),(Fer-De-Lance, BlackBoxGuild),(Tarantula, Alix Millet),(Scorpion, Edgar Bonnet-Behar),(Centipede, P4),(mountaineer walking, WeFly),(Inflatable pillow, JpegPhotographer),(Machete, Wlad74),(Jungle boots, Militarist),(Laptop on table, Africa Studio),(Blank web browser, 32 pixels) CE4 (Countdown, Natural Earth Imagery),(Surfers, Brooke Oleson),(Scuba divers, David G40),(Whiteboard, Nathapol Kongseang),(TEFL, Vitalii Vodolazskyi) CE5 (Old green wallpaper,Nadezhda Bolotina),(1960s television, trekandshoot),(Mercedes-Benz GLC-Class, emirhankaramuk),(Times Square, bodrumsurf),(Night view of Times Square, kan_khampanya),(crowded Piccadilly Circus, Nimedias),(Time Square at night, RTW Stock),(Old TV Set With Green Screen, VideoLand),(using streaming platform, Nazarii Ortynskyi),(modern architecture of Manhattan, Terelyuk),(Eyes of Man in Glasses, Taiga Store)

Pond5

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Other

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