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face2face





C1 English Profile

Advanced
Workbook with Key

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1A Make a good impression

Language Summary 1, Student's Book p134

Communicating VOCABULARY 1.1

1 Read what Maggie, Martin, Ros and Nigel say about communication at work. Fill in the gaps. Choose a, b or c.



Maggie

I'm quite quiet at work because I'm in an open-plan office – there are no walls. I can't help [1] *c* a lot of people's conversations. It's not that I'm trying to [2]_____ or anything, but it's impossible to avoid! The guy who sits next to me is constantly [3]_____ with his girlfriend on the phone. It can be terribly embarrassing. And then five minutes later, he starts a friendly conversation with me – almost [4]_____. It's awful!

I'm a talkative person. I know that. There's nothing I enjoy more than [5]_____ a gossip with colleagues. TV and film stars, people like that. I suppose people could accuse me of just [6]_____ about unimportant things. And sometimes it makes my boss [7]_____. But for me, it's just being sociable.



Martin



Ros

People think I'm arrogant at times. I tend to [8]_____ when I'm in meetings and that can annoy people. But sometimes I do it with the best of intentions. As a lawyer, I [9]_____ with people who are in stressful situations. If two people are about to [10]_____, it's better to [11]_____ and stop the situation before it goes too far.

Most people think I'm quite shy but I just don't talk that much. [12]_____ about the love lives of famous people, or who is or isn't getting on with who, just isn't my thing. One thing I hate is people who [13]_____. One of my colleagues spends all day moaning about how much work she's got to do. I spend most of my time trying to avoid [14]_____ with her in case she thinks I'm interested.



Nigel

1	a butting in	b intervening	(c) overhearing
2	a chat up	b eavesdrop	c grumble
3	a bickering	b gossiping	c wittering on
4	a having a row	b making eye contact	c chatting me up
5	a talking	b making	c having
6	a wittering on	b butting in	c overhearing
7	a come into contact	b grumble	c bicker
8	a butt in	b witter on	c chat up
9	a get in touch	b make eye contact	c come into contact
10	a bicker	b have a row	c grumble
11	a intervene	b chat up	c witter on
12	a Grumbling	b Overhearing	c Gossiping
13	a butt in	b grumble	c gossip
14	a chatting up	b making eye contact	c getting in touch

Past Simple and Present Perfect GRAMMAR 1.1 GRAMMAR 1.2

2 Complete each pair of sentences with the same verb from the box. Use the Past Simple in one sentence and the Present Perfect Simple in the other.

~~be~~ make hear do finish

1 a I haven't seen her since we *were* kids.
b I've hardly seen him since he *'s been* unwell.

2 a As soon as I _____ any news from the hospital, I'll call you.
b As soon as I _____ the noise, I knew it was an accident.

3 a I _____ my best to finish everything today, but by six o'clock I was shattered.
b I _____ two exams today, but there are still two more to do this afternoon.

4 a We _____ a lot of progress on the project this month, but the deadline isn't until the end of January.
b The company _____ a little profit this month, but it wasn't enough.

5 a When she _____ talking to Peter, we can have a quick meeting.
b When she _____ talking to Peter, we had a quick meeting.

3 Read the interview. Choose the correct verb forms.



Making a bad impression

Nancy Turnbull is the Director of Human Resources for a large multinational company. She [1]*worked/has worked* in human resources for large multinationals since 1990. She [2]*started/has started* her first job when she left university and [3]*soon discovered/has soon discovered* she had a talent for 'reading' people. During her time in the business, she estimates she [4]*saw/has seen* over 3,000 potential candidates and probably 50 times as many CVs. So what makes a bad impression on her?

A lack of initiative

"As soon as the interview [5]*started/has started*, I'll ask candidates the same question: 'What do you know about this company?' There's always a brochure about the company in reception. Last week, a candidate [6]*waited/has waited* for 20 minutes in reception before his interview. During that time, he [7]*did/has done* nothing except stare out of the window. Every company needs people who use 'dead' time as productively as possible."

A lack of clarity

"Sometimes a candidate [8]*talked/has been talking* for quite some time and you realise you haven't really understood anything they've said since he or she [9]*was/has been* in the room. Usually the problem is that they didn't understand the question when you [10]*'ve asked/asked* it, and they failed to ask you to explain further."

A lack of interest

"The most successful candidates that I [11]*'ve interviewed/ interviewed* in my career have always made me feel like I was the one being interviewed! As soon as they've sat down, they [12]*asked/'ve asked* me questions about the job and the company. They sound genuinely interested in the job – and not just the salary, of course!"

4 Read situations 1–5. Then use the prompts in brackets to write a sentence with the Past Simple or the Present Perfect Simple.

1 It's the afternoon. You started your homework this morning and by midday you were halfway through. Then you took a break for lunch.

a (I / finish / half of my homework so far.)
I've finished half of my homework so far.

b (I / do / half of my homework this morning.)
_____
_____

2 Martin is company chairman. Sometimes he isn't popular, as he's trying to make the company profitable.

a (He's upset a lot of people since he / be / at the company.) _____
_____

b (He's made a lot of changes since he / join / the company.) _____
_____

3 Pablo and Maria started reading books in English in January. It's now November, and they finished their fifth book today.

a (During the last year, they / read / five books in English.) _____
_____

b (During the summer, they / read / two books in English.) _____
_____

4 It's 1 p.m. Max went for three job interviews this morning, and he has another this afternoon. Amy went to one interview this morning.

a (Max / have / three interviews today.)
_____
_____

b (Amy / have / one interview this morning.)
_____
_____

5 Calvin passed his driving test last year. Since then, he's been saving for a car.

a (As soon as he / save up / enough money, he's going to buy a car.)
_____
_____

b (As soon as he / learn / to drive, he started saving.)
_____
_____

1B Friends – the new family?

Prepositions and phrases VOCABULARY 1.2

1 **a** Fill in gaps 1–2 with these prepositions.

on	at

a _____

b _____

1 _____ the increase

c _____

c _____

d _____

f _____

g _____

2 _____ random

h _____

i _____

j _____

b Fill in gaps a–j with these words or phrases.

average	the same wavelength
fault	times
short notice	
purpose	a loose end
good terms	a glance
a regular basis	

2 Replace the underlined words/phrases with prepositions and phrases from **1**.



My sister and I are quite good at staying in touch with each other. We speak *on a regular basis* the phone [1]~~regularly~~. I'd say about once a month, [2]usually. We mainly chat about our parents and our families. We're always [3]good friends and never row. [4]Looking quickly, you'd think we were really good friends.

Actually we aren't [5]similar in the way we think at all. I don't think either of us are [6]to blame for that. We're just very different. In fact,[7]from time to time I can't believe we're actually sisters! We also lead different lives. She's often [8]not at all busy because she doesn't work full time. With the children and my job, I'm always rushing about. She often invites me to things – often [9]without much warning – but I have to turn her down. I sometimes feel she does it [10]intentionally, just to show me what a great life she's having – but that probably isn't true!

Cleft sentences: *what* and *it* clauses GRAMMAR 1.3

3 Complete the conversations using the words in brackets.

1 A You're late. Did you run into bad traffic?
B No, (I / home / left / what / my / happened / wallet / was / at)

_____

and had to go back.

2 A Aren't you hungry?
B Not really, no. (What / late / lunch / a / I / had / was / happened)

_____

because I was in a meeting most of the day.

3 A Did you first meet your boyfriend at work?
B No, (happened / was / he / chat up / tried / to / friend / my / what)

_____

in a bar, but she was already seeing someone.

4 A Have you been in touch with Liz recently?
B Not really. (of / periods / through / go / we / happens / is / What / daily / chatting)

_____

by email, and then life gets busy again.

5 A Why are you and Tom always breaking up?
B (happens / weeks / get on / a / for / few / well / What / is / we)

_____,

and then we always fall out about something silly.

4 Complete sentence **b** so it has the same meaning as sentence **a**.

1 **a** I told him something. It was a secret.
b What I _____.
2 **a** I get on best with my aunt.
b The person _____.
3 **a** I'd like you to do something. Call me as soon as you get home.
b Something I'd _____.
4 **a** It annoyed me that she didn't call.
b The thing that _____.
5 **a** They're splitting up because of constant bickering.
b Their constant bickering _____.
6 **a** Those cars went out of fashion because they were environmentally unfriendly.
b The reason _____.
7 **a** This is what I did: I got in touch with all his friends.
b What I did _____.
8 **a** We grew up in this house.
b This house is _____.
9 **a** This is what happens: she witters on until I stop listening.
b What happens is _____.

5 Rewrite sentence **a** to emphasise the underlined information. Use *it + be + who/that*.

1 **a** Liz hasn't been well for some time, but I only heard about it yesterday.
b Liz hasn't been well for some time, *but it was only yesterday that I heard about it*.
2 **a** They say that women gossip a lot, but the men gossip more in our office.
b They say that women gossip a lot, but _____.
3 **a** I don't mind her rudeness, but her constant wittering gets on my nerves.
b I don't mind her rudeness, but _____.
4 **a** Nobody had told me anything, so I knew about the problem only by overhearing them.
b Nobody had told me anything, so _____.
5 **a** Everyone thinks Jane dumped her boyfriend, but he ended the relationship.
b Everyone thinks Jane dumped her boyfriend, but _____.
6 **a** I knew she wasn't happy, but I didn't realise how upset she was until you told me.
b I knew she wasn't happy, but _____.

6 **a** Correct the mistake in each sentence.

a It ~~are~~ *is* normally my sisters who I talk to about anything serious.
b Then, what my brother does is to go upstairs and watch television.
c What I really respect about they is that they are supportive in everything I do.
d It's they that matter to me most.
e What it happens is we get on well for about two days.
f It's this year when is going to be the biggest challenge.

b Fill in gaps 1–6 with the corrected sentences a–f from **6a**.

Friends or family?

"Without a doubt, my friends. I only see my family at Christmas – at my brother's house. [1] *e* . On day three we start to bicker about little things. [2]_____ . And we don't see him for the next six hours. [3]_____ . I've invited everyone to my house for a change!"



"I love my friends, of course. But I really love my family. [4]_____ . I'm really close to my parents and both of my sisters. [5]_____ . There are just some things you can't talk to your parents about. [6]_____ ."

Accurate Writing 1 and 2 p84

1C VOCABULARY AND SKILLS Favourite sayings

Sayings VOCABULARY 1.3

1 a Make sayings with these words.

1 gained / Nothing / nothing / ventured .
Nothing ventured, nothing gained.

2 twice / bitten / shy / Once .
_____

3 man's / is / man's / One / meat / another / poison .
_____

4 wasn't / Rome / day / a / in / built .
_____

5 louder / Actions / than / speak / words .
_____

6 out / mountain / a / make / Don't / molehill / a / of .
_____

7 late / Better / never / than .
_____

8 mouth / before / brain / Engage .
_____

b Complete these conversations with the most appropriate sayings from **1a**.

1 A The next time he asks me to do 'a simple job', I'll know what to expect.
B You will. *Once bitten, twice shy.*

2 A I can't believe he didn't lock the door. We could have been burgled!
B Well, we weren't. So _____ .

3 A I just butted in without thinking. And now she's really upset.
B Well, _____ .

4 A I can't believe how long they've taken to redecorate. I just want to move in!
B Be more patient. _____ .

5 A He's got all these ideas about building extensions and we end up doing nothing.
B My husband's the same. I always tell him:
_____ .

6 A I want to ask for a raise, but what if he says "no"?
B There's only one way you're going to find out. Remember: _____ .

7 A Personally, I couldn't stand working in an office.
B Me neither. But she seems to like it. I guess
_____ .

Explaining and paraphrasing REAL WORLD 1.1

2 Fill in the gaps in the conversations with the phrases in the boxes.

In other words	Which isn't to say that
What I'm trying to say	

JULIA It looks like our server's down. Did you know?
TOM Eh? You know I'm not technical, Julia.
JULIA Sorry. [1] _____ is our website isn't working.
TOM Ah. OK. Call Softwire – they manage the website. The owner is Dan, but Phil's the brains behind the company. [2] _____ Dan's unintelligent, but ...
JULIA [3] _____ , I need to speak to Phil.
TOM Exactly.

put it simply	what this means is	put it another

FIONA Economic conditions mean we need to make adjustments to the company. And [4] _____ we need to cut costs.
MARK Or to [5] _____ way, some of us are going to lose our jobs!
FIONA I'm afraid so. To [6] _____ we need to make about eight people redundant.

What I mean by that	Which is to
Which basically means that	

MARIE I'm told you're a newspaper journalist. Who do you work for?
PAUL I'm freelance. [7] _____ I work for everyone!
MARIE Everyone?
PAUL [8] _____ is I write for lots of different newspapers and magazines.
MARIE Ah, is that like a temporary job?
PAUL Sort of. It's not unusual in my profession. [9] _____ say lots of journalists are freelance.

Reading and Writing Portfolio 1 p54

Gradable and non-gradable adjectives: Preview VOCABULARY 2.1

1 Choose the correct words.

1 His achievement was *(utterly)/extremely* superb.
2 She's an *extremely/entirely* busy person.
3 The taste was *utterly/really* strong.
4 I felt *totally/slightly* tired.
5 Their story sounds *extremely/absolutely* awful.
6 Her knowledge of history is *fairly/utterly* huge.
7 I was *rather/fully* surprised by what he had done.
8 This exercise is *totally/very* impossible.

Intensifying adverbs VOCABULARY 2.1

2 Read the article and fill in the gaps. Choose the correct intensifying adverb, a, b or c.

1	a deeply	(b) thoroughly	c strongly
2	a completely	b vividly	c strongly
3	a bitterly	b highly	c deeply
4	a totally	b extremely	c bitterly
5	a extremely	b vividly	c strongly
6	a completely	b deeply	c firmly
7	a thoroughly	b quite	c distinctly

3 Read sentence **a**. Then complete sentence **b** with an intensifying adverb from box A and a verb from box B.

A	~~really~~	firmly	distinctly	completely	deeply

B	regrets	believes	~~enjoys~~	agrees	remembers

1 a "I love biographical films."
  b He ___*really*___ ___*enjoys*___ biographical films.
2 a "I think Martin's absolutely right."
  b She _____ _____ with Martin.
3 a "I really wish I had listened to her advice."
  b He _____ _____ not having listened to her advice.
4 a "I have a clear memory of meeting him."
  b She _____ _____ meeting him.
5 a "In my opinion, creative talent in children must be encouraged."
  b He _____ _____ in encouraging creative talent in children.

I may be exceptional, but ...



Twice a year in the UK, around 3,000 exceptional people are awarded a title, award or medal to reward aspects of charitable work, service to an industry or even a specific act of bravery.

Most people, of course, are delighted to receive recognition and [1] *b* enjoy seeing their names in the papers and meeting the Queen. However, every year, about 50 people refuse an award. Normally, these are kept secret – but recently, a list revealed over 300 famous people who have said "Thanks, but no thanks" to Her Majesty.

Some [2]_____ believe that the honours system is ridiculous. David Bowie, the musician, who turned down a knighthood in 2003, said, "I seriously don't know what it's for." Having also refused a CBE (Commander of the British Empire) in 2000, it seems [3]_____ unlikely he will ever accept any honour.

Some people must have [4]_____ regretted refusing an award the first time because they later accepted one – examples include the author Graham Greene and the film director Alfred Hitchcock.

Others have been [5]_____ disappointed with their award and have refused it because they expected something better. Roald Dahl, the children's author, was offered an OBE (Officer of the Order of the British Empire), but wanted a knighthood so that his wife would get the title 'Lady Dahl'.

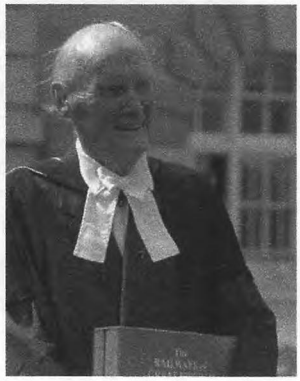
Many of the refusals, however, are at least in part a form of political protest. Stephen Hawking, the scientist, was [6]_____ frustrated with the government's attitude toward scientific funding over the years. Hence, he turned down his knighthood.

Clearly there are a variety of reasons why people might do this, and not even good friends [7]_____ agree on the subject. Mick Jagger from the Rolling Stones is now 'Sir Mick' after accepting a knighthood in 2003. However, bandmate Keith Richards refused his CBE and said, "It's not what the [Rolling] Stones is about, is it?"

Relative clauses: Preview GRAMMAR 2.1

4 Join these sentences, replacing each * with a relative clause. Make necessary changes.

1 An ex-soldier * has become the oldest person to be awarded a PhD by Cambridge University. He is 91 years old.



An ex-soldier, who is 91 years old, has become the oldest person to be awarded a PhD by Cambridge University.

2 Colonel Michael Cobb's PhD * is called *The Railways of Great Britain: A Historical Atlas*. He began it in 1978.

_____

3 The examiner * said, "It is a remarkable piece of scholarship." The examiner marked Michael's thesis.

_____

4 The ceremony * will be attended by 40 members of Michael's family. It is being held in Cambridge.

_____

5 Michael got his first degree at Cambridge at Magdalene College *. He studied mechanical sciences in the 1930s.

_____

6 The Reverend Edgar Dowse * is the oldest person in the world to receive a PhD. He received his from Brunel University in 2004, aged 93.

_____

Relative clauses with prepositions GRAMMAR 2.1

5 **a** Complete the sentences with *whom* or *which* and these phrases.

~~I applied required three years' experience~~
I have great admiration the Nobel Prize is named
I complained was very tall I invested went bust
the film *Twenty-One* was based he never came back

1 The job for *which I applied required three years' experience* .

2 My first teacher, Mr Turner, is someone for _____ .

3 The person to _____ .

4 He set off on a mission from _____ .

5 The business in _____ .

6 This is the book on _____ .

7 Dynamite was discovered by Alfred Nobel, after _____ .

b Rewrite the sentences in **5a** to be less formal.

1 *The job which I applied for required three years' experience.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

6 Make these sentences more formal by rewriting the phrases in bold, using relative clauses with prepositions.

to which he confessed

1 The murder ~~**which he confessed to**~~ was merely one of his awful acts.

2 I would like to introduce someone **who I owe my life to**.

3 The person **who I was in correspondence with** seems to have left the company.

4 The day **that he died on** is now a national holiday.

5 His wife, **who he always collaborated with**, was at first given little credit for the discovery.

6 She loved charity work, **which her life was dedicated to**.

7 The room **which we are standing in** is where Anne wrote most of her diary.

8 The politician **who millions are protesting about** is a strong candidate for president.

7 Choose the correct words.

1 She's got three brothers, (one) /*all* of *which/whom* I went to school with. He was incredibly intelligent.

2 I'm a big fan of hers. She's released two albums as a solo artist, *both/most* of *which/whom* I've got.

3 I can't stand where I work. My office is full of gossips, *neither/none* of *which/whom* I get on with.

4 He just isn't a very convincing actor. I've seen him in two films recently, *neither/both* of *which/whom* I've particularly enjoyed.

5 I'd read several of his books, *none/all* of *which/whom* I'd thoroughly enjoyed. So I was really looking forward to this one.

6 I was disappointed when I heard you weren't coming. However, Marta had invited over 50 people, *few/most* of *which/whom* I had met before.

7 The conference speakers were all impressive with the exception of Dr Cook. His talk, *little/few* of *which/whom* was relevant to me, was disorganised and confusing.

2B Memorable places

Adjective word order VOCABULARY 2.2

1 Complete the table with these adjectives.

ancient middle-aged turquoise Northern European
fur ~~phenomenal~~ frustrating gigantic West African
minuscule beige polyester tiring pinkish
elderly Mediterranean stainless steel immense

What do you think about it?	*phenomenal*
How big is it?	
How old is it?	
What colour is it?	
Where is it from?	
What is it made of?	

2 Put these words in order and add *a/an*. Use the table in **1**.

1 clay / Moroccan / ancient / vase *an ancient, Moroccan clay vase*
2 island / Atlantic / tiny / stunning _____
3 modern / inspiring / building / glass _____
4 peaceful / town / medieval / medium-sized _____
_____
5 tropical / brownish / huge / fish _____
6 colour / beige / Victorian / inoffensive _____
7 material / greyish / stone / attractive _____

3 These phrases have too many adjectives. Rewrite them by putting the underlined words in a separate clause using *with* or *in* or a relative pronoun.

1 a smart, young, dark-haired and blue-eyed man
a smart young man with dark hair and blue eyes
2 a breathtaking, early, signed and dated painting by Picasso
_____
3 a massive, old Italian metal and wooden sculpture
_____
4 a miserable, tiny, one-bedroomed 70s-built flat
_____
5 a long, black, white-buttoned wool coat
_____

Verb+*ing* and past participles: Preview GRAMMAR 2.2

4 Correct the mistakes in these sentences.

1 I was a little ~~worrying~~ *worried* about calling her so late.
2 Can you listen for one minute without butt in?
3 I found the level of security on to enter the building quite worrying.
4 The prize, establish according to the wishes in Alfred Nobel's will, is awarded every year.
5 Passengers to leave on the 7.30 flight should be ready for embarkation at 7.00.
6 I can't help to gossip when I get bored at work.

Participle clauses GRAMMAR 2.2

5 These sentences are taken from a story you will read in **7**. Choose the correct connecting word.

1 (As) */When* I waited for the kettle to boil in the kitchen at my office, I listened to everyone chatting over their coffee.
2 *Because/So* we were faced with a night sleeping in the car, we started the long journey home.
3 *While/After* we had rung numerous other places, and even a campsite, we were feeling more stressed than when we had left.
4 *When/After* we think about that weekend, even months later, we still fail to see the funny side.
5 We were bickering for over an hour, *when/so* we didn't notice how low we were on petrol.
6 We agreed a short break was a good idea, *so/because* we packed a small suitcase and set off on Saturday morning.
7 *So/If* you looked at it from the outside, the house looked fine.
8 *So/While* I overheard them swap plans, I couldn't help feeling a little envious.
9 The owner of the hotel was dressed entirely in black, *so/because* he didn't look the friendliest of hosts.
10 *Because/After* we hadn't thought that hotels would be full, we hadn't bothered to book anywhere.

6 Rewrite the sentences in **5** using a participle clause.

a *Waiting for the kettle to boil in the kitchen at my office, I listened to everyone chatting over their coffee.*

b Faced _____

c Having rung _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

7 Read the story. Fill in gaps 1–10 with sentences a–j from **6**.



[1] *a* . The topic of conversation was holidays. [2]_____ . My wife and I both had too much work to think about a long summer holiday. But what about a long weekend in the country? [3]_____ . By early afternoon, we were enjoying a picnic a few hours' drive from the busy city in which we live. Late in the afternoon, we started to think about somewhere to stay. [4]_____ . The nightmare began. We must have stopped at over ten hotels, none of which had any spare rooms. [5]_____ . Finally, we passed a small house with the sign 'Rooms Vacant' in the window. [6]_____ .

However, once inside, we started to feel distinctly nervous. [7]_____ . Our room, which clearly hadn't been occupied for some time, was filthy. Within a quarter of an hour we were back in the car again. [8]_____ . But the nightmare wasn't over. [9]_____ . Eventually the car stopped and we realised what was wrong. To cut a long story short, we got home at around 6 a.m. on Sunday morning and slept the entire day. [10]_____ .

8 Complete these sentences with a present participle, a past participle or a perfect participle (*Having* + past participle). Use the verbs in the box.

~~spend~~	look after	play	flick
serve	lose	wake up	need

1 *Having spent* three months in Poland as a child, I knew how hot it could get in the summer.

2 Even _____ on an old record player, records can sound richer than CDs.

3 _____ through a glossy magazine, I came across an article on responsible tourism.

4 _____ some time alone, he headed off to the country.

5 _____ with ice, crushed limes and sugar, it's a refreshing drink.

6 _____ at dawn and been unable to get back to sleep, I decided to go exploring.

7 _____ my passport before, I knew how terrible she felt.

8 _____ carefully, furniture of this quality should last you a lifetime.

9 These sentences have a different subject in each clause. Rewrite the underlined clauses so that the meaning is clear.

1 The Argentinian hotel owner and I were able to communicate, having studied Spanish at school.

I was able to communicate with the Argentinian hotel owner, having studied Spanish at school.

2 Not looking where he was going, the car knocked him down.

_____

_____

3 Watching the rain from the safety of our hotel room, the street soon became flooded.

_____

_____

4 Butting in every five minutes, I became deeply frustrated with Jenny's arrogance.

_____

_____

5 Michael made me feel unappreciated, having worked day and night on the report.

_____

_____

Accurate Writing 3 and 4 p84

2C VOCABULARY AND SKILLS Spoilt for choice

Describing places VOCABULARY 2.3

1 Replace the underlined words with these words.

~~stunning~~	hustle and bustle	spectacular
golden	winding	snow-clad	heritage

a In Edinburgh, the extremely beautiful skyline is dominated by the remains of the medieval castle *stunning*

b It stretches from the typically covered in snow Ben Nevis, the highest mountain in Great Britain, to the windswept Shetland Islands _____

c Away from the noise and activity of Glasgow's city centre, the Kelvingrove Art Gallery is the country's premier museum and art gallery _____

d In fact, it has some of the most bright yellow in colour stretches of sand in the world _____

e With a set of historical features that goes back almost 10,000 years, and more than 1,000 listed prehistoric sites, the islands are an archaeologist's dream _____

f Whether you are seeking historical adventure, entertainment or extremely exciting scenery, the country has a wealth of attractions _____

g In between, twisting and turning roads will lead you through mountain ranges and serene lakes _____

Reading

2 Read the website and fill in gaps 1–7 with a–g from **1**.

3 Read the website again. Are these sentences true (T), false (F) or the website doesn't say (DS)?

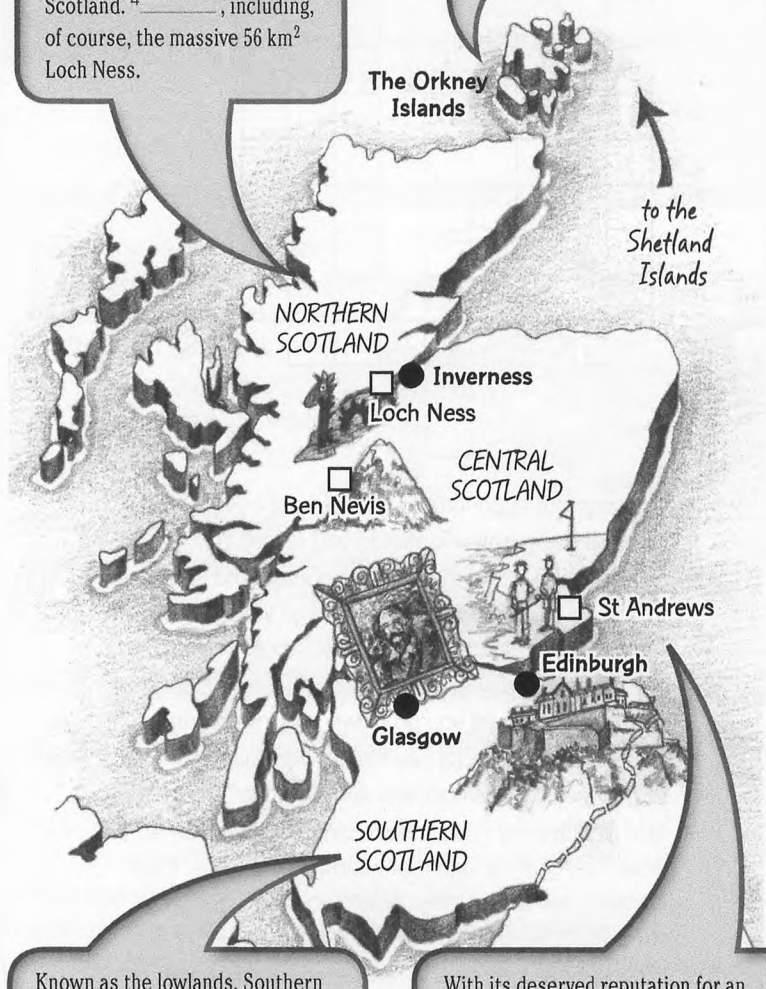
1 ☐ Edinburgh is particularly busy in August.
2 ☐ The Orkneys are not inhabited any more.
3 ☐ St Andrews has a long tradition of golf.
4 ☐ Loch Ness is the largest Scottish lake.
5 ☐ Scotland has surprisingly good weather.
6 ☐ Scotland's best art gallery is in Glasgow.

http://www.enjoyscotland.net/home

There are few places that can offer you everything from intriguing prehistoric sites to the culture of a modern European city within a few hours' drive from each other. Scotland does. [1] *f* .

Feeling the need to get away from it all? The Orkneys are a group of islands just off the north-east coast of mainland Scotland. [2] _____ .

Northern Scotland is one of the most unspoilt parts of Britain. [3] _____ , some 150 kilometres from the most northern tip of Scotland. [4] _____ , including, of course, the massive 56 km² Loch Ness.



Known as the lowlands, Southern Scotland is the most populated area of the country. Both the capital, Edinburgh, and Glasgow, the largest city in Scotland, are worth visiting. [6] _____ . And in August, the city hosts the world's largest arts festival. [7] _____ , housing works by, among others, Dalí, Rembrandt and Botticelli.

With its deserved reputation for an unforgiving climate, you may have assumed Scotland has little in the way of beaches. [5] _____ . St Andrews, on the east coast in Central Scotland, and the home of golf, boasts long, broad beaches which famously featured in the opening sequence of the Oscar-winning film *Chariots of Fire*.

Reading and Writing Portfolio 2 p57

4A Society and the media

Language Summary 4, Student's Book p144

News collocations VOCABULARY 4.1

1 Read the guide to handling publicity and fill in the gaps. Choose a, b or c.

How to stay famous by using the press

- Read all the tabloids and [1] ___c___ the news every day? Can you find something about you that isn't quite true? If you can, [2] _____ a press [3] _____ and tell people how hurt you are by what has been written about you. And then announce your intention to [4] _____ for libel.
- It's almost always good to [5] _____ the headlines, but you don't want to [6] _____ the [7] _____ page too often. The public will become bored if you [8] _____ too much [9] _____ .
- Make a large and 'anonymous' charitable donation. And then make sure the tabloids [10] _____ a [11] _____ about you being the 'anonymous' donor. [12] _____ a press [13] _____ immediately, saying that you wish no one knew about it. After all, you say, you never [14] _____ publicity.

1	a appear	b take	ⓒ follow
2	a grab	b hold	c take
3	a reunion	b meeting	c conference
4	a charge	b arrest	c sue
5	a hit	b strike	c punch
6	a create	b do	c make
7	a face	b front	c first
8	a deliver	b collect	c receive
9	a treatment	b coverage	c reporting
10	a run	b produce	c make
11	a tale	b story	c chronicle
12	a Issue	b Provide	c Give out
13	a release	b statement	c comment
14	a hunt	b take	c seek

Future verb forms: Preview GRAMMAR 4.1

2 Choose the correct answers. If there is more than one correct answer, what is the difference in meaning?

1 Did you know _____ a press conference today?
ⓐ he's holding ⓑ he's going to hold c he'll hold
Difference: _____

2 We _____ a press release as soon as reporters from the tabloids are here.
a 'll be issuing b 'll have issued c issue
Difference: _____

3 Those glossy magazines are just full of celebrity trivia. I know. I _____ buying them.
a 'm going to stop b 'm stopping c 'll stop
Difference: _____

4 Do you think it _____ the front page?
a will make b will be making c makes
Difference: _____

5 We can't run this story. I _____ time to check the facts.
a won't have b 'm not having c won't have had
Difference: _____

6 The story is completely untrue, and _____ them for libel.
a he'll have sued b he'll sue c he's going to sue
Difference: _____

7 They _____ happy seeing their names all over the papers.
a won't be b aren't being c won't be being
Difference: _____

Phrases referring to the future GRAMMAR 4.1

3 Tick the headlines that talk about a future event.

1 **PRINCE ABOUT TO MARRY AGAIN?** ✓
2 **INTEREST RATES TO BE RAISED SOON** ☐
3 ENERGY PRICE RISE DUE TO 'ARROGANCE OF MINISTERS' ☐
4 LIBEL ACTION SUCCESSFUL – THOUSANDS SET TO BENEFIT £500+ ☐
5 **MINISTER ACCEPTS APOLOGY FROM NEWSPAPER** ☐
6 ENGLAND MANAGER DUE TO ISSUE PRESS RELEASE ☐
7 GOVERNMENT ON VERGE OF CRISIS TALKS ☐

4 Rewrite headlines 1–7 in **3** as full sentences. There is sometimes more than one possible answer.

1 *Is the prince about to get married again?*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

5 Read the stories and choose the correct future phrases.

Some people feel that the newspaper industry is on the [1]*point/(brink of)/verge* complete collapse, and that within ten years, we are [2]*sure/about/due* to get our entire news diet from the internet and television. While the popularity of online news [3]*is bound to/is likely/certain* rise, it does not necessarily follow that readers are [4]*due/likely to/on the point of* abandon newspapers altogether.

With interest rates [5]*be certain/certain/are certain* to be raised next month, but with growth at low levels, politicians [6]*are hold/to be hold/are to hold* an emergency summit on the economic problems. The topic [7]*is set/ is unlikely/due* to get so much coverage that newspaper editors must be on the verge of [8]*order/to order/ordering* extra paper for their morning print runs.

6 Rewrite these sentences using one of the phrases in brackets.

1 We launch our new website next month. (*set to/~~sure to~~*)
We're set to launch our new website next month.

2 We probably won't finish before July. (*unlikely to/not due to*)
_____

3 They're publishing a new edition very soon. (*bound to/about to*)
_____

4 He will almost certainly be late. (*bound to/set to*)
_____

5 Their new album will definitely be a success. (*on the verge of/ certain to*)
_____

6 We're landing at 5.30. (*bound to/due to*)
_____

7 Her business is going bust in the near future. (*verge of/likely to*)
_____

7 Fill in the gaps with the correct form of phrases made from these words.

~~about to / hold~~	unlikely / be
sure / include	~~be / answer~~
set / grow	due / take place
likely / face	verge / complete
sure / take	verge / quit

1 The actor is *about to hold* a press conference about his court appearance where he *is to answer* a charge of dangerous driving.

2 Space tourism _____ at a significant rate over the next few decades and all the major airlines _____ an interest.

3 The Prime Minister _____, say several insiders. However, whatever happens over the next few weeks, the government _____ a difficult election in May.

4 The Brazilian player _____ his transfer to the Premiership club. The list of his demands _____ a weekly salary of nearly £200,000.

5 A vote on the new law _____ at the House of Lords this evening. However, as opposition is growing daily, it _____ successful.

8 Tick the correct sentences. Then correct the mistakes.

1 The actor set to be the star and director of the third part in the series.

2 Crying quietly, she was on the verge of tearing up her application.

3 The newspaper, about to celebrate its 100th birthday, is due to close.

4 The stories likely to receive more publicity over the coming months.

5 The amount, is due to be announced this week, is believed to be triple the estimate.

6 Markets are on the verge of collapse.

7 I definitely won't have finished it by the time he's arriving.

8 The new stadium will have been build by 2015.

4B Cities and technology

Near synonyms VOCABULARY 4.2

1 **a** Read the first part of the article about mobile phones. Fill in gaps 1–6 with these words/phrases.

~~most recent~~	rising	people
former	focused	concept



According to the [1] *most recent* figures, the 'adoption rate' of mobile phones in the USA is 92%. That's higher than the percentage of [2] _____ who have computers (85%).

"The [3] _____ that within my lifetime we'd have the kind of penetration we have today was unimaginable," says Martin Cooper, 79, the [4] _____ Motorola researcher who invented the portable phone in 1973.

But it's not all good news for mobile phone companies. To keep revenues [5] _____, the big carriers are [6] _____ mostly on stealing each other's existing customers and getting mobile users to spend more on streaming data and other add-ons.

b Replace words/phrases 1–6 in **1a** with these words or phrases.

~~latest~~	idea	on the increase
ex-	concentrating	consumers

1 *latest*
2 _____
3 _____
4 _____
5 _____
6 _____

2 Read the second part of the article. Match eight pairs of near synonyms from the underlined words or phrases.

The bulk of the 'un-mobile' – that is, people without mobile phones – fall into three groups, namely: children, the elderly and the credit-challenged. (There's actually a fourth crowd – prison inmates – but companies haven't yet found ways to target them!)

Parents aren't sure about their kids having mobile phones – especially because they pay the bill. Nevertheless, figures suggest that so far some 60% of American children between 8 and 12 have their own handsets.

Fear of an enormous demand for payment also concerns the elderly. But increasingly, they are convinced it's good to have a phone for emergencies.

For consumers without bank accounts, prepaid phones have been a particularly popular alternative to having a contract. Lately, charges have come down significantly and companies now offer a better variety of phones and numerous methods of putting credit on the phone. As a result, numbers indicate that prepaid phones are the fastest-growing segment of the market.

1 *children; kids*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

Future in the past GRAMMAR 4.2

3 Choose the most appropriate ending for each sentence.

1 I was about to go home …
   a and arrived just in time.
   b when I realised I didn't have any keys.
2 We were going to move out of London …
   a but then Ruth was offered a great job in the City.
   b and we are looking for somewhere near the coast.
3 Rick and I were supposed to be going out that night …
   a and I was really looking forward to it.
   b so I had a really good time.
4 It was to take five years to complete the building …
   a and it was never completed.
   b and it would be opened by the Prime Minister himself.
5 I thought it would be impossible to buy a house …
   a so I expect I'll always be renting.
   b but somehow I did.
6 I wasn't going to tell you yet …
   a so don't ask me again.
   b but I can't keep the news secret any longer.

4 Read the article about predictions. Then fill in the gaps with these phrases.

~~were supposed to be~~	weren't we going to be
would be needed	wouldn't have
was to see	would pass
were about to have	



Hasn't the future been disappointing?

We're already well into the 21st century, but it doesn't feel like it.

According to Henry Ford's prediction made in 1940, we [1] *were supposed to be* whizzing around in flying cars by the 1950s. My vehicle is still firmly stuck to the road. About 15 years ago, we [2] _____ our lives revolutionised by 'virtual reality'. There's nothing 'virtual' about my reality, I'm afraid. And it's not very revolutionary. And finally, by the turn of the century, [3] _____ living on the moon? I'm happy here on Earth, but it would be comforting to know there is an alternative.

However, there's a fortunate side to the unreliability of predictions, too. In the 1970s, it was predicted that just five computers [4] _____ worldwide. Now, in the USA for example, 85% of households own one. For many of my generation, life without the internet is unthinkable.

Even Alexander Bell somewhat underestimated the success of his 'telephone'. His dream was that "One day, there will be a telephone in every American city." Before he died in 1922, he [5] _____ over a million of his most famous invention in use all over the world.

Worst of all, according to the *New York Times* in 1939, the average US family [6] _____ time for this new thing called 'television' and that soon this craze [7] _____. Imagine: instead of slumping in front of the box every evening, I would have had to read a book – or even talk to my parents!

As a wise man once said, "Prediction is very difficult, especially if it's about the future."

5 Fill in the gaps with the correct form of the words/phrases in brackets and a verb from the box. You do not need to change the form of the verbs in the box.

~~run~~	say	speak	get	turn	tell
be delivered	finish	drive	discover		

1 Nobody imagined that one day he *would run* the whole company. (would)

2 I'm sorry I butted in. _____ you _____ something? (be about to)

3 They _____ all the building work by Monday, as that's when the painters were coming. (be supposed to)

4 We _____ years later that we'd been living next door to a criminal. (be to)

5 Your present _____ last week, but I think it's got lost. (be supposed to)

6 I _____ to Mark's house, but it looks like Clare's taken my keys. (be going to)

7 It's lucky you warned me, as I _____ him everything. (be about to)

8 I thought I _____ here on time, but I found a shortcut to avoid the traffic. (wouldn't)

9 I _____ to him many more times before his death in 2006. (be to)

10 Computers _____ offices into paperless environments, but it hasn't happened here! (be going to)

6 Rewrite the phrases in bold using the words in brackets.

1 **I had planned to call him very soon**, but then you rang. (about to)

I was about to call him, but then you rang.

2 We **had arranged a meeting** at one o'clock, but she didn't turn up. (supposed)

_____

3 **It was my intention** to leave early and get the four o'clock train. (going)

_____

4 **Hadn't you intended** to be working at home today? (supposed)

_____

5 The train was **on the verge of leaving** when we arrived. (about to)

_____

6 We **intended making** our final decision that evening. (going)

_____

Accurate Writing 7 and 8 p85

Making a splash

Reading

1 Read articles A and B quickly. Then answer the questions.

Which article ...

1 uses slang? *B*
2 has longer sentences? ___
3 uses more emotive language? ___
4 has a more dramatic headline? ___
5 uses more phrasal verbs? ___
6 has the most information about the incident? ___
7 uses more complex language? ___
8 has asked a wider range of people to comment? ___
9 is from a tabloid newspaper? ___
10 is from a broadsheet newspaper? ___

A

'Mindless' biker puts 189 mph ride on internet

A motorcyclist who filmed himself [1]reaching 189 mph on a Cotswolds road and then [2]posted the [3]footage on a website was [4]condemned as [5]"mindless and arrogant" by road safety campaigners.

The [6]unidentified biker made the video of himself [7]riding down the A417 near Cirencester. He had mounted a camera on the front of his motorbike so it could record the speedometer.

It is believed that 189 mph is the highest speed recorded on a British road and is the maximum of the Kawasaki ZX-10R being used.

The three-minute video clip then appeared on YouTube, but has since been [8]removed from the site.

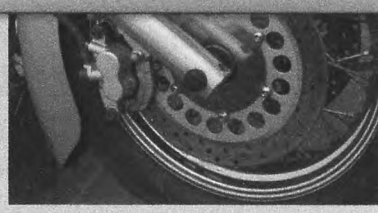
Gary Handley, the Gloucestershire Road Safety Group team leader, said: "If anything had gone wrong, the outcome would have been catastrophic for [the biker] and quite possibly other drivers. The driver was sharing the road with other vehicles and negotiating roundabouts."

Inspector David Collicott, of Gloucester police, said: "The public roads are not the place to practise or display this type of driving and the YouTube clip does nothing to help prevent this type of recklessness being perpetuated."

Investigations to identify the driver are continuing.

B

Reckless rider reaches 189 mph and puts vid on YouTube!



A ROAD SAFETY charity has slammed a reckless biker who filmed himself roaring down a dual carriageway at 189 mph – and then put the clip on YouTube.

The video – by user Adrenalinetwist – shows a clip of the speed dial on a Kawasaki ZX-10R as it clocks up a mind-blowing 189 mph.

The speed freak forces other drivers to change lanes as he powers in the direction of the A417 Swindon to Gloucester road.

The bike is also seen weaving dangerously in and out of traffic on a single carriageway in an urban area.

And at one point, the video cuts to a shot taken from the side of the road as the motorbike screams past.

Road safety charity Brake slammed the mysterious driver's recklessness.

A spokesperson said, "This guy is putting other road users in danger, going way in excess of the speed limit on that road.

"It's putting the message out that this is a fun thing to do, which is not the case. YouTube needs to get this clip off its site."

2 Look at underlined words/phrases 1–8 in article A. Find a word/phrase in article B which has a similar meaning. Sometimes there is more than one possible answer.

1 *as it clocks up*
2 ___
3 ___
4 ___
5 ___
6 ___
7 ___
8 ___

3 Find words/phrases in article B which match these definitions.

1 travelling quickly and changing direction to avoid hitting things ___
2 someone who likes driving or travelling fast ___
3 moves very quickly making a loud high noise ___
4 significantly ___
5 incredibly amazing ___

4 Underline the following information in the articles. Does it come from article A, article B or both?

1 how the biker made his film ___
2 the online username of the person who posted the clip ___
3 who commented on the video ___
4 how long the video clip was ___
5 what the bike's top speed was ___

Reading and Writing Portfolio 4 p63

5A Behind the glamour

Language Summary 5, Student's Book p146

Word building (1): prefixes with multiple meanings VOCABULARY 5.1

1 Complete each pair of sentences with the same prefix from box A and a different word from box B.

A	counter	super	inter	over	under	semi

B	~~clockwise~~	staffed	rated	-detached
	-attack	locking	ground	computers
	-darkness	action	head	sweet

1 a You always rotate screws *counterclockwise* to undo them.
b With only ten men, and trying desperately for an equaliser, Manchester United were always in danger of _____ .

2 a Our house is _____ , which means it is easy for burglars to get into the back garden.
b In the _____ of the evening, I couldn't quite make out who it was.

3 a Please put your hand luggage either in the _____ lockers or beneath your seats.
b I've never seen such an _____ film – I can't understand how it got such rave reviews.

4 a Modern games consoles, such as the PlayStation 4, are over 100 times more powerful than the so-called '_____' devised less than 25 years ago.
b I love those oranges – I think they call them '_____' or something like that.

5 a The property includes use of a secure _____ car park which is monitored by 24-hour CCTV.
b We are terribly _____ at the moment, which is the reason for our delay in replying.

6 a He used a type of _____ flooring, where the pieces of wood fit into each other to prevent movement.
b My last job involved a lot of _____ with the public, so I'm used to meeting all kinds of people.

2 Match the use of the prefixes in each sentence in **1** to meanings a–l.

a in opposition to *counterclockwise*
b not enough _____
c half _____
d too much _____
e as a reaction to _____
f better than usual _____
g joined together _____
h extremely _____
i from above/on top/across _____
j partly _____
k between (people, etc.) _____
l below _____

Reflexive pronouns: Preview GRAMMAR 5.1

3 Choose the correct words/phrases. Sometimes both answers are correct.

1 No one wanted to help me, so I did it *myself/by myself.*
2 The two chemicals react with *each other/themselves* to produce a dangerous and highly volatile compound.
3 The company largely takes care of *it/itself* and there isn't much for me to do any more.
4 She was so pleased with *her/herself* that she gave *her/herself* the afternoon off.
5 You can't blame *you/yourselves* for what happened.
6 I watched them walk past *each other/themselves* without saying a word.
7 He took time out of filming to say hello to John and *me/myself.*
8 We seem to have no time to *us/ourselves* these days.
9 The manager of the company phoned *me/myself.*
10 I should have known – if you want something done properly, you have to do it *by yourself/yourself.*
11 I didn't think he'd come to our meeting *himself/ourselves.*
12 I told them to help *each other/themselves* to whatever they wanted in the fridge.

Reflexive pronouns GRAMMAR 5.1

4 Read the article and fill in the gaps. Choose a, b or c.

Ghostwriting

"And what do you do [1] *b* ?" she asked me, after explaining her own work in significant detail.

"I'm a ghostwriter," I told her [2]_____ .

"You write about ghosts?"

"Not quite," I said, [3]_____ trying to stop [4]_____ from smiling. "I write books for celebrities. Their names appear on the cover, not mine."

"What?" she said, sounding almost upset.

I prepared [5]_____ for a series of questions.

"You mean some celebrities don't actually write their biographies [6]_____ ?"

"I'm afraid so," I told [7]_____ .

The woman was Spanish, so you couldn't blame [8]_____ for not knowing what a 'ghostwriter' was. But it always surprises me that people think that someone like David Beckham sits down and writes 100,000 words about his life [9]_____ . Even if people like [10]_____ had the time to write a book, they wouldn't necessarily have the talent to research and write [11]_____ – definitely not [12]_____ , anyway.

What people usually ask is how I satisfy [13]_____ with doing all the work but getting none of the credit. The answer's fairly simple – it's a job. The next question comes up [14]_____ within a few minutes. "So which celebrities have you written for?" Unfortunately, my contracts often state that I can never tell anyone that I wrote a book. And the book [15]_____ rarely mentions me. So at this point, I hint at a few megafamous people and then change the topic of conversation.

1	a yourselves	(b) yourself	c you
2	a herself	b –	c myself
3	a myself	b by myself	c –
4	a myself	b herself	c me
5	a her	b me	c myself
6	a yourselves	b ourselves	c themselves
7	a myself	b her	c herself
8	a yourself	b herself	c her
9	a himself	b themselves	c itself
10	a he	b yourselves	c him
11	a it	b themselves	c itself
12	a themself	b by themselves	c himself
13	a themselves	b me	c myself
14	a –	b itself	c it
15	a it	b itself	c themselves

5 **a** Rewrite these sentences using the reflexive pronouns in brackets. Sometimes you will need to replace a word or add a preposition.

a The work is pretty boring but well paid. (itself)
The work itself is pretty boring but well paid.

b The boss of the company came in at one point to meet me. (himself)

_____

c As well as me, can I ask who has also applied for the position? (myself)

_____

d The new tax cut will benefit everyone, most of all people on low incomes like us. (ourselves)

_____

e They need to take better care if they don't want to go down with flu again. (themselves)

_____

f She bought the car as a 40th birthday present. (herself)

_____

b Match the use of the reflexive pronouns in the sentences in **5a** to 1–3.

1 to make it clear that the object after a preposition refers to the same subject:
sentences _____ and _____ .

2 after *like*, *as well as*, *as (for)*, etc., instead of pronouns to show politeness:
sentences _____ and _____ .

3 to emphasise a noun, pronoun or noun phrase:
sentences _____ and _____ .

6 Where possible, replace an object pronoun in these sentences with a reflexive pronoun.

1 The person who did the job after me couldn't stand her either.

2 He gave the job description to her at the interview, but noticed she didn't read it.

3 I asked him what motivated people like him to do such a boring job.

4 He forgot to bring his passport with him so we had to go back and get it.

5 I can't see him ever getting a place on this course, but as for you, you should think about reapplying.

6 My friends thought the film was slow. As for me, I thoroughly enjoyed it.

5B The young ones

Verb + infinitive with *to* or verb+*ing*

VOCABULARY 5.2

1 Complete these sentences. Use the correct form of the verbs in the boxes.

~~ask~~	not let	make	agree
suggest	promise	admit	

1 **JAMES** We'd like you to go on a course, Clare.
James *asked Clare to go on a course.*

2 **MARK** Why don't you enrol on a course?
Mark _____ .

3 **A** Let's do some more research into the matter.
B That's a good idea.
They _____ .

4 **JAKE** Can I stay up to watch the film?
DAD No, it's time for bed.
Dad _____ .

5 **JANICE** It's true. I cheated in my exam.
Janice _____ .

6 **JO** I had to sit the exam again. The teacher said I had no choice.
The teacher _____ .

7 **LUCY** I won't forget again.
Lucy _____ .

allow	decide	teach	pay
not mind	keep on	encourage	

8 I gave Greg some money to help my son with his revision.
She _____ .

9 **A** Let's go on a language course together in July.
B OK. Let's do it!
They _____ .

10 James is constantly missing classes.
James _____ .

11 **JON** I learned to drive with my dad.
Jon's dad _____ .

12 **LINDA** Go on, Nick. Apply to university.
Linda _____ .

13 **ADRIAN** Doing exams doesn't worry me.
Adrian _____ .

14 **PAUL** The university gave me permission to reapply the next year.
The university _____ .

2 Fill in the gaps with the correct form of the verbs in the boxes. Use an infinitive with *to* or verb+*ing*.

go back	answer	inform	read

Regrets – I've had a few ...

I will never forget [1]_____ the first lines of that letter: "We regret [2]_____ you that you have not passed your final examinations." It was an awful moment, but I wasn't entirely surprised. In the exam, I'd forgotten [3]_____ one of the main questions. I'd meant [4]_____ when I finished. Instead, I was so relieved when I got to the end of the paper that I just didn't remember. What an idiot!

get up	look	not take	become

I really regret [5]_____ more pictures of my kids when they were young. You think they will go on [6]_____ like the innocent little things they did when they were two. But instead, they go on [7]_____ teenagers – with absolutely none of the innocence of toddlers! And it's impossible to remember those times clearly. Mind you, I'll never forget [8]_____ at 5 a.m. every morning!

go	stay	miss	play

A friend and I were once invited to go for a trial at our local football club. But it would have meant [9]_____ a party the night before and, being a teenager, I just couldn't do it. My parents were away, and the day after the party I overslept and forgot [10]_____ to the trial. My friend went on [11]_____ football for England! I so regret [12]_____ up so late that night.

do	go	take	be

If there's one thing I regret, it's not [13]_____ to university. I left school and went straight into work, and I've been doing the same boring job for 20 years. I was always interested in politics as a teenager. Had I done a degree, maybe I would have gone on [14]_____ Prime Minister – who knows? I've always meant [15]_____ something about it – perhaps do a degree part time. However, now it would mean [16]_____ time off work.

3 Fill in the gaps with the correct form of a verb from each box.

A	forget (x2)	regret (x2)	mean (x2)	go on (x2)

B	~~take~~	leave	tell	move	let	apply
	describe	mention				

1 You never *forget taking* your driving test.
2 After giving us some background, he _____ the outlook for the future.
3 I _____ that I would be out tonight.
4 We _____ you know last week, but we couldn't get in touch with you.
5 I'll _____ until they give me an interview. I'm never going to give up!
6 I _____ you that I will be leaving at the end of this month.
7 The job _____ to the UK for a year.
8 Sarah _____ him now, and wishes he would take her back.

4 Choose the best verb forms.

1 I can see some birds *build/* (*building*) a nest up in that tree.
2 I heard a door *slam/slamming* shut and then the sound of shouting.
3 I overheard them *talk/talking* about my chances of promotion.
4 Martina could hear someone *follow/following* her, but she couldn't see who it was.
5 I saw him *drop/dropping* the empty packet on the floor.
6 We could feel the wind *get/getting* stronger as we climbed higher.
7 I noticed someone *sit/sitting* in a car outside our house last night. I watched him *smoke/smoking* a cigarette, and then he left.

Verb–noun collocations VOCABULARY 5.3

5 Choose the correct verb. Sometimes more than one answer is possible.

1 I've been *doing/taking* Spanish courses on and off for several years.
2 Simon still hasn't *come to/gained* a decision about whether he wants to take a year out before university.
3 This is the company where I *did/went on* some work experience.
4 To everyone's surprise, he *gained/did* a place at Cambridge.
5 Our daughter is *doing/working out* what to do after getting some disappointing exam results.
6 I've *applied for/worked out* a summer job at a law firm.
7 I'm *applying/taking* a year out before university to earn some money.
8 Jo's *looking into/applying for* medicine at Leeds, but she's still not sure.

6 Read the article. Fill in the gaps with a verb in the box that collocates with the underlined words/phrases.

~~gain~~	coming to	going	doing	working out
gaining	taken	take	apply for	look into

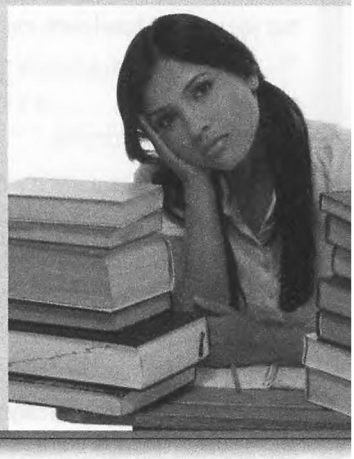
The changing nature of teenage stress

We're used to hearing about how stressed children get about school exams. However, recent research has allowed us to [1] *gain* an insight into the enormous pressures they also feel about their future careers. Dr Miriam Forbes, the leader of the research, reveals:

"Everything in our school system is aimed at [2] _____ either a place at university or a good job. Many young people are convinced that without a degree they won't get a good job. So by 12 they, or their parents, have [3] _____ a decision that they will, when the time comes, [4] _____ a place at university. This isn't something that children need to think about at that age. [5] _____ a decision like this can wait until they are between 15 and 17."

Dr Forbes thinks we already have the tools to change this situation. "[6] _____ work experience is a good example. If students are able to [7] _____ different career options while still at school, they get a greater idea of their own abilities and how they might cope in the workplace. [8] _____ what to do after leaving school is a huge step, and it doesn't necessarily involve doing a degree."

With middle-class parents, especially those with money, the situation is even worse. Their children are [9] _____ on more and more courses – from art to zoology – after school, at weekends, even during the holidays. However, as Dr Forbes warns, "Extra-curricular activities are seen as 'extra' work by young children. At this age, they need to [10] _____ regular time out from learning – to enjoy free play with their friends."



Accurate Writing 9, 10 and 11 p85–86

5C VOCABULARY AND SKILLS Priorities

Work expressions VOCABULARY 5.4

1 Fill in the gaps in these letters with the words or phrases in the box.

~~high-powered~~ self-employed
team player the career ladder
against the clock snowed under
talking shop taking it easy
run-of-the-mill pittance fortune
stuck in a rut dead-end job
deadline take on too much work

Career quandaries

Tell us about your career decisions!

At university, I was always very confident about the future – I saw myself in a [1] *high-powered* job, earning a [2] _____ and [3] _____ by the time I was 45. The reality has turned out somewhat less impressive. To be honest, I'm [4] _____. I've been in this [5] _____ for over ten years, earning a [6] _____. The work is [7] _____ and doesn't require any brain power any more. I fell off [8] _____ years ago! What's more, I'm so [9] _____ that I barely have time to think about a change of career.

Sue Hardy, York

The best thing I ever did was become [10] _____. Being your own boss means a lot more control. Sure, at times I [11] _____ – it's highly likely that you would at some point, too. But working [12] _____ on a Sunday night to meet a Monday morning [13] _____ is a lot more motivating when it's your own company.

Of course, some miss working with other people. To be honest, I'd never been much of a [14] _____. I'm terribly meticulous about what I do and tend to be a bit forceful as part of a team. And the social side (or lack of it) doesn't bother me either. To tell you the truth, I used to find the constant [15] _____ down the pub after work a bit boring, really.

Dan Shavick, Cardiff

Conversational strategies REAL WORLD 5.1

2 Rick, Claire and Fi are having a conversation at work in the cafeteria. Fill in the gaps in their conversation.

~~I'd go along with that~~ Anyway, to get back to what I was saying
What were you going to say, Claire You've got me there
That's exactly what I was trying to get at



RICK Sometimes I think our priorities are all wrong. We should work to live, not the other way round.

CLAIRE [1] *I'd go along with that* . But it's easier ...

FI That's rubbish! I always look forward to going to work.

RICK I really wish you wouldn't butt in, Fi. [2] _____ ?

CLAIRE I was just going to say that it's easier said than done. I mean, we've all got to go to work, haven't we?

RICK [3] _____ . I don't necessarily think we do. The main reason we all work is for money, right?

FI [4] _____ ! Anyone want another coffee?

CLAIRE No, thanks. One's enough for me.

RICK Me, too. [5] _____ , it follows that if we didn't need money, we wouldn't work – or we wouldn't work as much. So, all we need to do is 'downshift'.

What do you mean when you say 'downshift'
Oh, I don't know about that, Fi Not to mention
What I'm trying to say is You're very quiet, Fi

CLAIRE [6] _____ ?

RICK [7] _____ that to spend less, we need to consume less. For example, smaller houses would mean smaller mortgages.

CLAIRE [8] _____ . What do you think of this 'downshifting' thing?

FI What? Sorry, I'd stopped listening. I've heard enough of Rick's ideas in the past. They're all a bit mad.

CLAIRE [9] _____ . This is the man who encouraged you to rent out a room in your house.

RICK [10] _____ how I saved you a bit when you bought your new car.

FI OK. Come on then, Rick. Tell us more about 'downshifting'.

RICK We should get back to work. How about a drink later?

Reading and Writing Portfolio 5 p66

6A A curious science

Language Summary 6, Student's Book p149

Words with different but related meanings VOCABULARY 6.1

1 Match the underlined words to meanings 1–8.

a It's common for people to feel flat when returning to work after their summer holidays.

b If you break it again, I won't be able to fix it.

c I wish you'd put the top back on pens when you've finished using them.

d Everyone in our house has gone down with flu but so far, I'm feeling fine.

e My grandfather was a big man with heavy features.

f I heard the branch snap, and watched as it fell directly on to my car.

g If you add two odd numbers together, you always get an even one.

h The letter arrived in a plain brown envelope with no clues as to who it was from.

1 to cause something to separate into two or more pieces *b*

2 the cover or lid used to close something ___

3 numbers such as 1, 3, 5, 7, 9, etc. ___

4 large and strong ___

5 not decorated or marked in any way ___

6 lacking energy or enthusiasm ___

7 healthy and well ___

8 the part of a tree that grows out of the trunk ___

2 **a** Complete these sentences with the underlined words in **1**.

1 He keeps rather _____ hours – working late into the night and then sleeping until midday.

2 Astrobiology is the _____ of science that deals with the evolution of life in the universe.

3 Few people would have imagined that such a _____ child would grow to be such a beautiful woman.

4 If you _____ the law, be prepared to face the consequences.

5 My mother's hair is very _____ , but mine is very thick.

6 Open a new bottle of lemonade – this one's gone _____ .

7 Max is such a _____ sleeper that you literally have to shake him in the mornings.

8 By the time she was 35, she'd reached the _____ of her profession.

b Match the words you used in **2a** to meanings 1–8.

1 not beautiful _____

2 strange _____

3 very thin _____

4 disobey _____

5 the highest part _____

6 of a very or unusually great amount or degree _____

7 a part of something larger _____

8 describing fizzy drinks which are no longer fizzy _____

Ways of comparing: Preview GRAMMAR 6.1

3 Correct the mistakes.

1 Doing the experiment properly requires far more planning and thought that just asking a few people in the street.

2 I didn't enjoy his last film, but this one is considerably better than.

3 This is easy. It isn't nowhere near as difficult as the last exercise.

4 We didn't find Sarah's presentation more impressive any than the inexperienced candidate's.

5 As the train is direct, my new journey is no longer as my old one.

6 I'm sightly better paid than I used to be, but I still don't get nearly as much as I deserve.

7 You took as twice as long as Ruth did to finish the same job!

8 They're about the same age, but Sam isn't as quite confident as Isla.

9 The more scientific the research, the great the likelihood you will be taken seriously.

Formal and informal ways of comparing

GRAMMAR 6.1

4 **a** Complete the article with a word/phrase from box A and a word/phrase from box B. Sometimes more than one answer is possible.

A	~~good deal~~	pretty much
	somewhat	significantly

B	~~more~~	more talkative	
	the same	more words	

http://www.newsupdate.org/01071030

What's in a name? Do women talk more than men? What makes people give to charity? Here's proof that not all scientific research is boring …

The idea that women speak a [1] *good deal more* than men is something that about half of the population believes! But is it true? According to *The Female Mind* by Dr Luan Brizendine, women say [2] _____ in a day than men – almost 20,000 for the average woman versus around 7,000 for the average man! But not everyone agrees. Deborah Cameron, an Oxford University linguistics professor, concedes that women are [3] _____ than men but really, she says, the amount of *time* they spend talking is [4] _____.

A	decidedly	distinctly more	marginally

B	likely	successful	more attractive

Can your name affect your life? Research by Professor Richard Wiseman on British names suggests that men called 'James' are seen as [5] _____ than men called 'Ryan'. However, the situation is different when it comes to looks – with 'Ryan' at the top of the table and seen as [6] _____ than 'James', which is in a close second place. Past research confirms that we do react differently to names. Another study has found that certain names are [7] _____ to receive better marks in class than others.

A	anywhere near as	good deal	
	more or less	distinctly	

B	the same	different	more likely	successful

How often do you give to charity? And what influences you to give? A British study put four different collection boxes, each representing the same charity, in bookshops around the country. The messages on each box were [8] _____: 'Please give generously'; 'Every penny helps'; 'Every pound helps'; and 'You can make a difference'. The results, however, were [9] _____. The 'Every pound helps' box was not [10] _____ as the 'Every penny helps' box, which earned almost ten times as much money. Furthermore, if the box was red, it was a [11] _____ to get a contribution than if it was blue.

b Complete the comments on the article using the words in brackets.



Ryan from Cardiff, 2 March, 12:53
I knew it! The reason why (half / not / I'm / brother / my / as / successful / as) [1] _____ is just my name! It has nothing to do with the fact that (school / at / worked / miles / harder / he) [2] _____, got better results, works harder than me now and so on. It's my parents' fault!



Alison from Newcastle, 3 March, 17:01
This stuff about women talking way more than men is rubbish. (than / chattier / loads / is / boyfriend / My / am / I) [3] _____. What's more, (is / near / boring / as / I'm / anywhere / not / he / as) [4] _____!



Dr Price from Birmingham, 3 March, 19:57
The reason why people often give to charity is because they don't want others to think they're tight-fisted. The reason why (than / somewhat / the / the / 'Every penny helps' / successful / slogan / more / was / others) [5] _____ is obvious. (than / decidedly / the / less / alternatives / threatening / It's / message / a) [6] _____, making people think that any contribution is worthwhile.

6B But is it ethical?

Word pairs VOCABULARY 6.2

1 Complete phrases a–i using *and* or *or* and a word/phrase from the box.

over again	miss	every	~~bounds~~	leave it
off	forth	break	parcel of (sth)	

a in leaps *and bounds*
b each _____
c part _____
d hit _____
e take it _____
f on _____
g make _____
h over _____
i back _____

2 **a** Read the first part of an article. Fill in the gaps with phrases a–e from **1**.





Banner ads are a form of advertising on the internet. They are often small adverts running down the side of a webpage. If you click on them, you are taken to the advertiser's website.

The first banner ad appeared over twenty years ago. Since then, this form of marketing has come on [1] *a* and they are now [2]_____ almost every website – commercial or otherwise. The reason is, of course, money. For [3]_____ click that is recorded on a banner ad, the owner of the advertising company receives a small sum of money.

The success of banner ads was not instant. At first, many internet users seemed to have a [4]'_____' attitude towards this type of advertising. The subjects of the adverts they saw were very [5]_____ in terms of their appeal. Nowadays, more sophisticated technology allows banner ads to be targeted more specifically. So, if you have been searching the internet for a new phone, you will soon find websites covered with banner ads for exactly that.

b Read the second part of the article. Fill in the gaps with phrases f–i from **1**.

However, the public doesn't always react well to too much advertising, and banner ads can [6]_____ a website. For example, too many ads, or putting them in the wrong position, confuse users. They click on ads accidentally and soon get fed up with going [7]_____ between different websites. Google, which includes banner adverts on its search engine, have obviously got the balance right: they earn over $30 billion from them every year!

Interestingly, some website owners realised it was possible to abuse the way banner ads work. If they clicked on the ads themselves, they earned money. So, they did – [8]_____. One man wrote a computer program to do the clicking automatically, and actually tried to sell it to Google!

So, are banner ads here to stay? It's not clear. Internet marketing companies seem to have an [9]_____ relationship with them – one week talking about their imminent death and the next reporting on their success. Our guess is that they'll be around for a long time yet. While everyone loves the internet, few websites have found a way to make money other than through advertising.

Adverbs: Preview GRAMMAR 6.2

3 Fill in the gaps with the correct adverbial form of these words.

repeated	pretty	scientific	ethical
late (x 2)	high (x 2)	hard (x 2)	

1 The company comes *highly* recommended. It sources all of its materials _____ and pays all of its workers a good wage.
2 The bird spread its wings _____ and then flew _____ into the air.
3 _____, we've not been watching much television. Getting home so _____ has meant that we've been going straight to bed.
4 I'm sick and tired of _____ having to tell you to switch that thing off. You should be revising really _____ at the moment, but I only ever see you playing computer games!
5 I think we need some advice. We need to investigate this problem _____, but we've _____ done any research.

Position of adverbials GRAMMAR 6.2

4 **a** Match these sentence beginnings and endings from an article about advertising on TV.

1 Within 10 years, some experts predict that ... *d*
2 Is it because we've learned to block out ... ___
3 No – it's because technology has given us ... ___
4 It's not unusual to see a *personal video recorder*, or PVR, ... ___
5 The PVR allows viewers to rewind, ... ___
6 That means that every 15 minutes or so, when an advert break begins, ... ___
7 Alarmingly, experts in the US believe that ... ___

a the relentless marketing that frequently interrupts our favourite programme?
b pause or fast forward through TV programmes effortlessly.
c in someone's living room these days.
d ~~advertising on TV will be dead~~.
e this could be costing the advertising industry around $5 billion annually!
f what is possibly the greatest gadget ever invented for TV viewers.
g viewers can fast forward to the next part of the programme.

b Match each underlined adverbial in **4a** to types 1–7.

Adverbial of ...

1 manner: *effortlessly*
2 indefinite frequency: _____
3 place: _____
4 level of certainty: _____
5 time: _____
6 definite frequency: _____
7 comment: _____

5 Choose the adverbial which is in the correct position.

1 *Probably/From time to time* he has sent me flowers.
2 She *rarely/every day* watches that programme.
3 I know it's late, but *here/perhaps* he's still coming.
4 When he walked into the room, the teacher didn't look at him *surprisingly/instantly*.
5 This *interestingly/definitely* looks as though it cost a lot of money.
6 *Presumably/Definitely*, he's going to meet us at the train station.
7 I watch TV *never/every so often*.
8 I read adverts in magazines *all the time/hardly ever*.
9 He's *always/as a rule* on time for appointments.

6 Complete the sentences using the words in brackets. Sometimes more than one answer is possible.

1 He ran *upstairs to his bedroom* .
(to his bedroom / upstairs)
2 I keep seeing his face _____
(all over the TV / lately)
3 The film ended _____
(halfway through / abruptly)
4 They work _____
(at her office / really hard)
5 We're going on holiday _____
(in the autumn / to Florida)
6 I saw that advert _____
(in England / last year)
7 He's watching TV _____
(at the moment / in his room / quietly)
8 She broke her leg _____
(in a car crash / badly / about a year ago)

7 Fill in one gap in each pair of sentences with *even* or *only*. Use the same adverb in each pair.

1 **a** _____ Deb *even* knows the answer to that question – she is so clever!
b *Even* Carl _____ knows the answer to that question, so it must be easy.
2 **a** _____ Dad _____ wants to help, no one else has time.
b _____ Mum _____ wants to help, so don't be so mean to her.
3 **a** My gran is doing well with her new computer – she _____ can _____ send emails.
b It can't be that difficult for you to use a computer – _____ my grandfather can _____ send emails.
4 **a** _____ Mark has _____ done this exercise – everyone else found it too difficult.
b _____ Ruth has _____ done this exercise, because she didn't have time to do any more.
5 **a** _____ Hugh _____ likes the smell of bacon, and he's a vegetarian.
b She's a very unfussy baby – _____ she _____ asks for more vegetables!

Accurate Writing 12 and 13 p86

Short story radio

Reading

1 Read the story 'Man Vs. Coat' quickly. Match storytelling techniques 1–5 to underlined sentences a–e.

1 short, dramatic sentences: ___
2 idiomatic language: ___
3 a range of verb forms: ___
4 descriptive language: ___
5 a comment from the narrator at the end: ___

2 Read the story again and choose the correct answers.

1 How did the man meet the woman?
   - **a** Through a dating website.
   - **b** While out walking.
   - **c** Through an advertisement in a newspaper.
   - **d** Through a writing group.

2 What attracted the man to the woman?
   - **a** Her looks.
   - **b** She was interesting.
   - **c** Her intelligence.
   - **d** All of the above.

3 Why was the man having trouble putting on his coat?
   - **a** He was nervous because of the date.
   - **b** He couldn't find the hole for his arm.
   - **c** He was finding it difficult to stand up.
   - **d** His coat was too small.

4 What makes you think the woman wasn't impressed by the man?
   - **a** She didn't like what he was wearing.
   - **b** She didn't make any attempt to help him with his coat.
   - **c** He didn't help her to put her coat on.
   - **d** They didn't go on a second date.

MAN VS. COAT

[a]THE FIRST AND ONLY TIME we met was in an upscale bar on a cold November night. I'd answered her ad in the personals column: "... would like to meet a self-assured man in his mid-thirties to early forties, a man who likes walks in the park and talks in the dark ... etc." There was a simple, lilting quality to her writing that appealed to me.

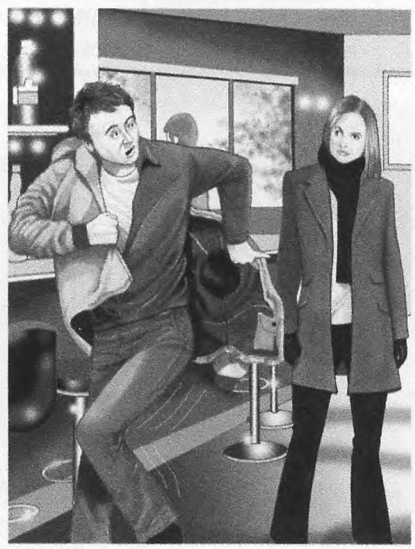
She was a tall, slender brunette in her mid-thirties. She was engaging and made good eye contact when she spoke. She was both pretty and smart, and I liked her immediately. I definitely wanted to see her again. Even better, I sensed no reluctance on her part to see me again. If only I could manage the rest of the evening without a faux pas or mishap.

As we got ready to leave, she was first to put on her heavy winter coat.

She adjusted her scarf and fitted her driving gloves to her long, elegant fingers. Once ready, she stood there, patiently waiting for me.

I lifted my parka* from the back of the bar stool and, firmly gripping the collar with my left hand, inserted my right arm into the right sleeve. With the coat half-on and half-off, I stretched my left arm to the rear in order to catch the left sleeve. But somehow my target eluded me. I tried again, and once more I missed. More determined than ever, I intensified my efforts.

Completely absorbed in what I was doing, I didn't notice that my body was beginning to twist in a counter-clockwise direction. [b]As my body twisted, the coat twisted, too – the sleeve remained the same distance from my thrusting hand. I could feel beads of sweat beginning to break out on my forehead.



It was as if the sleeves had grown closer together during the last couple of hours. I grunted and groaned as I struggled to [c]gain the upper hand or, more accurately perhaps, the upper sleeve. How could I have known that I was in the clutches of my own undoing? With all this twisting, my legs were beginning to corkscrew.

No man can remain upright while twisting and stabbing backward at a moving sleeve. I began to lose my balance. Slowly, I sank to the ground. Lying there in a heap with my coat partially covering me, I glanced up at my companion. [d]Neither one of us said a word. [e]Never before had she seen a man wrestled to the ground by his own coat.

MEL SINGER Denver, Colorado

**parka* = a short, waterproof coat*

Reading and Writing Portfolio 6 p69

7A Getting away with it

Language Summary 7, Student's Book p152

Phrases with *get* VOCABULARY 7.1

1 Match situations 1–8 to sentences a–h.

1 Someone compliments you on looking well. *g*
2 A colleague asks you for some work you haven't done. ___
3 Someone asks you how your teenage children are. ___
4 Your boss invites you for a sandwich at lunchtime. ___
5 A friend asks if you are enjoying a DVD of a TV programme. ___
6 A colleague asks how you are going to solve a problem at work. ___
7 A friend asks you about a burglary you suffered recently. ___
8 A friend asks if you want to meet up after work. ___

a I can't get away from the office until six.
b I can't seem to get through to them.
c Sorry, I haven't got round to doing it yet.
d They'll get away with it, of course.
e We got through six episodes on Sunday.
f I've thought of a way we can get round it.
g ~~I've really got into running recently~~.
h If I can get out of going to a meeting at twelve, I will.

2 Fill in the gaps with the correct form of *get* and these words/phrases.

~~through to~~	into	round	back to	round to
away with	his own back on	out of		



I had been trying to [1] *get through to* my husband for ages about doing some exercise and losing weight. Each and every time he would make an excuse to [2] _____ doing anything. Then, one weekend, out of the blue, he went out and bought a new bike. Soon, he really [3] _____ cycling and within a month he had [4] _____ his old weight. Then one Sunday, he nipped off to get a newspaper – on his bike of course. Soon, he was back – but on foot. His bike had been stolen. He'd locked it to a post, but, he thought, the thieves had [5] _____ this by just lifting it off. He even thought he knew who had stolen it – some local kids. But there was no proof, so they'd probably [6] _____ it. My husband was really upset, but he wouldn't do anything like trying to [7] _____ the thieves. "It's not worth worrying about," he said. "After all, it's insured, isn't it?" he said.

I felt sick. [8] _____ updating the home insurance was on my 'to-do' list. But I just hadn't done it yet.

Conditionals: Preview GRAMMAR 7.1

3 Fill in the gaps using a zero, first, second or third conditional form of these pairs of verbs. Sometimes more than one answer is possible.

~~be / get~~	lock / not be	give / get
get / get	not get / not have	
not be / remember	behave / be	

1 In the UK, if you *are* caught speeding, you *get* a fine and three points on your licence.
2 We _____ burgled if we _____ to set the alarm before we went out.
3 If she _____ at me so much, we _____ so many rows. But she's always criticising me.
4 OK. I promise. I _____ him a call tonight, if I _____ round to it.
5 He's a sensible man. If he _____ well in prison, he _____ released in two years, without a doubt.
6 If you _____ your bike, it _____ stolen.
7 The law in the UK says you _____ a ban from driving when you _____ twelve points on your driving licence.

Conditionals GRAMMAR 7.1

4 Choose the correct verb forms. Sometimes both are possible.

1 If you *might/ 're going* to be away for more than a few days, you should tell your neighbour.
2 If they're coming at noon, *shouldn't/don't* we start getting ready?
3 You *give/should give* the neighbours a key if it puts your mind at rest.
4 If you *let/could let* me know about whether you can come on Saturday, it would help us in planning food.
5 If I *ever go/'m ever going* to get out of the office tonight, I'll have to miss this afternoon's meeting.
6 If you *thought/were thinking* about installing an alarm, now would be the best time.
7 I would have heard the phone if I hadn't *listened/been listening* to music on my headphones.

5 Fill in the gaps with the correct form of these verbs to make mixed conditionals.

~~not refuse~~	not worry	apply
not come	be born	have
not have	buy	not have to

1 Don't make me feel guilty about this. I *wouldn't have refused* to help him yesterday if he weren't so arrogant.

2 If Sam _____ for that job, he might be living in New York now. And we might have somewhere to stay when we go on holiday!

3 She would have the right to a US passport if she _____ in the USA.

4 If we _____ go back and get your wallet, we wouldn't be running so late.

5 I had no phone on me or anything. If you _____ home early, I would still be outside right now.

6 If you didn't butt in all the time, I _____ time to explain the problems more carefully. We'll just have to hope they understood.

7 If I weren't so broke at the moment, I _____ that computer we saw. It was a bargain.

8 If you had done the work when you were supposed to, you _____ to stay up until midnight every night.

9 We _____ about going to Florida if the weather hadn't been so terrible last time.

True stories:
My son burgled our house



As soon as I walked in, I knew we'd been burgled. The police arrived within 15 minutes.

"This is strange," said one of the policemen after looking round the house. [1]"*a*."

I felt sick.

I said nothing to the police but waited until my son got home.

"Was it you?" I asked him slowly.

[2]_____. The moment he looked me in the eye, my suspicions were confirmed. I picked up the phone and calmly called the police.

Over the next few months, our visits with Robert in prison were emotional. He was obviously angry.

[3]"_____!" he once screamed. "What's it going to be like for me when I try and get a job in a few years' time?"

We tried to convince him that in fact the opposite was true. [4]"_____."

Now he's halfway through a two-year sentence for burglary. He's calmed down a lot now and writes to us every week. In his last letter he even said that he was glad we did what we did. [5]"_____," he wrote.

Robert now seems more convinced than us that we did the right thing. We still ask ourselves every day what we did wrong. He's an only child, so we know we spoilt him a little. [6]_____.

6 **a** Read the story. Fill in gaps 1–6 with sentences a–f.

a ~~Someone broke the window from the inside, because there's glass outside the house~~
b The reason why we told them was because we care about your future
c You didn't let me get away with it, which is possibly the reason why I'm not involved in more serious crime now
d You told the police because you don't love me
e We weren't strict with him, which might be the reason why he's in prison today
f Robert can't hide his emotions, so he couldn't get away with it

b Rewrite the sentences in gaps 1–6 in **6a** using mixed conditionals.

1 If someone *had broken the window from the outside*, there *would be glass inside the house*.

2 If Robert were able _____, he _____.

3 If you _____, you _____.

4 If we didn't _____, we _____.

5 If you _____, I might _____.

6 If we had _____, he _____.

7B Every step you take

Phrasal nouns VOCABULARY 7.2

1 Make phrasal nouns from these phrasal verbs. There are three phrasal verbs that you cannot make phrasal nouns from.

1 cry out *an outcry*
2 get together _____
3 break in _____
4 get at _____
5 back up _____
6 mix up _____
7 set back _____
8 come in _____
9 look out _____
or _____
10 kick off _____
11 break up _____
12 go around _____
13 chat up _____
14 set on _____

2 Fill in the gaps with the correct form of a phrasal noun from **1**.

1 We got to the stadium ten minutes after *kick-off* because of heavy traffic.
2 I'm organising a little _____ to celebrate Dan's birthday and wondered if you'd like to come.
3 Both my ex- and I found the _____ very hard at first, but we know it's for the best.
4 The _____, such as Mike's resignation and Carol's illness, will delay the project by several months.
5 We're terribly sorry, but there was a _____ at our office and you were sent someone else's tickets.
6 Computer stuff is always going wrong. Have you got a _____ in case something happens?
7 There have been a series of _____ in this neighbourhood recently, and police believe it to be the work of one gang.
8 The _____ that greeted the government's proposal for higher taxes has forced it to rethink its strategy.
9 The drugs do not prevent HIV from developing into AIDS, but instead claim to delay its _____.
10 The company issued a warning on Wednesday, saying that the _____ for the next quarter was poor.
11 The burglars had a _____ who was seen sitting in a car outside the property.
12 The government has promised extra help for elderly people on low _____.

Passive forms: Preview GRAMMAR 7.2

3 Complete sentence **a** with the correct form of these verbs. Then complete sentence **b** with a passive form so that it has the same meaning as **a**.

~~know~~ smash leave say get
arrest inform watch install

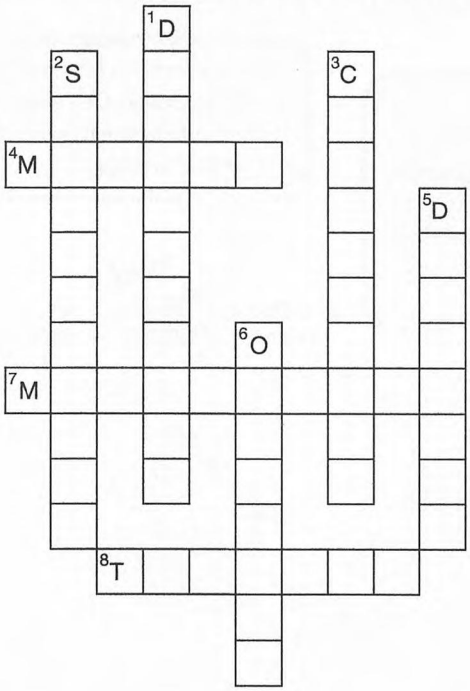
1 **a** The police *know* very little about him.
b Very little *is known about him*.
2 **a** In the event of a break-in, you should _____ your insurance company.
b In the event of a break-in, your insurance company _____ _____
3 **a** I left because they were _____ at me the whole time.
b I left because I _____ _____.
4 **a** Someone must have _____ the back door unlocked.
b The back door _____ _____.
5 **a** People have _____ that he's not particularly honest.
b It _____ _____.
6 **a** The council were going to _____ cameras throughout the neighbourhood, but there was a huge outcry.
b Cameras _____ _____.
7 **a** It felt like someone was _____ us the whole time.
b It felt like we _____ _____.
8 **a** Someone had _____ the window, and there was glass everywhere.
b The window _____ _____.
9 **a** The police _____ him on Friday night for handling stolen goods.
b He _____ _____.

3A Being confident

Language Summary 3, Student's Book p141

Positive character adjectives VOCABULARY 3.1

1 What character adjective is each question asking about? Complete the crossword.



1 A boring but experienced colleague is trying to help you do something at work. Would you listen? (11)
2 You've just noticed that your favourite band is playing in a town about 50 miles away. If you want to go, you'll have to leave almost immediately. Would you go? (11)
3 It's late and you're in bed, and you hear a noise downstairs. Would you go down and investigate? (10)
4 You've just received a pay rise at work because of some very good work. Would you tell everyone? (6)
5 You desperately need a new computer and see an advertisement for one that seems good value. It will certainly sell out quickly. Would you start googling reviews, or would you buy it quickly? (8)
6 You arrive at a party and realise you hardly know anyone. Would you stay and make an effort to meet some new people? (8)
7 It's very late and you have just finished a report at work which you need to give to your boss tomorrow morning. You know you need to read it through one last time. Would you do it? (10)
8 You want to buy a new television and you have enough money, but you know they might go on sale in a few months. Would you wait in order to save some money? (7)

Connotation: positive and negative character adjectives VOCABULARY 3.2

2 Complete 1–8 with these character adjectives.

~~loud~~	reckless	tight-fisted	impetuous
fussy	forceful	reserved	submissive

1 Do we have to invite your brother? He always wants to be the centre of attention and can be so *loud* at times, and he ends up dominating conversation.
2 You might think what you did was brave, but I see it as _____. You could have been seriously injured.
3 Nobody will respect you if you're always _____ when it comes to decision-making. Speak up and tell them what you think.
4 We were always too careful with our kids and food. Now they're teenagers they're terribly _____ about what they eat.
5 I used to be _____, but I've learned to think carefully about decisions and their consequences.
6 I'd like to say my father is careful with his money, but in fact, he's just _____.
7 I can see Sarah being a politician one day. She's got such a _____ personality that she virtually always gets her own way.
8 You wouldn't think they were brothers. Thomas is always the centre of attention, and Simon's a quiet, shy and _____ person.

3 Match the negative adjectives in **2** with the more positive adjectives in **1**.

1 *loud* – *outgoing*
2 _____ – _____
3 _____ – _____
4 _____ – _____
5 _____ – _____
6 _____ – _____
7 _____ – _____
8 _____ – _____

Patterns with *it* GRAMMAR 3.1

4 Rewrite these sentences using *it* + verb + adjective.

1 That they weren't fired was very fortunate.

_____

2 Grumbling to your boss is pointless.

_____

3 That the meetings are arranged this week is imperative.

_____

4 Working with someone so demanding can be difficult.

_____

5 To leave him alone in the house for over an hour was totally reckless.

_____

6 That only a few weeks ago she had no experience is astounding.

_____

7 To see how much progress she has made is incredible.

_____

8 That he's totally unsuited to the job is clear to me.

_____

5 **a** Read the first part of the article. Fill in gaps 1–6. Use *it* with the correct form of the verbs in box A and the phrases in box B.

A	~~turn out~~	not be	emerge
	frighten	be	surprise

B ~~that she was just tight-fisted~~
not a situation that continued for long
everyone to see him lose his temper
that he was going through a messy divorce
me to see her get out
something I'd ever want to experience

b Read the second part of the article. Fill in gaps 7–12. Use the correct form of the verbs in box A + *it* and the phrases in box B.

A	~~not mind~~	can't bear	resent
	prefer	not find	find

B when I came into the office after the weekend
difficult to understand at all
when she was offered the job
~~when people make a mistake and admit it~~
funny to ask people the time
when the office was more boring

Colleagues from hell!

We asked people to tell us about the worst people they've worked with ...



I once offered my neighbour lifts to work because we work in the same office. I knew she had a reputation for being thrifty, but [1] *it turned out that she was just tight-fisted* ! After the first week, I expected her to offer something towards my petrol costs. However, on Friday night, as I dropped her off in front of her house, [2] _____ and wave goodbye without a word – not even a 'thank you'. Fortunately, [3] _____ . I got a new job about a month later – nowhere near my old office.



I used to have a nightmare boss – he had a terribly forceful style. And when he didn't get his own way, you knew it was going to be a bad day. [4] _____ . He would shout at people and storm out of meetings, slamming the door behind him. He eventually got fired for his behaviour, and later [5] _____ . Looking back on the situation, I feel sorry for him. [6] _____ .

I [7] *don't mind it when people make a mistake and admit it* . However, I once had a colleague who was totally incompetent and nothing was ever her fault. Then one day, she applied for a managerial position in another department. A lot of people [8] _____ . Someone even made a complaint, but it didn't make any difference. Personally, I [9] _____ . There are plenty of fools in management already!

I had a colleague once who was a real 'joker'. She [10] _____ when they were carrying cups of coffee. I lost count of the number of times I saw people pour drinks on their shoes. I [11] _____ . She'd always arrived early and would have done something 'amusing'. Once, she plugged the keyboards on our computers into different machines. Hilarious. Some people thought she had really livened up our department. I [12] _____ . She was such an idiot!

3B A happy, healthy life

Phrasal verbs: health VOCABULARY 3.3

1 Tick the correct sentences. Then correct the mistakes.

1 I got stung by a wasp on my arm and it started to swell ~~it~~ up.
2 There's some kind of flu going around that everyone's going down with.
3 He's got some kind of food poisoning – he must have picked up it on holiday.
4 Helen's asthma flares up as soon as any flowers appear.
5 I'm taking some drugs which the doctor put me on.
6 My nose has been blocked up for over a month!
7 She came out on a rash after eating some shellfish.
8 I think I've got a cold coming down as I've been feeling awful for days.

2 Read the email and rewrite the underlined phrases using the correct form of these phrasal verbs.

come out in	put on	go down with	swell up
~~come off~~	go around	pick up	not be blocked up

Hi Sue,

Sorry I haven't emailed in a while. I'd just [1]stopped taking *come off* those antibiotics when I got flu – again! You warned me that having a young baby would be like this, and you were right. There always seems to be some kind of illness [2]being passed around Evie's nursery, and within a few days she [3]catches it. And then all of us [4]become ill with the same thing. I can't remember the last time my nose [5]was clear!

To top it all, in the showers at swimming on Saturday, I noticed that [6]spots had appeared on Evie. Chicken pox! Fortunately, I had it long ago but Clare, poor thing, hadn't and by Sunday it was clear she'd got it, too. We read on the internet that it is quite dangerous for adults and terrifyingly, it can cause the brain to [7]get larger! Anyway, she saw the doctor yesterday and he didn't seem concerned – though he [8]has given her some kind of anti-viral drugs.

Anyway, how are you? I'm in your area in a few weeks so maybe we could meet up for lunch? Assuming Clare and Evie are better, of course.

Dino x

Subject and verb inversion: Preview GRAMMAR 3.2

3 Complete the sentences with the correct phrase from these pairs.

~~she might have~~/might she have
I've met/have I met
So do I/It does me, too
So I am/So am I
has she gone down/she's gone down
Here she comes/Here comes she
There goes the man/There the man goes
Neither am I/Neither I am

1 Have you any idea where *she might have* picked it up?
2 **A** I'm not feeling too good.
B _____ .
3 **A** I don't know where the assistant has gone.
B _____ . We can ask her now.
4 Never _____ anyone who wittered on so much.
5 **A** I'm coming down with something, I think.
B _____ . I've been feeling awful all day.
6 I wonder if _____ with the same thing I had.
7 _____ that I told you about. He was really rude to me.
8 **A** It annoys me when people take the week off just because of a cold.
B _____ .

4 Fill in the gaps with between one and three words. Contractions count as two words.

1 I can't stand going on diets and *neither can* my husband. However, we both enjoy running.
2 She asked me if _____ the time. I told her it was around half past two.
3 **A** Look! _____ the bus. Have you got your ticket ready?
B Yes, but I don't think that's our bus.
4 **A** I'm getting a bit overweight, _____ ?
B A little, perhaps.
5 I love green vegetables and fortunately, _____ both of my children.
6 **A** Have you any idea what _____ arriving?
B He should be here around six.

Inversion GRAMMAR 3.2

5 **a** Rewrite the sentences.

a I only give in and have one when it's a special occasion.
Only when *it's a special occasion do I give in and have one* .

b Restaurants have only recently started to print nutritional information on their menus.
Only recently _____ .

c I don't decide which restaurant to go to till I've satisfied myself there are some healthy options.
Not until _____ .

d You should never feel forced to have a starter and a main course.
On no account _____ .

e I almost never order something without asking for it to be changed in some way.
Seldom _____ .

f People almost never eat out as healthily as they should.
Rarely _____ .

g I didn't really realise how much sugar is added to these drinks.
Little _____ .

h It will slow you down and also help you enjoy your food more.
Not only _____ .

b Read the article. Fill in gaps 1–8 with the rewritten sentences from **5a**.

6 Rewrite these sentences using the phrases in the box.

Not only	Seldom	In no way	Not until	~~Nowhere~~	Only on

1 You won't find better food anywhere.
Nowhere will you find better food.

2 It's greasy *and* tastes of nothing.
_____

3 We only eat out on special occasions.
_____

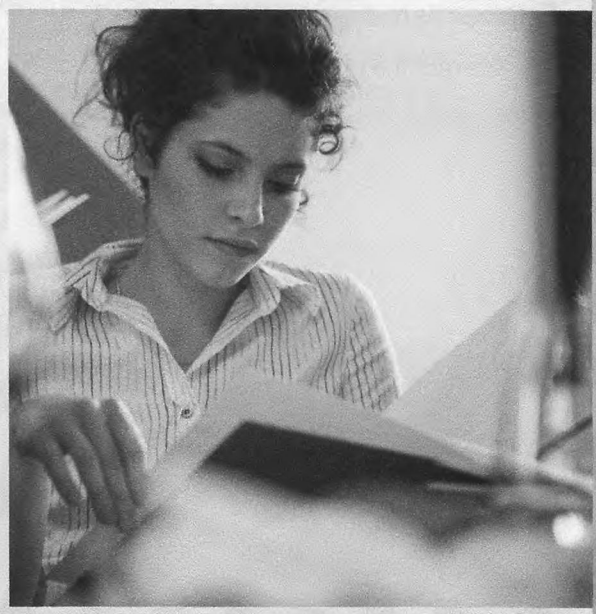
4 People don't often eat as many vegetables as they should.
_____

5 We didn't know how expensive it was going to be till we got the bill.
_____

6 Burgers could never be described as healthy.
_____

Accurate Writing 5 and 6 p84–85

Staying healthy
while eating out



1 *f* . There are just too many tempting things on the menu. But it is possible. And here are some simple tips that might help.

- Eating out is not the time for being a timid consumer. 2_____ . For example, instead of chips, I might request a baked potato or if something is fried, I'll ask for it to be grilled. Be assertive!
- 3_____ . However, this can be misleading. If something is low in carbohydrates, it isn't necessarily low in fat.
- Many restaurants with a website include a menu with information about ingredients. 4_____ .
- I used to love a cocktail before my meal. Then someone told me how unhealthy they were. 5_____ . Now I have a small glass of wine or a light beer.
- Give your brain time to realise your stomach is full and drink plenty of water during your meal. 6_____ .
- 7_____ . If the starters have a bigger range of healthy dishes, order two of these instead.
- Skip desserts. 8_____ . 'Triple Chocolate Mountain Meltdown' may sound delicious, but it will probably treble the calories in your entire meal.

3C VOCABULARY AND SKILLS It's the way you say it

Euphemisms VOCABULARY 3.4

1 Correct the underlined idioms.



getting on a bit

Now I'm [1]~~going up a bit~~, I often feel [2]below the times when I listen to my grandchildren talking to each other – especially the teenagers. They seem to talk in a different language! It doesn't help that I'm a little [3]hard to hear, too. When I ask them to explain what they're talking about, I always get the funny feeling that they're being a little [4]efficient on the truth. Anyway, I expect I was the same at their age!

The youngest ones are simpler. I've got two three-year-old grandsons – twins – and although they can be [5]a bit of an armful, I love spending time with them. At 75, I'm officially a [6]superior citizen, which means I can travel on public transport in Britain for free. This is really useful as our car has [7]seen healthier times, and I was finding driving and parking quite [8]determining. Apart from my hearing, my health is reasonably good. From time to time, I feel [9]below the climate, but it usually passes within a day or two. I do feel the cold more than I used to. I have the heating on quite a lot as otherwise, the house gets [10]a bit at the chilling side. My teenage grandchildren always say my house is like a sauna!

Being tactful REAL WORLD 3.1

2 **a** Make sentences with these words.

a you / looser / better / pair / I / would / think / suit / a
I think a looser pair would suit you better.

b could / a / detailed / it / Frankly, / been / more / have / bit
_____

c night / early / an / planning / to / get / was / I
_____

d was / It / side / a / the / on / bit / short
_____

e better / seen / I've / designs
_____

f you / were / I / if / down / it / turn / I'd
_____

g interesting / times / was / of / at / It / sort
_____

h It / a / bit / louder / could / with / do / being
_____

b Fill in the gaps with sentences a–h from **2a**.



1 A Do my legs look fat in these?
B ___a___ .

2 A Honestly, what did you think of my speech?
B Very funny! _____ . But then again, people do get bored when they go on.

3 A What did you think of that article I sent you?
B _____ . But it went on too long.

4 A What do you think of my new mobile?
B _____ . Or perhaps I'm getting a bit hard of hearing!

5 A Do you think the music is too loud?
B _____ . It's quite late.

6 A Do you fancy going out for a drink later?
B Sorry. _____ . It's been a challenging week, to say the least.

7 A What did you think of their new kitchen?
B _____ . I mean, the cupboards didn't look particularly strong, did they?

8 A Did you manage to read my report? Sorry it was quite short.
B Yes. _____ . You had a month to prepare.

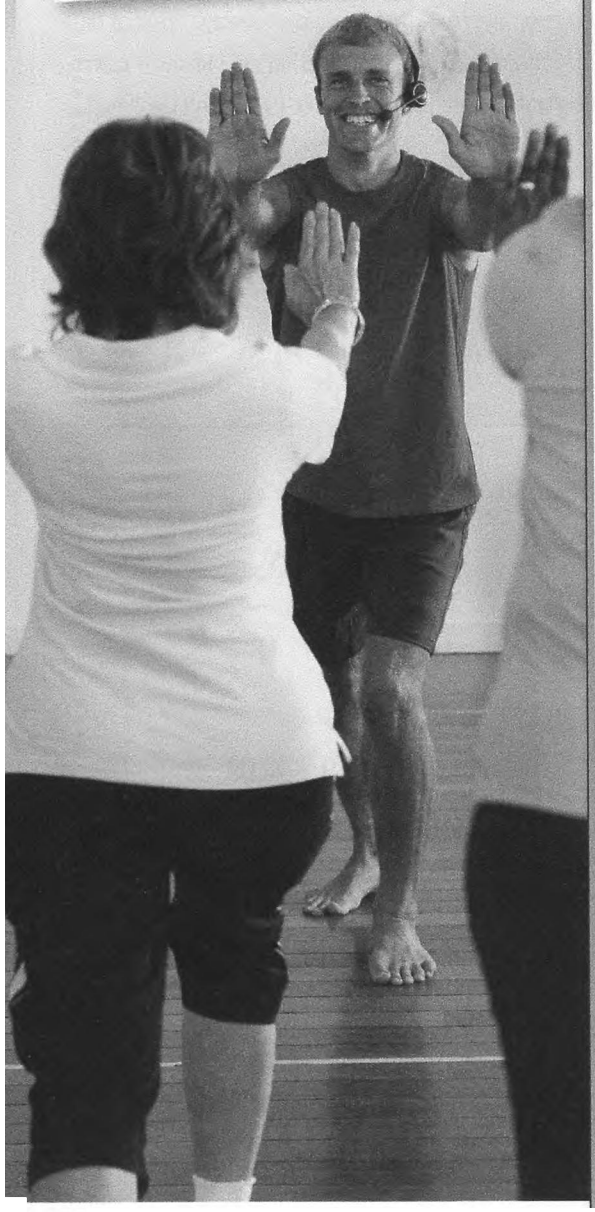
Reading and Writing Portfolio 3 p60

A proposal

Reading a proposal for gym membership
Writing putting forward ideas in a proposal
Review introductory *it*; inversion

1 Joanne is writing a report at work about a staff group membership to a gym. She has asked the staff some questions. Read her notes. Which point is not essential? Why?

Staff suggestions:
a parking is important
b need to have flexibility in terms of payment
c lots of people want to join group fitness classes
d more healthy stuff is needed in company canteen
e a few people would like a sauna
f company should subsidise fees



Introduction
The social committee has investigated the possibility of taking advantage of reduced-rate group memberships at two local gyms, encouraging employees to get regular exercise. This proposal looks at the differences between two local gyms: To-the-Max and Work Out.

Facilities
Both gyms are large and well equipped. Work Out is the larger of the two gyms and includes a 25-metre pool together with a sauna and spa area. To-the-Max, on the other hand, separates its cardio gym from the weight-training area, which would be more pleasant for those wanting to do only cardio exercise. Although it does not have a sauna or spa, its locker and shower facilities have only just been renovated and are spacious and attractive. Finally, a key difference is that To-the-Max has its own car park with over 200 spaces. In contrast, Work Out does not provide a car park, but there is usually free parking in the streets surrounding the gym.

Group fitness
Only two staff members indicated they would like a sauna, while a large number signalled an interest in a range of fitness classes. Both gyms have a good range of these. However, not only does To-the-Max have a more varied programme, it also has more group fitness studios.

Cost and flexibility
To-the-Max is the most expensive, costing £20 per person per month, while Work Out costs £15. However, the two gyms differ in terms of membership schemes. To-the-Max has the benefit of offering a more flexible membership scheme because employees can opt out at any stage after the first month, whereas Work Out requires a minimum six-month membership before it is possible to opt out.

A further point in relation to cost is that staff have requested a financial contribution from the company for those who take up membership of a gym.

Conclusion and recommendation
Although To-the-Max is not quite as large and as well equipped as Work Out, it is thought to be the most suitable gym for our employees. To-the-Max is more expensive, but a company subsidy will help offset the cost. Furthermore, the possibility of being able to cancel membership after one month offers greater flexibility.

I recommend that we take out a group membership with To-the-Max.

2 Read Joanne's email outlining her proposal quickly and answer these questions.

1 Which gym does she recommend?
2 Does it have everything staff requested?

3 Read again and answer these questions.

1 What are the main differences in fitness facilities between the two gyms? _____

_____

2 In what way are the To-the-Max fitness programmes better? _____

_____

3 How is To-the-Max more flexible in terms of fees?

_____

_____

4 What would help make gym fees cheaper to employees?

_____

_____

5 What key advantages does To-the-Max offer?

_____

_____

4 Read the proposal again and use the context to match these words/phrases to definitions a–h.

well equipped	~~renovate~~	in terms of	opt out
in relation to	take up (sth)	subsidy	offset

a repair and redecorate a building that is in bad condition *renovate*

b start doing a hobby or an activity in your free time _____

c create a more balanced situation _____

d having plenty of good-quality equipment _____

e money given by an organisation to pay part of the cost of something _____

f with regard to, concerning _____

g choose not to be part of an activity _____

h when compared to something _____

HELP WITH WRITING Putting forward ideas in a proposal

5 **a** Look at these sentences. Choose the phrases used in the proposal.

- To-the-Max, [1]*although/* ~~*on the other hand*~~, separates its cardio gym from the weight-training area.
- This proposal looks at the [2]*differences about/differences between* two local gyms.
- [3]*Although/However* it does not have a sauna or spa, its locker and shower facilities have only just been renovated.
- A [4]*key difference/total difference* is that To-the-Max has its own car park.
- [5]*Although/In contrast*, Work Out does not provide a car park, [6]*but/however* there is usually free parking in the streets.
- Work Out is [7]*larger/the larger* of the two gyms.
- [8]*However/But*, not only does To-the-Max have a [9]*more/most* varied programme, it also has more group fitness studios.
- The two gyms [10]*differ in/differ about* terms of membership schemes.
- Only two staff members indicated they would like a sauna, [11]*while/on the other hand* a large number signalled an interest in a range of fitness classes.

b Choose the correct answer.

The correct language in **5a** is used to:

1 show reasons and results.
2 contrast and compare information.
3 indicate that extra information has been added.

c Match the correct words/phrases in **5a** to descriptions a–g.

a a verb used to compare two things *10*

b nouns used to compare two things _____ , _____

c a noun phrase that includes a zero or indefinite article and a comparative adjective _____

d a noun phrase that includes a definite article and a comparative adjective _____

e adverbial linkers of contrast _____ , _____ , _____

f conjunctions showing concession _____ , _____

g a conjunction of contrast _____

Reading and Writing Portfolio 3

6 Fill in each gap with a correct word or phrase from **5a**. Sometimes more than one answer is possible.

1 The *key difference* between the two fitness programmes is that I use the rowing machine more.

2 You should aim to increase your heart rate. _____, if you start to feel faint or dizzy, please stop immediately.

3 Frank did a cardio workout, _____ Scott did weight training.

4 The two personal trainers _____ terms of their approach to fitness.

5 _____ they had an easy workout, they still felt tired afterwards.

6 I think my gym offers a _____ interesting range of classes than others.

7 I go to the gym about twice a week. Suzanne, _____, goes every weekday.

8 I don't really like the fitness classes, _____ I enjoy cardio training on my own.

9 The 6 p.m. class is definitely _____ of the two evening fitness classes.

10 _____ I often don't feel like going, once I get to the gym I usually enjoy the workout.

7 **a** You have been asked to write a proposal for the location of a company's new coffee area. There are two options: an unused storeroom or an unused office. Read the notes for the proposal. Decide which location you think would be best.

b Write a proposal using the notes or your own ideas.

- Decide how to divide the information into key sections, and think of a heading for each section.
- Include an introduction and conclusion.
- Make a suggestion about the espresso machine and water cooler.
- Make a specific recommendation about which location to turn into a coffee area.
- Use the words or phrases in **5a**.
- Read and check for mistakes.
- Give your proposal to your teacher next class.



storeroom

✓ conveniently situated for all staff
✓ already has running water
✓ cheap to renovate
✗ small – hardly any room for seating
✗ no windows

office

✓ spacious – lots of natural light
✓ room for seating – but need to buy tables and chairs
✗ not conveniently situated – it's near the manager's office
✗ no running water
✗ expensive to renovate

Staff and management comments:

- *most staff happy with either location – just want separate coffee area*
- *if near manager's office, will he overhear conversations?*
- *three or four staff think natural light is important*
- *several staff want an espresso machine and water cooler*
- *manager wants to keep costs down*

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Impersonal report GRAMMAR 7.2

4 Write these headlines as sentences using *it is* + past participle + *that* clause. Use the correct form of the underlined verb.

1 **GOVERNMENT EXPECTED TO ANNOUNCE TAX CUT THIS WEEK**

It is expected that the government will announce a tax cut this week.

2 **SUGGESTION THAT MURDER GANG-RELATED**

3 SUSPECT ASSUMED TO HAVE FLED ABROAD

4 **ID CARDS PREDICTED TO COST TAXPAYER BILLIONS**

5 **CCTV CAMERAS AGREED TO BE INSTALLED THROUGHOUT UNIVERSITY**

6 **ESTIMATED 350,000 PEOPLE DRIVING WITHOUT INSURANCE**

7 MINISTER ALLEGED TO HAVE ACCEPTED PAYMENTS FROM SEVERAL LARGE OIL COMPANIES

8 PRIME MINISTER EXPECTED TO RESIGN IN AUTUMN

5 Rewrite each sentence starting with the words in bold. Use the impersonal report structure: subject + passive + infinitive with *to*.

1 People say that **he** has spent 15 years researching the book. People expect **it** to be a summer bestseller.

He is said to have spent 15 years researching the book.

It is expected to be a summer bestseller.

2 They have agreed **proposals** that will reduce the emission of greenhouse gases. We understand that **environmental groups** are 'very excited' about the development.

3 We believe **the suspect** to be between 18 and 25. We think **he** caught a train to London on Thursday.

4 People think **the film** is his finest work to date. People expect **it** to win 'Best Picture' at the Oscars.

5 There is a rumour that **talks** have taken place recently to sign the Brazilian midfielder to Chelsea. We expect **the club** to hold a press conference soon.

6 Complete sentence **b** so that it has the same meaning as sentence **a**. Use between three and six words. Contractions count as two words.

1 **a** It seems that someone has taken my keys.
b Someone *seems to have taken* my keys.

2 **a** We have found that the drug delays the onset of the disease by up to ten years.
b The drug _____ the onset of the disease by up to ten years.

3 **a** Mr Parks appeared not to have even been in the country at the time.
b It _____ even been in the country at the time.

4 **a** We expect a delay to your flight.
b There _____ a delay to your flight.

5 **a** In the experiment, we found no significant difference between the amount of time men and women speak.
b In the experiment, there _____ no significant difference between the amount of time men and women speak.

6 **a** The public seem to be mainly in support of CCTV.
b It _____ mainly in support of CCTV.

7 **a** We think there are fewer than 1,000 pandas in the wild.
b There _____ fewer than 1,000 pandas in the wild.

8 **a** It is alleged that there are over 500,000 illegal immigrants in Britain.
b _____ to be over 500,000 illegal immigrants in Britain.

9 **a** Many consider ID cards an invasion of privacy.
b ID cards _____ an invasion of privacy.

Accurate Writing 14 and 15 p86

7C VOCABULARY AND SKILLS Not guilty!

Metaphors VOCABULARY 7.3

1 Complete the sentences with the correct form of these words.

~~flood~~	grill	crack	fly	storm
warm	dawn	freeze	bright	

1 After the trial, we *were flooded* with offers from newspapers to tell our story.
2 We had such a good time away that two weeks seem to have _____ by.
3 It _____ on me yesterday that next month I will have been working for this company for 20 years.
4 Being short-staffed over the last few months has meant several people have come close to _____ .
5 Neither of the boys are fools, but Tom is distinctly _____ .
6 If you didn't _____ me every time I go out, I might have been more honest with you.
7 "You always blame me!" she shouted, _____ out of the room.
8 We arrived late at night, so it was great to get a _____ welcome from the owners of the bed and breakfast themselves.
9 Having thought no one was at home, he _____ when he heard the sound of movement in the room upstairs.

Functions and intonation of questions

REAL WORLD 7.1

2 a Make questions with these words.

1 should / How / know / I / ?
How should I know?
2 over / time / could / just / go / this / one / If / we / more / ?
_____
3 been / with / before / Anna / trouble / police / Hasn't / in / the / ?
_____
4 money, / any / do / you / You / have / to / seem / never / ?
_____
5 coincidence / Isn't / a / that / ?
_____
6 we / him / crack / he'll / if / Do / think / you / question / ?
_____

b Fill in gaps a–f with the questions in **2a**.



1 A Do you know where my wallet is?
B [a] *How should I know?* I'm not your personal assistant!
2 A Did you hear that the chairman's daughter has been promoted again?
B [b] _____
That's another £10,000 pay rise.
3 A [c] _____
B Look. I've told you everything I know.
A Well, let's start with the man who loaned you the money.
4 A £10 is fine, thanks Dad. Just until the weekend.
B [d] _____
5 A Something tells me the shop manager is involved in this robbery.
B [e] _____
A I don't know, but let's bring him in and see what he says.
6 A I saw a police car outside her house yesterday.
B [f] _____
A I think you're right. I seem to remember something a few years ago.

c Match questions a–f you used in **2b** to these functions.

1 aggressive/defensive response to a question *a*
2 making a sarcastic comment ___
3 a rhetorical question (expecting agreement) ___
4 giving instructions ___
5 checking information you think is right ___
6 asking for new information ___

d Which question in **2b** is said with a rising intonation?

Reading and Writing Portfolio 7 p72

8A Finding time

Language Summary 8, Student's Book p156

Phrases with *time* VOCABULARY 8.1

1 a Match sentence beginnings 1–10 to endings a–j.

1 No matter how busy things get, I always make *f*
2 I'm going to stay in the city for the ___
3 I'm not intolerant, but I've got no ___
4 We're not in a rush, so take your ___
5 We'll get there in plenty of ___
6 Please don't worry if you don't have any ___
7 It's only a matter of ___
8 Well, if you're going to start saving up, there's no ___
9 My daughter has been giving me a hard ___
10 If he's got ___

a time if we take the train.
b time getting ready.
c time about the amount of stuff we throw away.
d time like the present.
e time to kill, why doesn't he tidy his bedroom?
f ~~time for some exercise at least three times a week~~.
g time for people who are always moaning about their problems.
h time before car journeys will become a luxury.
i time being.
j time to spare.

b Complete these conversations with sentences from **1a**.

1 A The price of petrol is getting ridiculous, isn't it?
B I know. *It's only a matter of time before car journeys will become a luxury.*

2 A Maybe I shouldn't go out tonight. I'll end up spending a load of money, and I'm meant to be buying a car in September.
B _____. Stay in and watch a DVD with me instead.

3 A You seem to be very organised about your recycling.
B Yes. _____

4 A I'm a bit worried about the traffic on Saturday morning.
B That's why I think driving would be mad.
_____

5 A I'll try and finish this today, but I'm not sure I'll manage it.
B _____

6 A Tim's always telling me how overworked and underpaid he is.
B I'm afraid I'm not interested. _____
_____

7 A Weren't you thinking of moving to the countryside?
B _____
Otherwise, I would have to commute.

8 A With your job, I'm surprised you're in such good shape.
B _____
_____

9 A Seb's completely bored and says he's got nothing to do.
B _____

10 A What time do you want to leave?
B _____

2 Replace the <u>underlined</u> phrases with the correct form of the phrases in the box.

~~have (got) no time for~~	in plenty of time	take my time
give me a hard time	it's only a matter of time	
make time	for the time being	have time to kill

've got no time for

1 I ~~disapprove of~~ people who waste food.
2 I'm going to stay in this job <u>at present</u> and look for something better next year.
3 My parents have been <u>criticising me</u> about not switching off my computer at night.
4 In the future, Professor Hawkins thinks, there will be a global shortage of water. "<u>It will happen – we just don't know when</u>," he says.
5 <u>I've been spending as much time as I needed</u> with this project, as I didn't think it was urgent.
6 If you<u>'ve got nothing to do for a while</u>, can you sort out the recycling?
7 The trouble with being self-employed is <u>arranging time</u> to go on holiday.
8 We arrived at the airport <u>earlier than it was necessary to</u>, but there was a problem with the tickets.

wish / if only: Preview GRAMMAR 8.1

3 Complete sentence **b** so it has a similar meaning to sentence **a**. Use between two and four words, including the word in brackets. Do not change the word in brackets.

1 **a** We would like to be able to find more time to be 'greener', but we can't. (could)

b We wish *we could find* more time to be 'greener'.

2 **a** It's terrible news that Martin is leaving. (wasn't)

b I wish _____ _____ .

3 **a** People didn't listen to environmentalists 20 years ago. (listened)

b If _____ to environmentalists 20 years ago.

4 **a** We weren't warned about the price increases. (been)

b We wish _____ _____ about the price increases.

5 **a** He won't put his paper in a separate bin. (would)

b If _____ his paper in a separate bin.

6 **a** My husband would like to have spent more time with the children when they were younger. (wishes)

b My husband _____ _____ more time with the children when they were younger.

7 **a** It's unfortunate, but people are so selfish. (would)

b If _____ less selfish.

8 **a** I would like more time to spare. (wish)

b I _____ more time to spare.

Past verb forms with present or future meaning

GRAMMAR 8.1



4 Complete the conversations. Use these phrases with the correct form of the verbs in brackets.

~~(leave) early and (get) to the airport in plenty of time~~
(be) closer to Monday than Friday
(go) away in September when the schools go back
(get) round to booking them
(make up) and (stop) behaving like children
(take) my time and (do) it properly
(take) your time and (get) here safely
(go) wherever they want to and (avoid) any blame

1 A Why are you leaving now? You don't have to check in until six.
B We'd prefer *to leave early and get to the airport in plenty of time.*

2 A I'll do my best to get home by six, but it's going to be tight.
B I'd rather you _____ .

3 A Have you got any preferences for a day to meet?
B I'd prefer it _____ .

4 A Martin and Sam still aren't talking after their row.
B It's high time they _____ .

5 A Have you had any thoughts about when you'd like to take a holiday this year?
B I'd sooner we _____ .

6 A Do you want to choose the restaurant for your parents' anniversary?
B I'd rather _____ .

7 A Shall we look at some flights to Florida tonight?
B Yes. It's about time we _____ _____ .

8 A Will you have finished the decorating by Thursday?
B I'd sooner _____ .

5 Rewrite sentence **b** so it has the same meaning as sentence **a**. Use the word/phrase in brackets.

1 **a** My preference would be to leave on Friday afternoon. (rather)
b I _____ .

2 **a** We really should leave. (high time)
b It _____ .

3 **a** Don't tell anyone about this for the time being. (sooner)
b I _____ .

4 **a** Simon ought to start looking for a new job. (about time)
b It _____ .

5 **a** Our preference would be for you to start on Monday. (prefer it)
b We _____ .

8B Fear!

wherever, whoever, whatever, etc.

GRAMMAR 8.2

1 Complete these sentences with *wherever, whoever, whatever, however, whenever* or *whichever*. Sometimes more than one answer is possible.

1 You are welcome to stay at our house *whenever* you like.
2 _____ much I feed my cat, she's always hungry.
3 _____ way we go, we're still going to get stuck in some traffic.
4 They can't be far away, _____ they are.
5 _____ did this must be punished.
6 _____ just made that noise didn't sound very friendly.

2 Rewrite sentence **b** so it has the same meaning as sentence **a**. Use *wherever, whoever, whatever,* etc.

1 a It doesn't matter where she goes, she always ends up the centre of attention.
b _____, she always ends up the centre of attention.
2 a I don't know who told you that Simon and I had split up, but they were very much mistaken.
b _____ was very much mistaken.
3 a I think he's an honest person, no matter what people say about him.
b I think _____.
4 a It doesn't matter which one you choose, so take what you want.
b Choose _____.
5 a He always gives me a call when he's in town.
b He gives me a call _____.
6 a No matter how hard you try, you'll never pass.
b You'll never pass, _____.

Word building (2): suffixes VOCABULARY 8.2

3 **a** Look at these groups of words. Write the type of word (nouns, adjectives or verbs) after each group.

1 imagine, perform, excite, recover: *verbs*
2 intense, live, popular, clear: _____
3 trauma, marvel, alarm, tradition: _____
4 absorb, attract, expect, recycle: _____

b Change each group of words in **3a** into these types of words using the suffixes in the boxes. Make any other necessary changes.

~~-tion~~	-ment	-ance	-y

1 nouns: *imagination*, _____, _____, _____

-ify (x 2)	-ise	-en

2 verbs: _____, _____, _____, _____

-al	-ic	-ous	-ed

3 adjectives: _____, _____, _____, _____

-ent	-able	-ant	-ive

4 adjectives: _____, _____, _____, _____

4 Match words from **3a** and **3b** to definitions a–h. Use one word from each group 1–4 in **3a** and **3b**.

a *imagination*: the ability to think of new ideas
b _____: a thing or person that is very surprising or causes a lot of admiration
c _____: describing an experience that causes emotional shock and upset
d _____: describing something, e.g. a feeling, that is extreme or very strong
e _____: describing something that can be used again
f _____: entertain people by dancing, singing, acting or playing music
g _____: make something easier to understand by giving more details or a simpler explanation
h _____: think or believe something will happen or someone will arrive

5 **a** Read the instructions and do the puzzle.

- Find nouns made from these words: *survive*, *responsible*, *challenge*
- Find adjectives made from these words: *afford*, *tradition*
- Find verbs made from these words: *pure*, *plan*, *sensational*
- Find adverbs made from these words: *clear*, *rational*

R	T	L	G	L	K	T	C	Z	H	J	E	U	Z	S
E	E	A	V	N	W	X	L	C	T	V	N	C	T	E
S	P	S	A	S	N	V	E	M	I	G	X	H	R	N
P	N	U	P	U	X	E	A	D	M	U	C	A	A	S
O	U	R	R	O	S	U	R	V	I	V	A	L	D	A
N	A	V	V	I	N	O	L	Q	B	K	P	L	I	T
S	F	I	K	B	F	S	Y	A	S	B	U	E	T	I
I	F	V	D	F	E	Y	I	I	X	D	R	N	I	O
V	O	E	A	H	V	T	J	B	E	M	I	G	O	N
E	R	D	P	S	V	I	T	N	I	Z	T	E	N	A
K	D	R	A	T	I	O	N	A	L	L	Y	D	A	L
R	A	T	I	O	N	A	L	I	S	E	I	Z	L	I
A	B	R	T	B	L	H	Q	S	M	C	H	T	L	S
J	L	R	V	P	D	K	C	L	A	R	I	F	Y	E
S	E	N	S	A	T	I	O	N	A	L	I	S	T	Y

b Complete the sentences with words you found in **5a**.

1 The world's *survival* could depend on each of us reducing our impact on the environment.

2 With increasing prices of oil and electricity, we will _____ have to think hard about our use of fuel.

3 Climate change is surely the greatest _____ facing the world today.

4 In the past, newspapers tended to _____ environmental warnings to produce dramatic headlines. Now journalists write more _____ about the growing crisis.

5 With a growing fuel crisis, the future could see us return to more _____ ways of living, with people working closer to home.

6 Currently over one billion people have no access to a clean water supply and need to _____ water before drinking.

7 It is high time we all took _____ for our impact on this planet's natural resources.

8 Currently, hybrid cars are quite expensive but within a few years, they will have become _____ to everyone.

9 We need to _____ our shopping more carefully, as we are wasting too much food.

6 Fill in the gaps with the correct form of the words in brackets.

http://www.medicaladvice.net/phobias

WHAT IS A PHOBIA?

A phobia is a [1] *persistent* (persist) fear of certain situations, activities, things or people.

This fear might be something [2]_____ (logic), such as *scotophobia*, which is a fear of the dark. However, it can also be something entirely irrational, such as *octophobia*, which is the fear of the number eight.

Psychologists generally [3]_____ (class) phobias into two main groups:

- Simple phobias involve a fear of specific things and the most common are, [4]_____ (predict): spiders, flying, dentists and [5]_____ (ill).
- Complex phobias include *agoraphobia*, which is a fear of public or unfamiliar places, and also social phobias. Both types involve a fear of [6]_____ (embarrass) or [7]_____ (humiliate) in social settings. For example, a common social phobia is *glossophobia*, which is a [8]_____ (perform) anxiety, frequently felt by professional [9]_____ (speak) and [10]_____ (experience) actors.

WHAT CAN BE DONE ABOUT PHOBIAS?

While most simple phobias will not affect your daily life, social phobias can create extreme [11]_____ (disable). And although about one in ten people have a significant phobia, few people seek [12]_____ (treat) for it.

With professional help, however, the majority of phobia patients can beat their fears. [13]_____ (effect) relief can usually be gained from either cognitive behaviour therapy which involves talking about and rationalising your fear, medication or a [14]_____ (combine) of both.

Accurate Writing 16 and 17 p87

8C VOCABULARY AND SKILLS The pros and cons

Reading

1 Read the poem and match questions 1–3 to speakers a–c.

1 Who is speaking? ___
2 Who is she speaking to? ___
3 Who is she speaking about? ___

a a new girlfriend
b an ex-boyfriend
c an ex-girlfriend

2 Read the poem again. Find words 1–7 and match them to meanings a–g.

1 muted *g*
2 bland ___
3 wit ___
4 flatter ___
5 vapid ___
6 wince ___
7 mince ___

a without intelligence or imagination
b make someone look more attractive than usual
c describing food which has no taste
d feel and show pain briefly and suddenly in the face
e the ability to use words in a clever and funny way
f meat which has been cut up into very small pieces
g ~~describing a colour which isn't bright~~

3 Tick the criticisms that the ex-girlfriend makes about the new girlfriend. Add line numbers when relevant.

a She has poor taste. ✗
b She isn't good-looking. ✓ *lines 9–11*
c She is mean. ___
d She hasn't got a very good sense of humour. ___
e She wears high-heeled shoes. ___
f She doesn't dress very well. ___
g She isn't very charming. ___
h She has an irritating voice. ___



1 You ask what I think of your new acquisition;
and since we are now to be "friends",
I'll strive to the full to cement my position
with honesty. Dear – it depends.

5 It depends upon taste, which must not be disputed;
for which of us *does* understand
why some like their furnishings pallid and muted,
their cookery wholesome, but bland?

9 There isn't a *law* that a face should have features,
it's just that they generally *do*;
God couldn't give colour to *all* of his creatures,
and only gave wit to a few;

13 I'm sure she has qualities, much underrated,
that compensate amply for this,
along with a charm that is so understated
it's easy for people to miss.

17 And if there are some who choose clothing to flatter
what beauties they think they possess,
when what's underneath has no shape,
does it matter if there is no shape to the dress?

21 It's not that I think she is *boring*, precisely,
that isn't the word I would choose;
I know there are men who like girls who talk nicely
and always wear sensible shoes.

25 It's not that I think she is vapid and silly;
it's not that her voice makes me wince;
but – chilli con carne without any chilli
is only a plateful of mince …

Reading and Writing Portfolio 8 p75

9A The price of happiness

Language Summary 9, Student's Book p158

price and *cost* VOCABULARY 9.1

1 a Complete these sentences with the correct form of *price* or *cost*.

a The estimated *cost* of bringing up a child from birth to 21 is over £150,000.

b But at around £50 a head, I thought it was somewhat over_____ .

c However, to me it was _____ less.

d With diamonds that size, it must have _____ a fortune.

e There are some shops which always seem to be having a half-_____ sale.

f The insurance company didn't think it was _____-effective to repair it.

g When I saw the _____ tag on the jacket, I thought it was a mistake.

h The _____ of living has risen dramatically over the last few months.

i She wants this job, and will get it at any _____ .

j Everything seems quite reasonably _____ , especially the main courses.

b Fill in the gaps with sentences a–j from **1a**.

1 It was an enjoyable meal, I'll admit. *b*

2 _____ . The main reason has been the increase in fuel and food prices.

3 The jewellery I lost in the robbery was worth very little. _____

4 We had to get a new car after having the accident. _____

5 Joanne is absolutely determined. _____

6 _____ . I often wonder how genuine these discounts are!

7 Have you read this report in the newspaper about families? _____

8 Have you seen this menu? _____

9 _____ . How can a piece of clothing cost £4,000?!

10 Did you see her ring? _____

Simple v continuous: Preview GRAMMAR 9.1

2 a Read the first part of the email. Fill in the gaps with the most appropriate form of the verbs in the box. Use the Present Simple, Present Continuous, Past Simple or Past Continuous.

~~love~~	arrive	cost	get	argue	write
get on	wait	apologise	have		

Hi Mum, Hi Dad,

A late-night email! I've just unpacked my clothes and stuff and, of course, my new computer! Thanks so much – I [1] *love* it. I [2] _____ this email from it, of course. It's great that the college [3] _____ free wi-fi.

The train eventually [4] _____ in Liverpool about an hour late – no one [5] _____ or anything! When I got off the train, lots of people [6] _____ with some guy from the train company, "Our tickets [7] _____ a fortune," one guy was shouting. You can imagine the scene. I got a taxi with my stuff.

Anyway, I eventually [8] _____ to my room about nine. Carrie [9] _____ for me with a surprise birthday cake – which was really sweet of her! We have so much in common, and [10] _____ really well – I'll invite her down during the next holiday.

b Read the second part of the email. Choose the most appropriate verb form.

I've [1] *looked/(been looking)* at the list of books we need this term. Some of them [2] *seem/are seeming* really overpriced! However, I've also [3] *noticed/been noticing* that there's a half-price sale online for some of them at the moment. OK, so I [4] *don't do/'m not doing* an economics degree, but … I think it would be more cost-effective to buy some of them now. The trouble is I've just [5] *paid/been paying* my rent and I can't really afford to. So I [6] *thought/was thinking* … could I borrow the money until next term? I know you [7] *spend/'re spending* a lot of money on doing up the house at the moment, so I [8] *understand/'m understanding* if it's not possible.

Anyway, I've [9] *finished/been finishing* unpacking for the night and I [10] *have/'m having* a lecture at 9. I'd better get to bed.

Hope you're both well.

Love,

Josie x

Simple v continuous: verbs with different meanings GRAMMAR 9.1



3 Choose the best verb form.

ATTENDANT This bag won't [1] (*fit*)/*be fitting* in the overhead lockers, I'm afraid. You'll have to put it in the hold.

MAN Oh, that's fine. I'll just take out my laptop first.

ATTENDANT OK ... I'm afraid it [2]*looks/is looking* as though you might be significantly above your weight allowance. Unfortunately I have to charge you ...

MAN But we [3]*only have/are only having* four bags!

ATTENDANT It's not the amount, sir. It's the weight. The airline [4]*is/is being* quite strict about this at the moment.

MAN I see. Are you sure that small bag is too big for the lockers? It [5]*doesn't look/isn't looking* very big.

ATTENDANT Yes, sorry, sir. Now, with the extra bag that has to go in the hold, you're 15 kilos above your allowance. At $20 per kilo, that's $300.

MAN What? That's a fortune! I [6]*don't see/'m not seeing* why it's so expensive.

ATTENDANT We don't decide the rules about weight, I'm afraid. These are safety rules that [7]*come/are coming* from the aviation authority.

MAN I [8]*imagine/'m imagining* the prices are set by you, though.

ATTENDANT How would you like to pay?

MAN At these prices I [9]*think/'m thinking* of leaving some stuff behind.

JO Dad, why are we waiting?

MAN Ask Mum to come over, Jo.

WOMAN What's wrong?

MAN We've got to pay for excess baggage.

WOMAN I said the bags [10]*feel/are feeling* heavy. How much is it?

MAN Well, it [11]*appears/'s appearing* to be about half the cost of a ticket!

JO Dad. Can we get something to eat now?

WOMAN In a minute, Jo. A sandwich, perhaps. Dad and I [12]*feel/are feeling* a little poor at the moment.

4 Complete each pair of sentences with the same verb. Use the Present Simple in one sentence and the Present Continuous in the other.

expect (x 2)	imagine	look	have	see
come	be	think	fit	feel	appear

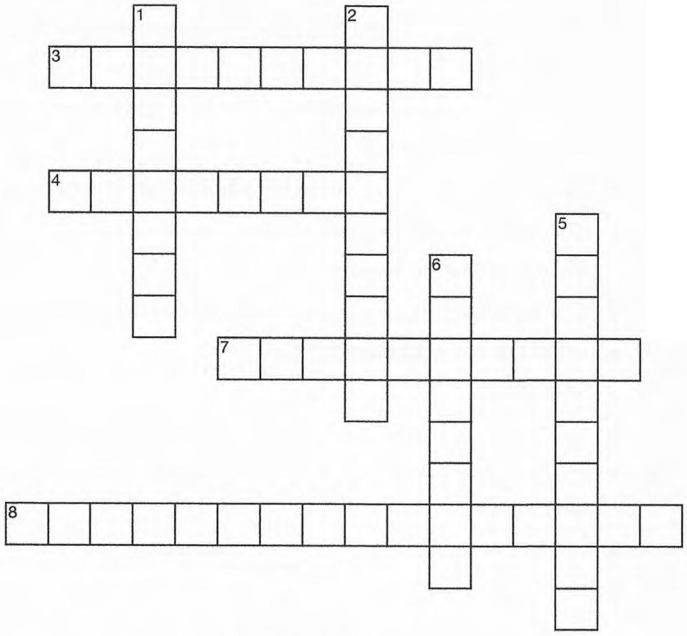
1 a We *expect* him to arrive soon.
  b Is that the doorbell? Are you *expecting* anyone?
2 a This house actually _____ reasonably priced.
  b We _____ at houses all weekend, so we can't come over.
3 a She _____ some last-minute doubts about whether to take this job or not.
  b Do you _____ time for a quick cup of tea?
4 a The wood for all the garden furniture we sell _____ from sustainable forests.
  b Our new car _____ on Sunday. I can't wait!
5 a I don't entirely agree with you, but I _____ your point.
  b _____ you _____ anyone at the moment?
6 a _____ you _____ all right? You look very pale.
  b I hate this phone. It _____ so plasticky.
7 a Next year, my friend _____ in a film with Christian Bale. It's her biggest role to date.
  b Can you lend me £20? I _____ to have left my wallet at home.
8 a We _____ his painting work is reasonably priced, but we won't be using him again.
  b _____ you _____ of investing any of your inheritance?
9 a I _____ Sally home any moment.
  b I _____ Josh will arrive home very soon.
10 a Our neighbours _____ solar panels on their roof, which will save them a fortune in fuel bills.
  b One of the problems of losing all this weight is that nothing _____ me any more.
11 a _____ I _____ it, or did there use to be a cashpoint here?
  b I _____ the shops will be really busy because of the sales.
12 a This exercise _____ really tough.
  b Our two-year-old _____ really difficult at the moment, but I guess it's what we should expect.

9B Cash-free

Word building (3): productive suffixes VOCABULARY 9.2

1 Complete the puzzle with words using these suffixes.

-led	-free	-worthy	-minded
-able	-proof	-ish	-conscious



1 Something that can be washed is _____ . (8)

2 A class activity that is controlled by students is _____ . (7–3)

3 A car that isn't suitable to be driven on the road isn't _____ . (10)

4 Vegetarians eat food that is _____ . (4–4)

5 Something that does not allow liquids to pass through it is _____ . (10)

6 Someone that behaves immaturely is _____ . (8)

7 Two people that think in a similar way are _____ . (4–6)

8 Someone who cares a lot about what they wear is _____ . (7–9)

2 Rewrite these sentences using the suffixes in brackets. Make any other necessary changes.

1 We've become a lot more aware of security since we were burgled. (-conscious)

We've become a lot more security-conscious since we were burgled.

2 The salesperson claimed that this computer would not become obsolete in the future, but I know it will. (-proof)

_____

3 My dad won't use the internet to buy things, as he thinks you can't trust it. (-worthy)

_____

4 It's an appealing investment, as you don't have to pay tax on it. (-free)

_____

5 The company is proud that all of its products are initiated by the market. (-led)

_____

6 My mother has become a lot more aware of politics as she's got older. (-minded)

_____

7 He was quite tall and wearing a sort of red sweater. (-ish)

_____

8 Nappies that you can dispose of create a million tonnes of waste in the UK every year. (-able)

_____

a/an, the or no article: Preview GRAMMAR 9.2

3 Read the blog. Fill in the gaps with *a*, *an*, *the* or no article (–).

BUY NOTHING DAY

Cash-free ... for a day!

'Buy Nothing Day' is [1] *an* informal day of protest which began in [2]_____ Canada. [3]_____ young artist called Ted Dave was getting fed up with the high prices of things and [4]_____ amount we all buy – especially at [5]_____ Christmas. So, for just one day every year, he decided he would buy nothing.

Ted's argument was that we have got so used to spending [6]_____ money that we have stopped thinking about it. And in doing so, we waste [7]_____ world's resources. Consumerism has become [8]_____ significant part of our culture and 'Buy Nothing Day' reminds us that there is more to life than [9]_____ shopping.

Now people in over 65 countries from Madrid to Mumbai participate in [10]_____ protest. It happens on [11]_____ last Friday in November, which is one of [12]_____ busiest shopping days in [13]_____ USA.

Of course, 'Buy Nothing Day' isn't just about changing your lifestyle for just one day. Organisers want it to be [14]_____ lasting relationship with your consumer conscience. And remember, they say, it's free!

a/an v *one*; *few, a few, quite a few*

GRAMMAR 9.2

4 Change the underlined word(s) in each sentence to *a/an* or *one*, where necessary. If more than one answer is possible, give the alternatives.

one

1 I've only got a credit card, whereas my wife's got five.

or *a*

2 If you can hold on one minute, I'll come with you.
3 I'm going out for one hour or two.
4 It will take about a week for the money to be transferred into your account.
5 Nick said he'd come round an evening next week.
6 Can I speak to the manager? I've been passed from an idiot to another for the last half an hour.
7 He kicked a shoe off and then the other and put his feet on the table.
8 Have you got one 50-pence piece for this parking meter?
9 What an idiot I am! I've forgotten my wallet.
10 I don't know where my teenage son is from one day to the next.
11 This is your cake recipe, isn't it? Do you use an egg or two?
12 My daughter is a year old on Wednesday, so I'm taking one day off.
13 I knew that a day he'd become a famous singer.
14 The oldest living person died at the age of a hundred and twenty-two!

5 Complete these sentences with *few*, *a few*, *little*, *a little*, or *quite a few*.

1 A lot of people I know have little credit card debt. *Quite a few* of them – almost all, in fact – pay off their credit cards in full every month.
2 I have _____ time on Wednesday if you would like me to help.
3 I've only got _____ passwords for websites, as I can't remember too many.
4 I have _____ time for people who borrow too much money and have trouble paying it back. It's their own fault!
5 _____ times last year – almost every month in fact – I thought our business was going to go bankrupt.
6 I've saved _____ money over the past few years, but nowhere near enough for a deposit on a house.
7 _____ people would say they don't ever worry about money.

6 Read the article and fill in the gaps. Choose a, b or c.

How much cash do you carry?

Finlay: I usually have [1] *b* emergency ten-pound note tucked at the back of my wallet, but otherwise I carry [2]_____ cash. I carry [3]_____ coins, as I hate the weight of money in my pockets. Plus they make [4]_____ annoying sound when I walk. I always carry [5]_____ credit card wherever I go.

1	**a** a	**b** an	**c** a few
2	**a** very little	**b** few	**c** a little
3	**a** a few	**b** little	**c** few
4	**a** an	**b** one	**c** a
5	**a** a little	**b** a	**c** a few

Phoebe: [6]_____ people I know never seem to have any money on them. I don't know whether this is practical, or they are just being tight-fisted! Personally, I wouldn't feel comfortable if I didn't have at least [7]_____ cash on me. In reality, there are [8]_____ times you'll find me with less than $100 in my purse. I think it comes from [9]_____ evening when, needing [10]_____ taxi home, I went to [11]_____ ATM and it was broken. I had to walk home and I was terrified. I swore it would never happen again!

6	**a** Few	**b** One	**c** A few
7	**a** little	**b** a little	**c** quite a few
8	**a** quite a few	**b** little	**c** few
9	**a** one	**b** a	**c** the
10	**a** one	**b** a	**c** –
11	**a** an	**b** a	**c** one

Jacob: Virtually none. I rely on plastic the whole time. I've got [12]_____ credit cards – about eight – which means that I'm never worried if [13]_____ of them doesn't work for some reason. Sometimes I find it difficult to buy small things – like [14]_____ newspaper – but [15]_____ day I think you'll be able to pay for everything with [16]_____ credit card.

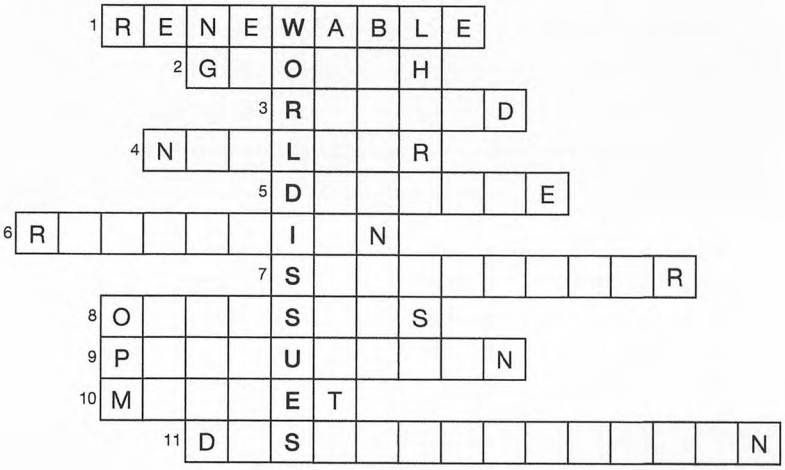
12	**a** few	**b** a few	**c** quite a few
13	**a** few	**b** one	**c** a few
14	**a** a	**b** one	**c** little
15	**a** a	**b** –	**c** one
16	**a** one	**b** a	**c** little

Accurate Writing 18a, 18b and 19 p87

9C VOCABULARY AND SKILLS World issues

World issues and economics VOCABULARY 9.3

1 Read the sentences and do the puzzle.



- Solar and wind power are two examples of [1] *renewable* energy sources.
- Economic [2]_____ in China in the early 21st century has been at [3]_____ levels, despite it being estimated that 25% of the country lives on under $2 a day.
- The first [4]_____ power plant in the world was opened in Russia in 1954.
- The sharp economic [5]_____ in the 1920s and 1930s led to the worldwide economic [6]_____ known as 'The Great Depression'.
- By 2030, it is predicted that China will have the largest economy in the world, and that India will have joined it on the list of countries with economic [7]_____ status.
- Although [8]_____ aid to developing countries now totals over $100 billion per year, it is falling in real terms.
- Mass [9]_____ has existed since the 16th century in Italy, where the largest shipyard employed 16,000 people and produced nearly one ship every day.
- The health of the housing [10]_____ is seen as one of the key indicators as to the state of a country's economy.
- Before legislation against gender [11]_____, adverts for the same job commonly displayed one salary for men and a lower salary for women.

Reading and Writing Portfolio 9 p78

Presenting information REAL WORLD 9.1

2 **a** Complete these extracts from a presentation about gender discrimination using the words in brackets.

a [1] *So to sum up* (So / up / sum / to), we've come a long way in 50 years, but we're not there yet.

b [2]_____ (all / First / of), [3]_____ (by / start / looking / let's) at some past examples of gender discrimination. Thirty years ago, it was common for men and women to receive different wages for the same job.

c [4]_____ (to / Just / recap), we've so far looked at the situation in both the past and the present – and found that although some things have changed, discrimination is alive and well in our workplaces.
[5]_____, (least / Last / but / not) what about the future?

d [6]_____ (a / for / aside / salaries / Leaving / moment), discrimination is also evident when it comes to promotional opportunities. That is, men are more likely to get promoted than women.

e [7]_____ (the / issue / to / back / go / To) of women being paid less than men, you may think this no longer happens. In fact, it does – and there is currently no law that can simply prevent employers from carrying out this practice.

f [8]_____ (to / my / into / going / divide / talk / I'm) three different sections: the past, the present and the future.

b In which order do you think extracts a–f appeared in the presentation?

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

3 Match phrases 1–8 in **2a** to functions a–f.

a Signalling a new point: *6*
b Summarising what's been said so far: _____
c Referring to a point made earlier: _____
d Telling the audience what we are going to speak about: _____
e Making the first point: _____, _____
f Signalling the last point: _____, _____

10A Be creative!

Language Summary 10, Student's Book p162

Subject/verb agreement GRAMMAR 10.1

1 Fill in the gaps with the correct form of the verb in brackets.

1 Serious illness *is* (be) rare in my family.
2 Congratulations _____ (be) in order for everyone who passed their exams.
3 The United States _____ (contribute) the largest amount of overseas aid in the world but the least amount per person.
4 Fifty states _____ (be) voting on the same day in the forthcoming US election.
5 The news at the moment _____ (seem) to be full of economic doom and gloom.
6 Whoever stole the paintings _____ (be) likely to have had some inside help.
7 Overseas _____ (be) where my father spent most of his childhood.
8 The Earth's resources _____ (have) been under threat for thousands of years.
9 Two hours in a car _____ (feel) like a long time to a two-year-old.
10 Statistics _____ (indicate) this May _____ (be) the wettest since records began.
11 Whoever gave you that information _____ (be) lying.
12 £200,000 _____ (not be) much money in the housing market these days.
13 When I was at school, maths _____ (be) my worst subject.
14 Marathons _____ (be) typically 42.195 kilometres in length.
15 She enjoys all aspects of maths, but statistics _____ (be) her main passion.
16 Having rows in public with my boyfriend _____ (embarrass) me.
17 Diabetes _____ (be) a syndrome which results in abnormally high blood-sugar levels.
18 They gave me $50 for the chairs, which _____ (be) a lot of money in those days.

2 Complete the sentences with a word/phrase from box A and the correct form of a verb from box B.

A	~~my class~~ people my ideas courses the world politics my parents theories
B	~~is/are~~ has been proposed/have been proposed read/reads was/were think/thinks appear/appears was ignored/were ignored appeal/appeals

1 Everyone in *my class* *is* better at languages than I am!
2 I don't know anyone in _____ who _____ that economics is an interesting subject!
3 With your interest in current affairs, I would have thought something like _____ _____ on your shortlist for a degree.
4 I haven't made a final decision yet, but a couple of _____ particularly _____ to me.
5 Although all of _____ _____ at the meeting, I'm not going to give up.
6 A number of _____ _____ to explain exactly how we learn languages, but none of them are conclusive.
7 Both of _____ _____ good at maths, but I've always found it quite tough.
8 Plenty of _____ still _____ newspapers, but the industry is still in decline.

3 Tick the correct sentences. Then correct the mistakes.

1 Both of my sons has studied English since they were at primary school.
2 For a banker, his politics are surprisingly left-wing.
3 News reports is coming in of an exciting takeover bid in the world of sport.
4 I haven't met anyone who hasn't at some point wanted to be famous.
5 To attempt to learn a language without reasons are destined to end in failure.
6 The *Lord of the Rings* films was all directed by Peter Jackson.
7 What we found inspiring was his talk on creativity.
8 Gossiping with colleagues are always dangerous.

4 Fill in the gaps with these nouns and the correct form of the verb in brackets. Use the Present Simple. If both singular and plural forms are possible, give both.

~~Chelsea Football Club~~	family (x 2)	Spain
public	audience (x 2)	university	team	BBC

1 *Chelsea Football Club* *regret/regrets* (regret) to announce the resignation of their manager and head coach.

2 The _____ _____ (have) taken their seats and the performance is expected to begin in a few minutes.

3 I don't believe this. This _____ _____ (be) offering a degree in 'Creativity'.

4 The celebrity basketball _____ _____ (include) film stars, musicians and even a couple of politicians.

5 The _____ _____ (have) announced plans to launch a channel dedicated to sport.

6 The _____ for the opening ceremony of the Olympics _____ (be) reported to have reached two billion.

7 The _____ _____ (be) voting on Tuesday in all 50 states and within a week, we may be witnessing political history.

8 My _____ _____ (be) flying in from all over the world to come to my wedding.

9 _____ _____ (be) beating England at the moment. They have just scored a brilliant goal.

10 His _____ _____ (live) abroad, so he doesn't see them very often.

Review: vocabulary

5 Rewrite the sentences using the correct form of these words/phrases.

~~witter on~~	entirely agree	my eyes
cost a fortune	get round	regret	whatever
come out	kill	over and over again

1 **a** If there's one thing that annoys me, it's people talking about the price of this and that for ages.

b If there's one thing that annoys me, *it's people wittering on about the price of this and that for ages*.

2 **a** He feels the same way as I do.

b He _____.

3 **a** A rash appeared when I started taking the medicine.

b I _____.

4 **a** I wish I'd worked hard at school.

b I _____.

5 **a** I'm incredibly busy with work these days.

b I'm _____.

6 **a** I've repeatedly warned him about gossiping.

b I've _____.

7 **a** One way of avoiding the problem of the lack of security might be to install an alarm.

b One way of _____.

8 **a** If you've got nothing to do for a while, can you sort out the recycling?

b If you've got time _____?

9 **a** He won't listen, no matter what I say.

b He won't listen, _____.

10 **a** Every year, our holiday ends up being very expensive.

b Every year, our holiday ends up _____.

Review: grammar

6 Complete **b** so it has the same meaning as **a**.

1 **a** If we have a row, she waits for me to apologise first.

b What she does if we *have a row is she waits for me to apologise first.*

2 **a** I spoke to two people at the company. They both had heard nothing about the problem.

b I spoke to two people at the company, neither _____.

3 **a** We left early, so we didn't need to rush.

b Having _____.

4 **a** We spent hours sorting out the problem.

b It took _____.

5 **a** I hardly ever read a newspaper from cover to cover.

b Rarely _____.

6 **a** He will resign very soon.

b He is on the verge _____.

7 **a** I used to be a lot fitter.

b I'm not anywhere _____.

8 **a** The doctors said it appears he is in good health.

b The doctors said he appears _____.

9 **a** We really should leave.

b It's high time _____.

10 **a** Going by train is my preference.

b I'd sooner _____.

10B Stick with it!

Adjective–noun collocations VOCABULARY 10.1

1 Complete the conversations with one word from each pair of adjectives.

~~low~~/short	aggressive/strong	sweet/wet
young/modern	patterned/rich	smooth/calm
dark/heavy	faint/weak	

1 A Which building is your office? The tall one with the mirrored windows?
B No, that's a Japanese bank. I work in the *low* building next to it.
2 A Did you ask for a dry wine?
B Yes, but this is quite _____, isn't it?
3 A I'm looking for a plain black skirt for work.
B We've got this one – which is very subtly _____. What do you think?
4 A I thought I'd make you something light to eat, as I knew you'd get in late.
B Thanks! I had a _____ lunch with some clients, so that's perfect.
5 A I've made the coffee quite strong. Is that OK?
B Perfect. One thing I can't stand is _____ coffee.
6 A Their house looks very old from the outside.
B Yes, but the design inside is _____.
7 A Thomas used to be such a gentle little boy.
B I know. Now he can be so _____ at times.
A I guess it's just being a teenager.
8 A We couldn't go sailing at the weekend, because the sea was too rough. Have you heard the forecast for next week?
B It says it will be _____ again by next weekend, so we should be fine.

2 Complete the antonyms with the adjectives you did not use in **1**.

1 a tall person ≠ a *short* person
2 a dry day ≠ a _____ day
3 a strong possibility ≠ a _____ possibility
4 plain food ≠ _____ food
5 a gentle wind ≠ a _____ wind
6 a rough surface ≠ a _____ surface
7 an old person ≠ a _____ person
8 a light colour ≠ a _____ colour

Modal verbs: Preview GRAMMAR 10.2

3 Read the article and fill in the gaps. Choose the most appropriate verb, a, b or c.

The secrets of my success

We asked six business leaders for their most important piece of advice on getting to the top of their profession.

Be grateful. You [1] *b* always thank people for their help – however small it is. I [2]_____ always prioritise someone's request who I know is grateful for my help.

I [3]_____ allow my day to get hijacked. The only way I [4]_____ to do everything I need to in the morning is by switching off my email until, say, lunchtime.

Avoid criticism. Telling people what they [5]_____ have done is rarely constructive. Everyone [6]_____ have their own method of doing things and some are, inevitably, better than others.

You [7]_____ treat everyone equally – regardless of their position. Just because someone has less status in a company than you doesn't mean you [8]_____ be rude to them.

Sometimes you [9]_____ to worry. Predicting what [10]_____ go wrong in projects will save you from future headaches.

You [11]_____ stay organised – especially if you have a lot to remember. You [12]_____ rely on your brain, either. Make lists, write plans, whatever.

1	a could	(b) should	c need
2	a will	b would	c have to
3	a don't manage to	b shouldn't	c won't
4	a allow	b can	c manage
5	a need	b should	c must
6	a is allowed to	b could	c manages to
7	a may	b must	c ought to have
8	a will	b would	c can
9	a need	b must	c allowed
10	a is able to	b could	c should
11	a have got	b must	c need
12	a can't	b couldn't	c may not

Modal verbs: levels of certainty about the past, present and future GRAMMAR 10.2

4 Complete the conversations with the modal verbs in the boxes. Use each modal verb only once.



~~can't~~	could	must	might

CLIVE I really don't know how she affords all those clothes.

KAREN I know. She [1] *can't* be earning much more than us.

CLIVE She [2] _____ have some other source of income. There's no other explanation. What [3] _____ it be?

KAREN For all we know, she [4] _____ have won the lottery.

might	will	should	won't

MUM I'm starting to get anxious about Sam. He [5] _____ have arrived by now. He [6] _____ have had an accident.

DAD You know Sam. He [7] _____ have left late and have about three other things to do on the way. He [8] _____ be long.

may	must	'll	would

OLLIE Your parents don't mind looking after Sally at the weekend, do they?

ANNA Of course not. They [9] _____ have said something otherwise.

OLLIE I [10] _____ give them a quick call. Just to check. What do you think?

ANNA If you [11] _____ call them, do it tomorrow. They [12] _____ be watching a film now. They always do on Tuesday nights.

5 Complete these sentences with the correct form of the verb in brackets.

1 I may *have told* (tell) you this last week. I can't remember.
2 We shouldn't go round until a bit later. They might _____ (have) dinner.
3 I may not _____ (wait) outside when you get here. It looks as though it's about to rain.
4 Did you see that pile of property details? They must _____ (think) of moving.
5 I'm so pleased you accepted the job. I know you must _____ (find) it a difficult decision to leave your previous company.
6 It's high time I went home. I'll _____ (miss) the last train otherwise.
7 I tripped over your bag on the stairs again last night. I'm OK, but it could _____ (be) a nasty accident.
8 If there were no delays at the airport, he should _____ (get) home last night.

6 Rewrite these sentences using the correct form of the modal verb in brackets.

1 It was definitely difficult for him. (would)
It *would have been difficult for him* .
2 It's possible that the weather will be better by the weekend. (may)
The weather _____ .
3 It was the kind of film you hate, so I'm glad you didn't come. (would)
You _____ .
4 I really don't think he broke your computer on purpose. (wouldn't)
He _____ .
5 I'm absolutely certain that they are enjoying themselves out in California. (must)
They _____ .
6 Call him. He's bound to be waiting for you. (will)
Call him. He _____ .
7 I'm sure that the person you saw wasn't my brother. (won't)
It _____ .
8 I'm convinced she didn't revise enough. (can't)
She _____ .

Reading

1 Look at the cartoon. What is the main message?

a Consumerism will never make you happy.
b Whatever you do, you'll never be happy.
c If you keep working hard, you will eventually be happy.

2 Read the article. Fill in gaps 1–6 with sentences a–f.

a Layard worries that societies, and in particular governments, have got it all wrong.
b He argues convincingly that we can quite accurately measure the happiness of an individual.
c At first, it felt like we were living in a mansion.
d That is, the more we get, the more we want – and therefore the more money we need.
e The impressive thing about Layard's book, however, is how clearly and concisely he speaks to an average reader.
f Inflation and unemployment are low, yet people report that they are less happy.

3 Read the article again. Choose the best answers.

1 Once you have the basic necessities of life, scientists have found …
a you become less happy when you earn more money.
b you need a lot more money to make you happier.
c earning more money does not always make you happier.

2 Layard thinks that positive economic growth …
a is not an accurate measure of a country's economic status.
b does not fully represent what society wants.
c makes us feel unhappier.

3 Layard wants …
a to establish an official measure of society's happiness.
b people to stop buying things to make themselves happy.
c people to stop being obsessed with money.

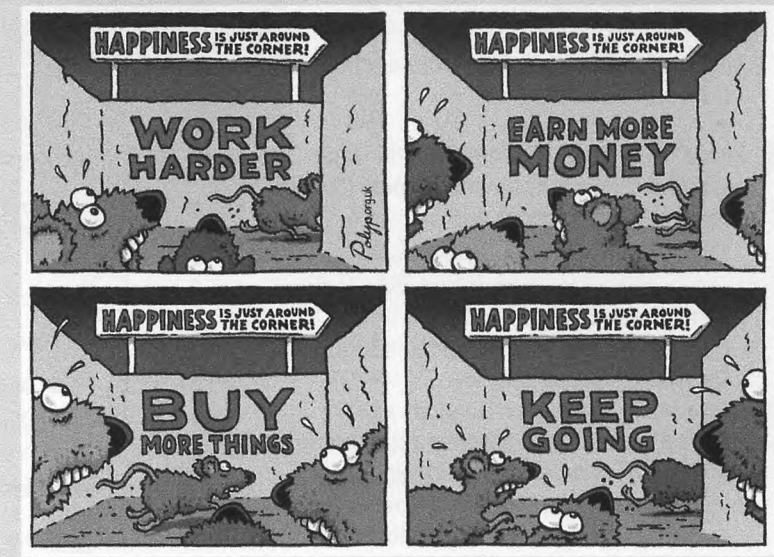
4 Layard's ideas …
a are not all his own.
b are confusing to someone without some knowledge of economics.
c have already helped several governments around the world.

Reading and Writing Portfolio 10 p81

The science of happiness

Some time around our daughter's first birthday, we moved out of our Central London flat and into the suburbs. [1] c . We had a bedroom, our daughter had a bedroom, I had an office, and we still had a spare bedroom for guests! I was so happy. The feeling didn't last.

Soon I started looking at the larger houses at the top of our road. I started grumbling to my wife, regretting why we hadn't just borrowed more money and gone for somewhere bigger. I was unhappy again.



Apparently I was suffering from 'the hedonic treadmill' – a theory that states that we adapt to any improvement in our lives, but then soon look for more. [2] _____ . Well, that all makes sense, doesn't it? After all, we all know that the more money you have, the happier you are. Right?

Wrong. According to scientists, if you have very little, some money does make you happier. However, once you have a home, food and clothes, happiness fails to rise significantly with increased income. And this is a subject which of late seems to be fascinating economists, including Richard Layard, author of *Happiness: Lessons from a New Science.*

[3] _____ They regard economic growth as the most significant measure of a country's success. Layard, on the other hand, reminds us that, as Aristotle said over 2,000 years ago, what we in fact pursue is happiness.

During the past 50 years, Layard points out, consumerism has become the most important thing in society; we live in better houses, drive better cars, eat tastier food and go on more exotic holidays than we did half a century ago. [4] _____

The reason is that one's happiness is somewhat more complex than the state of one's bank balance. Layard identifies seven factors that influence people's happiness: family relationships, financial security, work, community and friends, health, personal freedom and personal values. [5] _____ And that this measurement better represents the success of a society than traditional measures of economic growth.

The theories here are far from new, and several countries already attempt to measure the happiness of their people. They even state that it is part of their government's aim to increase the happiness of their voters – and their wealth, of course! [6] _____ I have no diploma in economics, yet I was (almost) never lost in this fascinating book.

Topic sentences

Reading an article about a modern problem
Writing topic and supporting sentences
Review communicating

1 **a** Read the first paragraph of the article on page 55. Which of these ideas would you expect to read about?

a How to treat addiction to communication.
b How to write shorter emails.
c The signs of addiction to communication.
d A psychologist's view of the problem.
e Why you shouldn't let your children have mobile phones.

b Read the complete article and check your answers.

2 Read the article again and fill in gaps 1–4 with one of these sentences. There are two extra sentences.

a ~~A recent survey reveals an emerging downside of the technological revolution in communication~~.
b So far, the problem is restricted to a very small number of people.
c Computer Addiction Services in Washington runs treatment programmes for people addicted to technology.
d Dr Seb Carr, the director of an addiction clinic in Los Angeles, frequently sees these worrying signs in his patients.
e Do any of these 'warning signs' sound familiar?
f We don't often consider the amount of electricity used by computers.

3 Are these sentences true (T), false (F) or the article doesn't say (DS)?

1 [T] Dr Carr believes a communication addiction is not difficult to treat.
2 [ ] Doctors feel inadequately trained to deal with this modern problem.
3 [ ] The survey discovered that parents want to spend significantly more time with their children.
4 [ ] Julie Akehurst thinks her children need professional treatment.
5 [ ] Dr Palser believes the problem with teenagers is getting out of control.
6 [ ] Dr Palser thinks parents need to monitor what their children do on the internet more closely.

HELP WITH WRITING Topic and supporting sentences

4 The sentences in **2** are *topic sentences.* They highlight the topic of a paragraph which is supported by the other sentences in the paragraph. Underline the topic sentences in paragraphs E–H in the article.

5 The sentences that follow or surround the topic sentence are *supporting sentences.* They develop or support a topic sentence. Find sentences in paragraphs I–K which are not a supporting sentence of the underlined topic sentences.

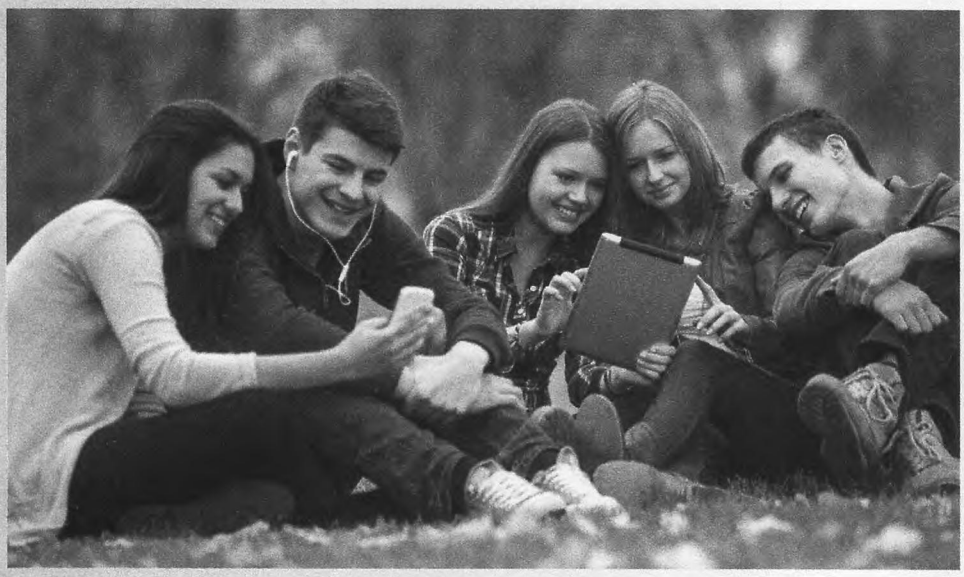
6 Look at the article again. Are these sentences true (T) or false (F)?
Topic sentences:

a [ ] help readers to understand the main content of each paragraph.
b [ ] never appear at the beginning of a paragraph.
c [ ] can be a question.
d [ ] are not always complete sentences.
e [ ] can appear in the middle of a paragraph.
f [ ] never appear at the end of a paragraph.

7 Are these sentences topic (T) or supporting (S) sentences?

1 a [ ] The ease of email can discourage interpersonal communication.
b [ ] The introduction of email has given us a way to deliver messages instantly and efficiently.
2 a [ ] In classes, teachers claim that mobile phones are a common source of disciplinary problems.
b [ ] Checking and sending text messages frequently distract students from their work.
3 a [ ] If you've emailed about the same topic three times, it's time to pick up the phone and have a conversation.
b [ ] One method for dealing with email addiction is the 'Rule of Three'.
4 a [ ] The Centre for Online Addiction claims people are lying about the time they spend online.
b [ ] Internet addiction is a growing problem and doctors need training in dealing with it, claims the Centre for Online Addiction.
5 a [ ] The line between work and private life is much more blurred, now that email provides a 24-hour link between employers and employees.
b [ ] Over 30% of office workers admit to checking their email in the evenings or at weekends.

The rise of technology addiction



A

1 *a* It seems that we just can't leave our mobile phones or computers alone. Both adults and children are displaying signs of addiction to their gadgets. And if the trend continues, some psychologists warn the consequences for 'normal' personal and work relationships could be significant.

B

2 _____ It estimates that 6–10% of the 275 million internet users in the USA have an unhealthy dependency on gadgets such as mobile phones and computers.

C

3 _____ The survey lists: using text messages or email when face-to-face interaction would be more appropriate; limiting time with friends and family to tend to your email or to surf the internet; an inability to leave home without a mobile phone, or to relax without constantly checking email; and paying more attention to gadgets than what is happening in real life.

D

4 _____ "I meet people who really cannot put their mobile phones down for fear of missing an email or a text message – even when there will be a negative consequence to their doing so," he explains.

E

"The compulsion to monitor these devices is as powerful as an addiction to alcohol or drugs," Dr Carr continues. However, unlike alcohol and drugs, Dr Carr believes that this communication addiction can usually be overcome by relatively simple methods. "This means setting limits for the amount of time spent on email, developing boundaries, such as time when you do not answer email or phone calls," he advises. "What is important is to establish a manageable relationship with technology such that it does not dominate your life."

F

With children, and for their parents, the situation is perhaps more worrying. All that time spent glued to their mobile phones and computer screens is taking time away from a particularly important activity, namely spending time together as a family.

G

The statistical findings of the survey are telling. On average, 16–20-year-olds spend just under four hours a day using technology. This compares with two hours a day spent with their families. Over 60% of the parents interviewed want to spend at least twice as much time with their children as the average.

H

In the Akehurst household, Andrew (17) and Nate (14) spend over six hours on their computers every day, according to their mother, Julie. "Andrew is up until the early hours on his laptop. Nate goes straight to the computer when he comes home. Andrew ends up missing various family events because he sleeps late into the morning, or even afternoon. And I can't remember the last time Nate told me about how his school day was." Julie is not overly worried by her situation, but feels she is losing touch with her sons.

I

"Teenagers have always sought time alone – listening to music, reading and so on. Instant messaging and emailing is just another of these activities," says Dr Eileen Palser, a child psychologist from a San Francisco hospital. Her latest book is entitled *Was it really any different when we were young?* Dr Palser clearly thinks the current situation with teenagers is not significantly any different from that in the past. "They need time to develop into individuals – and they'll only ever do this out of their parents' company."

J

One aspect that Dr Palser acknowledges is more worrying is one of parental control. In the survey, almost 70% of parents felt that the use of technology makes it harder for parents to know what is going on in their children's lives. A third of parents interviewed felt the need to keep up with technology was a burden on the family budget. "In the past, parents could easily monitor what, for example, their children watched on TV," concedes Dr Palser. "The internet has removed that ability, as now practically anything is available. And not all of it meets with parents' approval."

K

Dr Palser also reminds us of the upsides to the gadgets that surround our children. "Mobile phones and email make it easier to stay in touch when away from home," she points out. "Many parents have become accustomed to being in constant touch with their children. Besides, mobile phones are not particularly expensive these days."

Reading and Writing Portfolio 1

8 Choose the best topic sentence a–c for each paragraph 1–3.

1 _____ . From our favourite TV programmes to our tastes in politics, we rarely agree. In the past, this has provided us with material for arguments at the dinner table while our wives and family watch us with dismay.
- **a** My brother and I have never been on the same wavelength.
- **b** My parents have always disapproved of my lifestyle.
- **c** My father and mother have never seemed to have much in common.

2 _____ . Look at any group of people and you will see a range of facial expressions, hand and body movements. Each is expressing an additional meaning to the words being spoken.
- **a** Speaking on the telephone isn't a satisfying means of communication.
- **b** Email can be a dangerous form of communication.
- **c** A surprising amount of human communication is non-verbal.

3 _____ . I often ask myself what they are doing. On the underground there is no signal. Is it a game? Do they have a very untidy address book? What am I missing out on?
- **a** Travelling on public transport nowadays, it is common to see passengers playing with mobile phones.
- **b** Loud phone conversations on public transport are a typical annoyance of the 21st century.
- **c** It seems that no one can travel anywhere nowadays without their mobiles.

9 Choose the best two supporting sentences for topic sentences 1–3.

1 It is often said that women gossip more than men.
- **a** There is no scientific proof to back this claim.
- **b** Men are more likely to butt in during meetings.
- **c** However, is it just a dated stereotype?

2 The last time I had a row with my friend, we didn't speak for a month afterwards.
- **a** We eventually made up, but things have never been the same since.
- **b** We had fallen out over him chatting up an ex-girlfriend of mine.
- **c** I split up with my girlfriend soon after that.

3 My son and daughter seem to spend most of their time together bickering.
- **a** Being twins, they share a lot of their toys.
- **b** It drives me mad at times.
- **c** They constantly argue about everything, from toys to TV programmes.

10 **a** Look at these topic sentences from an article on how to communicate effectively. Match them to each group of supporting sentence prompts.

> Communication is a two-way process.
>
> Be articulate in your speaking.
>
> Organise your ideas in your mind before attempting to communicate them.
>
> Communication is central to everything we do.
>
> Firstly, choose the right time and the right place.

1 **Topic sentence**: _____
Supporting sentences:
- Every day / speak to people / home and work.
- have conversations / send emails / hold meetings
- Learning / communicate effectively / essential.

2 **Topic sentence**: _____
Supporting sentences:
- need to discuss something sensitive / somewhere you can't be overheard.
- Alternatively / speaking to a large group of people / somewhere large so everyone can hear.

3 **Topic sentence**: _____
Supporting sentences:
- Choose three main ideas / focus on those.
- If / important speech / practise.

4 **Topic sentence**: _____
Supporting sentences:
- Avoid mumbling.
- Avoid negative facial expressions.
- Make eye contact.

5 **Topic sentence**: _____
Supporting sentences:
- Listen carefully / other people.
- If / not / understand / ask people to repeat ideas.

b Write an article about effective communication.
- Use your answers to **10a**.
- Write full paragraphs using the supporting sentence prompts in **10a**.
- Add further supporting sentences if necessary.
- Add two paragraphs using your own ideas.
- Remember to use a topic sentence in each new paragraph
- Read and check for mistakes.
- Give your article to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Competition entries

Reading a competition about inspirational people
Writing using monolingual dictionaries
Review cleft sentences: *what* and *it* clauses

1 Read the competition entries and introduction. Paragraphs 1–4 start with a different technique in order to attract the reader's attention. Match paragraphs 1–4 to techniques a–d.

a Tell a vivid personal story. ___
b Ask a provocative question. ___
c Use an appropriate quotation. ___
d Present a surprising fact. ___

(1) **A recent survey reported that the most influential person in your life when it comes to career decisions is ... your mum! The old adage of 'following in your father's footsteps' has gone, it seems. This got us thinking about who the most influential people were in our lives, so last week we asked: *Who has influenced your life the most? Who inspires you on a daily basis?* Here are the best answers.**



(2) Will you just write me off as another celebrity-obsessed idiot if I say my greatest inspiration has been the industrious chef, Jamie Oliver?

I hope not, because it's true. As a paediatric dietitian, my day-to-day work involves advising children (and their parents) on how to eat healthily. It can be a thankless task – some people seem to care so little about their, or their children's health.

Some may think Jamie is just another rich chef, churning out recipe books and TV shows for personal profit. However, I think that's far from the truth. Since he first gained fame in 1998, Jamie seems to have made it a personal mission to get our country eating more healthily. One of his best campaigns, from my point of view, is his ongoing attempts to wean children off the junk-food culture that pervades British schools. What he has done is quite incredible and it is an inspiration to see someone using their talent and fame for good. Thank you, Jamie.

Robert Preston, London



(3) I was in the last year of school, destined, without a doubt, to fail my final exams and end up jobless. Then one day, we had a supply teacher for a lesson on Shakespeare. As we shuffled into the classroom, reluctantly retrieving our copies of *Hamlet* from our backpacks, she briefly introduced herself and directed us to put all books away and push our desks to the edge of the room.

What followed was an electrifying 90 minutes involving a courtroom role-play at the trial of Hamlet, with each of us taking roles as defender, prosecutor and witnesses. I'm not sure what it taught me about English literature, but it awoke a fascination with the law that has never faded. I went on to pass my exams, study law at university, and three years ago I qualified as a criminal barrister.

I sometimes wonder where I'd be had she not appeared in our classroom that day, and whether I could contact her to thank her. If, by some infinitesimal chance, you're reading this, Ms Secker, thank you.

Sally Mercer, Nottingham



(4) 'Be around the people you want to be like, because you will be like the people you are around.'

I read this quote somewhere, I think it was online. It sums up exactly what I feel about people who inspire and influence me – namely, all my friends. I have three very close friends. We've known each other for over ten years. We're always in touch, one way or another, and I see all three of them at least once a week. We're really involved in what each other is doing and are constantly swapping advice on careers, relationships and other aspects of life. I can't imagine life without them.

It's my friends that I always turn to when life is at a low point. It might be the day-to-day problems of work or more serious stuff, but I can always rely on them to sympathise with my problems. And when the time comes, I try to be a good listener to theirs, too.

James MacAndrew, Edinburgh

2 What do you think words 1–6 from the extract mean? Choose the best answer.

1	adage (1)	**a** proverb	**b** job	**c** duty
2	industrious (2)	**a** famous	**b** hard-working	**c** confident
3	churn out (2)	**a** sell enthusiastically	**b** write carefully	**c** produce quickly
4	infinitesimal (3)	**a** lucky	**b** very small	**c** amazing
5	namely (4)	**a** specifically	**b** for example	**c** the names of
6	aspects (4)	**a** feelings	**b** stages	**c** parts

Reading and Writing Portfolio 2

HELP WITH WRITING Using monolingual dictionaries

3 A monolingual dictionary can be an important tool for your writing. Look at the headings and the extracts below, and then match sentences 1–7 to gaps a–g.

1 Example sentences are shown in *italics* in the entry for a word or phrase.
2 If the word has a different spelling in British or American English, the variant spelling is shown.
3 A word or phrase may be followed by a 'guideword' (a word or phrase, often in capital letters). This means the word has two or more main meanings and there is at least one other entry for that word.
4 Smaller differences in meanings between words are shown by separate numbered definitions.
5 Look for fixed phrases and idioms listed on separate lines.
6 Cross-references help you learn more vocabulary connected to a word. They often refer to words with a related or contrasting meaning.
7 'Labels' sometimes give you important information about how words or phrases are used, for example how formal it is, or whether it is more common in British or American English.

CHECK THE SPELLING OF WORDS

a ___

paediatrician *UK, US* **pediatrician** /ˌpiːdɪəˈtrɪʃən/ *noun* a doctor who has special training in medical care for children

CHECK THE MEANING OF WORDS

b ___

follow GO /ˈfɒləʊ/, *verb*
to move behind someone or something and go where they go:
I knew I was being followed.

c ___

follow in *sb*'s footsteps
to do the same thing as someone else did previously: *She followed in her mother's footsteps, starting her own business.*

d ___

close RELATIONSHIP /kləʊs/ *adj*
① having direct family connections or shared beliefs: *They only invited close relatives to the wedding.*
② describes people who know each other very well: *Adam is a close friend of mine.*

CHECK HOW WORDS OR PHRASES ARE USED

e ___

f ___

infinitesimal /ɪnfɪnəˈtesəməl/ *adj*
FORMAL extremely small: *Scientists measured infinitesimal levels of radiation in the atmosphere.*

EXPAND YOUR VOCABULARY

g ___

sympathise /ˈsɪmpəθaɪz/ *verb*
to understand and care about someone's problems: *I know what it's like to suffer from stress, so I do sympathise.* → Compare **empathise**

4 Use a dictionary to complete the table with these words. Then add the missing spellings.

~~honour~~	defense	jewelry
moustache	tire	metre

British English	American English
honour	*honor*

5 Match these guidewords to their meanings in this dictionary entry.

~~ACCIDENT~~	HAPPEN	SEASON
LOWER	BE DEFEATED	

fall [1] *ACCIDENT* /ˈæksɪdənt/ *verb* to suddenly go down onto the ground or towards the ground unintentionally: *He fell badly and broke his leg.*

fall [2] _____ *verb* to become lower in size, amount of strength: *Demand for luxury cars has fallen dramatically.*

fall [3] _____ *verb* to be beaten: *The government fell after the death of their charismatic leader.*

fall [4] _____ *verb* to come at a particular time: *My birthday falls on a Friday this year.*

fall [5] _____ *US* (*UK* **autumn**) *noun* the period of time after summer and before winter: *The leaves are amazing in New England in the fall.*

6 Use a dictionary. Match these fixed phrases and idioms using *fall* to meanings 1–6.

~~fall about (laughing)~~	fall short
fall into someone's trap	
fall on hard times	fall from grace
nearly fall off your chair	

1 *fall about (laughing)* : *UK* *INFORMAL* to laugh uncontrollably

2 _____: when you do something which makes people in authority stop liking or admiring you

3 _____: to get into a difficult situation by trusting someone

4 _____: *INFORMAL* to be extremely surprised

5 _____: to lose your money and start to have a difficult life

6 _____: to fail to reach a desired amount or standard, causing disappointment

7 Use a dictionary to check if words or phrases 1–6 are informal or formal. Match them to meanings a–f.

1	partake *formal*	a	steal
2	chilled _____	b	unwilling to spend money
3	filch _____	c	to become involved (with sth)
4	parsimonious _____	d	relaxed
5	strop _____	e	to give detailed explanation
6	expound _____	f	a bad mood

8 Read this competition entry. Look at the underlined words/phrases and use a monolingual dictionary to rewrite them more appropriately.

I [1]pondered this question for some time, but eventually decided it was obvious. It may be a [2]clishé, but the person who has inspired me most is my husband. His [3]encouragment and support have [4]effected me in so many ways. [5]When ever I have a problem, I can always [6]rely of him to [7]talk the sense. He is the most [8]level-minded [9]chap I know – calm in even the most difficult situations. Without him, I wouldn't be [10]half a woman I am.

9 **a** Think of someone who has inspired you, or greatly influenced your life. Make notes in the table.

who the person is	
how they have inspired you	
what you do/have done as a result	

b Think of a way to begin your writing to engage the reader. Use one of the ideas in **1** or your own.

c Write your competition entry.

- Use your notes in **9a**.
- Start your competition entry effectively.
- Use a monolingual dictionary to check your spelling, use of language and to find some original words or phrases.
- Read and check for mistakes.
- Give your entry to your teacher next class.

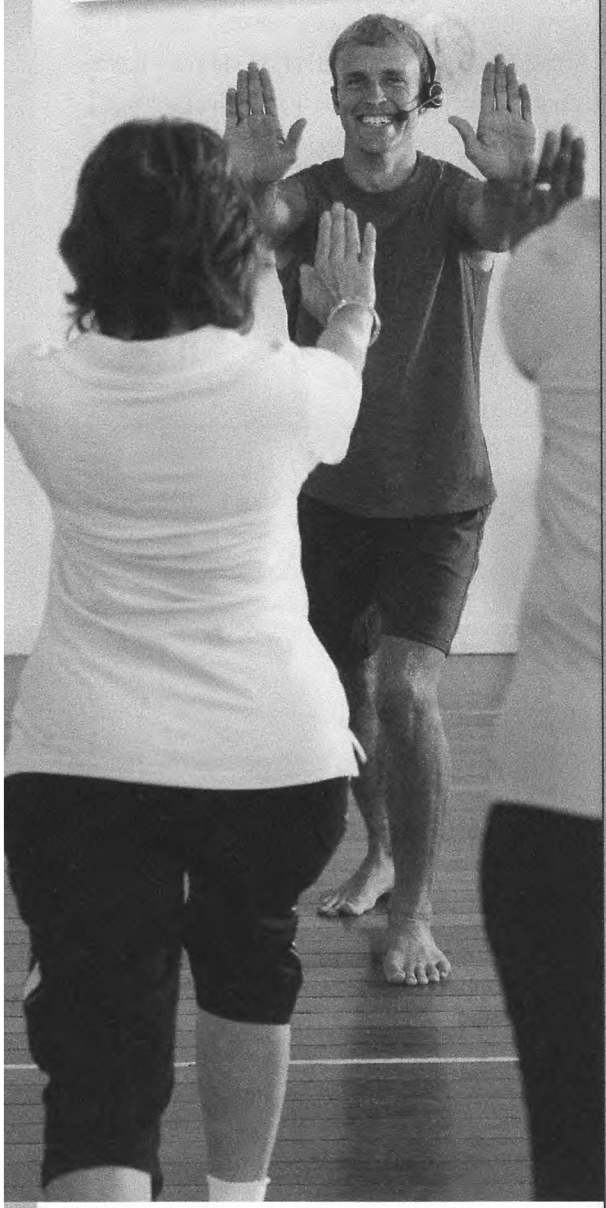
Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A proposal

Reading a proposal for gym membership
Writing putting forward ideas in a proposal
Review introductory *it*; inversion

1 Joanne is writing a report at work about a staff group membership to a gym. She has asked the staff some questions. Read her notes. Which point is not essential? Why?

Staff suggestions:
a parking is important
b need to have flexibility in terms of payment
c lots of people want to join group fitness classes
d more healthy stuff is needed in company canteen
e a few people would like a sauna
f company should subsidise fees



Introduction
The social committee has investigated the possibility of taking advantage of reduced-rate group memberships at two local gyms, encouraging employees to get regular exercise. This proposal looks at the differences between two local gyms: To-the-Max and Work Out.

Facilities
Both gyms are large and well equipped. Work Out is the larger of the two gyms and includes a 25-metre pool together with a sauna and spa area. To-the-Max, on the other hand, separates its cardio gym from the weight-training area, which would be more pleasant for those wanting to do only cardio exercise. Although it does not have a sauna or spa, its locker and shower facilities have only just been renovated and are spacious and attractive. Finally, a key difference is that To-the-Max has its own car park with over 200 spaces. In contrast, Work Out does not provide a car park, but there is usually free parking in the streets surrounding the gym.

Group fitness
Only two staff members indicated they would like a sauna, while a large number signalled an interest in a range of fitness classes. Both gyms have a good range of these. However, not only does To-the-Max have a more varied programme, it also has more group fitness studios.

Cost and flexibility
To-the-Max is the most expensive, costing £20 per person per month, while Work Out costs £15. However, the two gyms differ in terms of membership schemes. To-the-Max has the benefit of offering a more flexible membership scheme because employees can opt out at any stage after the first month, whereas Work Out requires a minimum six-month membership before it is possible to opt out.

A further point in relation to cost is that staff have requested a financial contribution from the company for those who take up membership of a gym.

Conclusion and recommendation
Although To-the-Max is not quite as large and as well equipped as Work Out, it is thought to be the most suitable gym for our employees. To-the-Max is more expensive, but a company subsidy will help offset the cost. Furthermore, the possibility of being able to cancel membership after one month offers greater flexibility.

I recommend that we take out a group membership with To-the-Max.

2 Read Joanne's email outlining her proposal quickly and answer these questions.

1 Which gym does she recommend?
2 Does it have everything staff requested?

3 Read again and answer these questions.

1 What are the main differences in fitness facilities between the two gyms? _____

_____

2 In what way are the To-the-Max fitness programmes better? _____

_____

3 How is To-the-Max more flexible in terms of fees?

_____

_____

4 What would help make gym fees cheaper to employees?

_____

_____

5 What key advantages does To-the-Max offer?

_____

_____

4 Read the proposal again and use the context to match these words/phrases to definitions a–h.

well equipped	~~renovate~~	in terms of	opt out
in relation to	take up (sth)	subsidy	offset

a repair and redecorate a building that is in bad condition *renovate*
b start doing a hobby or an activity in your free time _____
c create a more balanced situation _____
d having plenty of good-quality equipment _____
e money given by an organisation to pay part of the cost of something _____
f with regard to, concerning _____
g choose not to be part of an activity _____
h when compared to something _____

HELP WITH WRITING Putting forward ideas in a proposal

5 **a** Look at these sentences. Choose the phrases used in the proposal.

- To-the-Max, [1]*although/* ~~*on the other hand*~~, separates its cardio gym from the weight-training area.
- This proposal looks at the [2]*differences about/differences between* two local gyms.
- [3]*Although/However* it does not have a sauna or spa, its locker and shower facilities have only just been renovated.
- A [4]*key difference/total difference* is that To-the-Max has its own car park.
- [5]*Although/In contrast*, Work Out does not provide a car park, [6]*but/however* there is usually free parking in the streets.
- Work Out is [7]*larger/the larger* of the two gyms.
- [8]*However/But*, not only does To-the-Max have a [9]*more/most* varied programme, it also has more group fitness studios.
- The two gyms [10]*differ in/differ about* terms of membership schemes.
- Only two staff members indicated they would like a sauna, [11]*while/on the other hand* a large number signalled an interest in a range of fitness classes.

b Choose the correct answer.

The correct language in **5a** is used to:

1 show reasons and results.
2 contrast and compare information.
3 indicate that extra information has been added.

c Match the correct words/phrases in **5a** to descriptions a–g.

a a verb used to compare two things *10*
b nouns used to compare two things _____ , _____
c a noun phrase that includes a zero or indefinite article and a comparative adjective _____
d a noun phrase that includes a definite article and a comparative adjective _____
e adverbial linkers of contrast _____ , _____ , _____
f conjunctions showing concession _____ , _____
g a conjunction of contrast _____

Reading and Writing Portfolio 3

6 Fill in each gap with a correct word or phrase from **5a**. Sometimes more than one answer is possible.

1 The *key difference* between the two fitness programmes is that I use the rowing machine more.

2 You should aim to increase your heart rate. _____, if you start to feel faint or dizzy, please stop immediately.

3 Frank did a cardio workout, _____ Scott did weight training.

4 The two personal trainers _____ terms of their approach to fitness.

5 _____ they had an easy workout, they still felt tired afterwards.

6 I think my gym offers a _____ interesting range of classes than others.

7 I go to the gym about twice a week. Suzanne, _____, goes every weekday.

8 I don't really like the fitness classes, _____ I enjoy cardio training on my own.

9 The 6 p.m. class is definitely _____ of the two evening fitness classes.

10 _____ I often don't feel like going, once I get to the gym I usually enjoy the workout.

7 **a** You have been asked to write a proposal for the location of a company's new coffee area. There are two options: an unused storeroom or an unused office. Read the notes for the proposal. Decide which location you think would be best.

b Write a proposal using the notes or your own ideas.

- Decide how to divide the information into key sections, and think of a heading for each section.
- Include an introduction and conclusion.
- Make a suggestion about the espresso machine and water cooler.
- Make a specific recommendation about which location to turn into a coffee area.
- Use the words or phrases in **5a**.
- Read and check for mistakes.
- Give your proposal to your teacher next class.



storeroom

✓ conveniently situated for all staff
✓ already has running water
✓ cheap to renovate
✗ small – hardly any room for seating
✗ no windows

office

✓ spacious – lots of natural light
✓ room for seating – but need to buy tables and chairs
✗ not conveniently situated – it's near the manager's office
✗ no running water
✗ expensive to renovate

Staff and management comments:

- *most staff happy with either location – just want separate coffee area*
- *if near manager's office, will he overhear conversations?*
- *three or four staff think natural light is important*
- *several staff want an espresso machine and water cooler*
- *manager wants to keep costs down*

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A website post

Reading a website post
Writing ways to organise discussion writing
Review near synonyms

1 Read the comment on the website of *Cultural Wave* magazine. Are these statements true (T) or false (F)?

1 ☐ The writer wants the magazine to stay as it is.
2 ☐ She doesn't like a recent change to the magazine.
3 ☐ She is a regular reader of *Cultural Wave*.
4 ☐ She probably watches reality TV quite rarely.

Forum: Cultural Wave | Discussion | << older topic | newer topic >>



Diana
Senior member

Posts: 12
Joined: 29 Aug
Status: ONLINE

[a]**"Unhappy is the country that needs heroes."** This is a quote from the play *Galileo* by German playwright Bertolt Brecht, which has been very much in my thoughts in the past couple of months, as *Cultural Wave* has begun to include more articles on celebrities and their lifestyles. I can only imagine that you have decided to increase the gossip quotient in order to make more sales. Is this trend going to continue?

While I think this is a disappointing shift in focus for a magazine that has included some intriguing reports on trends in our society, [b]**I believe it raises the broader issue of why we are all so obsessed with celebrities and their every move**. Everywhere we look in the media, we find yet another story about some singer, movie star or sports personality who has done something eccentric – or, even worse, has done nothing at all except go to the supermarket without make-up.

[c]**Why are we so captivated by these people?** I believe that as long as we all invest time in, and pay particular attention to celebrity lives, we will stop living our own lives. We talk about celebrities as though they were our best friends and I sometimes wonder whether that stops us from forming good friendships with the people around us.

[d]**Furthermore, in believing we have some kind of relationship with the famous person**, we possibly begin to form a very superficial view of what a relationship of any kind involves. It is very easy to follow the ups and downs, and tantrums and triumphs of your favourite rock star from a safe distance. I am not so sure their fans would cope so well with the dirty reality of close proximity to their adored one.

[e]**Another point I find irritating is** that many of these 'celebrities' are nothing more than extroverted people who have no particular abilities. Many are rejects from the latest reality TV programme, who have done nothing more in life than be filmed in a house while they swear at their housemates. Even those celebrities who do have talent should not be called upon to make observations on the state of the world. The ability to kick a football doesn't provide the kind of insight that will solve the problem of global warming.

[f]**Conversely, I am fully aware that many will disagree with me**. They will argue that celebrities fulfil a useful role in society because they give us someone to look up to. However, in all seriousness, how many of these people can you really respect? Alternatively, some people will say that reading about celebrities is nothing more than harmless fun. I don't agree. I think there is a price to pay in terms of how we deal with our own lives.

[g]**So please, can we have** a little less of the trivial celebrity chat (I'm realistic enough to know that you have to keep some in), and a return to more thought-provoking discussion of culture?

Disappointed Diana from Devon

Share 33 | Tweet 36 | 2

Reading and Writing Portfolio 4

2 Read the comment again. What does the writer say about the following topics? Tick the correct answer.

1 Information that is reported about celebrities …
- **a** is often trivial and not really news.
- **b** aims to publicise films, CDs or TV programmes connected with the celebrity.
- **c** doesn't go into enough detail.

2 We can …
- **a** try to live the same glamorous lives as celebrities and get into debt.
- **b** spend so much time and energy following celebrities' lives that we ignore friends and family.
- **c** spend too much time talking to our friends about celebrities.

3 On the nature of the relationship we have with celebrities …
- **a** we begin to believe it is meaningful, but it isn't.
- **b** we find it difficult when we are really close to them.
- **c** the more we find out about them, the angrier they make us feel.

4 On the level of ability of some celebrities …
- **a** while their public relations skills are good, they have limited sporting skills.
- **b** many are rejected from TV programmes.
- **c** some are talented, but a lot of them have no skill beyond the fact that they have appeared on TV.

5 Celebrities …
- **a** have their place, and reading about them can be entertaining.
- **b** are important in society and their actions don't hurt anyone.
- **c** provide us with someone to respect.

6 On the magazine's content …
- **a** deeper insights into celebrity lifestyles should be added.
- **b** all discussion of celebrities should be avoided.
- **c** the amount of celebrity gossip should be reduced.

3 Match these near synonyms from the website post.

~~chat~~	trivial	ability	personality	insight
thought-provoking	captivated by	look up to		

1 gossip *chat*
2 respect _____
3 obsessed with _____
4 celebrity _____
5 observations _____
6 superficial _____
7 talent _____
8 intriguing _____

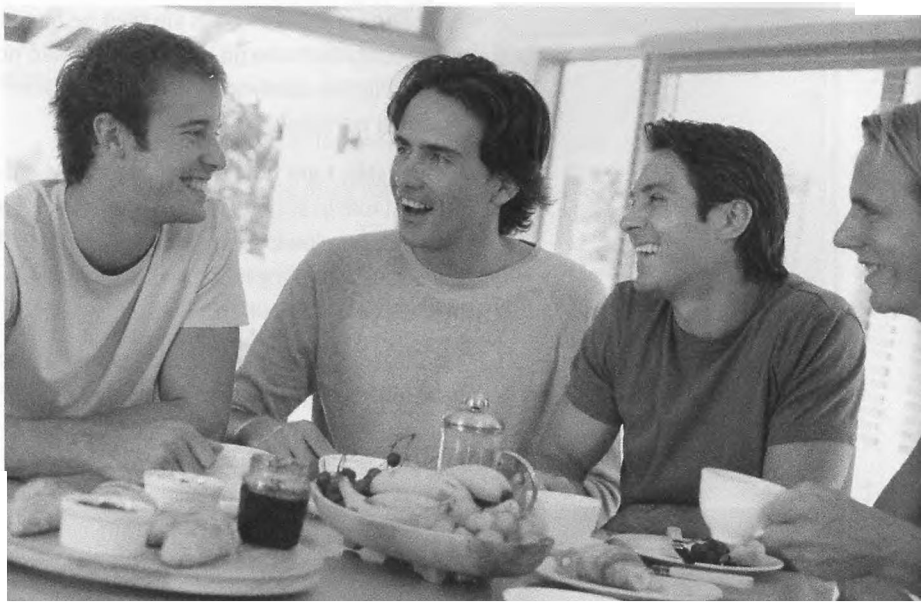
HELP WITH WRITING Ways to organise discussion writing

4 **a** The writer uses different techniques to introduce and structure her main ideas. Match techniques 1–7 to the phrases in bold in the website post.

1 The writer adds an extra idea to support her argument. *e*
2 She uses a rhetorical question. ___
3 She refers to opposing points of view. ___
4 She makes a general statement of her opinion to outline the issue under discussion. ___
5 She sums up with a call for action. ___
6 She builds on a point previously made in order to express the next point. ___
7 She uses a quote to create interest and introduce the topic. ___

b Look again at the website post. Which of these structures is most suitable for discussion writing?

1 interesting information → different points in support of the writer's point of view → opposing points of view → conclusion and call for action → general statement on the topic
2 opposing points of view → different points in support of the writer's point of view → general statement on the topic → interesting information → conclusion and call for action
3 interesting information → general statement on the topic → different points in support of the writer's opinion → opposing points of view → conclusion and call for action



5 Read extracts 1–7, which are taken from a reply to Diana. Match them to techniques a–e.

1 Hi Diana. What annoys *me* is the cultural arrogance of people who say they don't read these magazines.

2 This points to the current debate about the role of gossip magazines.

3 On the other hand, I know many people see this issue in a very different way.

4 I think some people take the whole issue of celebrity magazines more seriously than is necessary.

5 While some gossip magazines worry about the influence of the internet, sales figures are still very healthy compared to other weekly publications.

6 All I ask is that I be left in peace to enjoy my weekly catch-up with the rich and famous.

7 What's more, reading about celebrities can be a good thing for people who are lonely.



a quote/interesting information 5

b general statement about the topic ___

c points in support of the writer's point of view ___, ___, ___

d opposing point of view ___

e conclusion/call to action ___

6 **a** Choose one of these topics or your own idea. Make notes in the table.

- 'Being famous' has more disadvantages than advantages.
- Anyone can become a celebrity these days.
- Celebrities provide us with good role models.

point 1	• main idea • details/examples
point 2	• main idea • details/examples
point 3	• main idea • details/examples
point 4	• main idea • details/examples

b Decide how you will begin writing about the topic or issue. Find, or think of one of these:

- a quote.
- a rhetorical question (formal or informal).
- an interesting fact or statistic.
- an interesting result from a survey or questionnaire.
- a controversial statement.

c Write a website post about the topic or issue.

- Use your notes from **6a**.
- Structure your main ideas in an organised way.
- Include some opposing points of view.
- Read and check for mistakes.
- Give your website post to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

An article

Reading an article
Writing personalising language
Review reflexive pronouns

1 Read the article about volunteer work in a developing country. Choose the best answers.

1 The writer's main aim is to …
   a describe the sights and sensations of his month away.
   b recruit more volunteers for Kenya.
   c highlight the value of volunteer work.
2 By the end of the month, the writer felt …
   a appreciative of the experience he had had.
   b that he didn't want to go home.
   c very sad about the children he worked with.

2 Read the article again. Are these sentences true (T) or false (F)?

1 ☐ Damian thinks many people are unsure how effective donations to charity really are.
2 ☐ He believes he was 'privileged' because he was much richer than most people in Kenya.
3 ☐ All the children in the orphanage suffered from AIDS.
4 ☐ Damian is full of admiration for Aisha.
5 ☐ He managed to improve the children's English in order to communicate more easily with them.
6 ☐ Everyone from the neighbourhood sang Beatles songs at the concert.
7 ☐ Damian felt the concert was a success because the singing was very good.
8 ☐ He feels that anyone has the potential to help people in developing countries.

3 What do these words or phrases mean as they are used in the article? Choose the best answer.

1 desperate
   a increasing b huge c very serious
2 privileged
   a honoured b frightened c well paid
3 pitched in
   a began to cry b began to help c watched
4 drawback
   a disadvantage b reward c regret
5 immeasurably
   a the same b slightly more c extremely
6 endure
   a stop b suffer c help

HELP WITH WRITING Personalising language

4 Read the article again. Each paragraph has a different purpose. Match paragraphs A–E to sentences 1–5.

1 Give background information on the general situation. ___
2 Give the reader something to think about. ___
3 Describe the writer's reaction to the situation. ___
4 Provide background and get the reader's attention. ___
5 Tell an anecdote. ___

5 The writer uses different pronouns to personalise his writing. Answer these questions.

1 The two main pronouns in paragraph A are *we* and *I*. Who does *we* refer to?

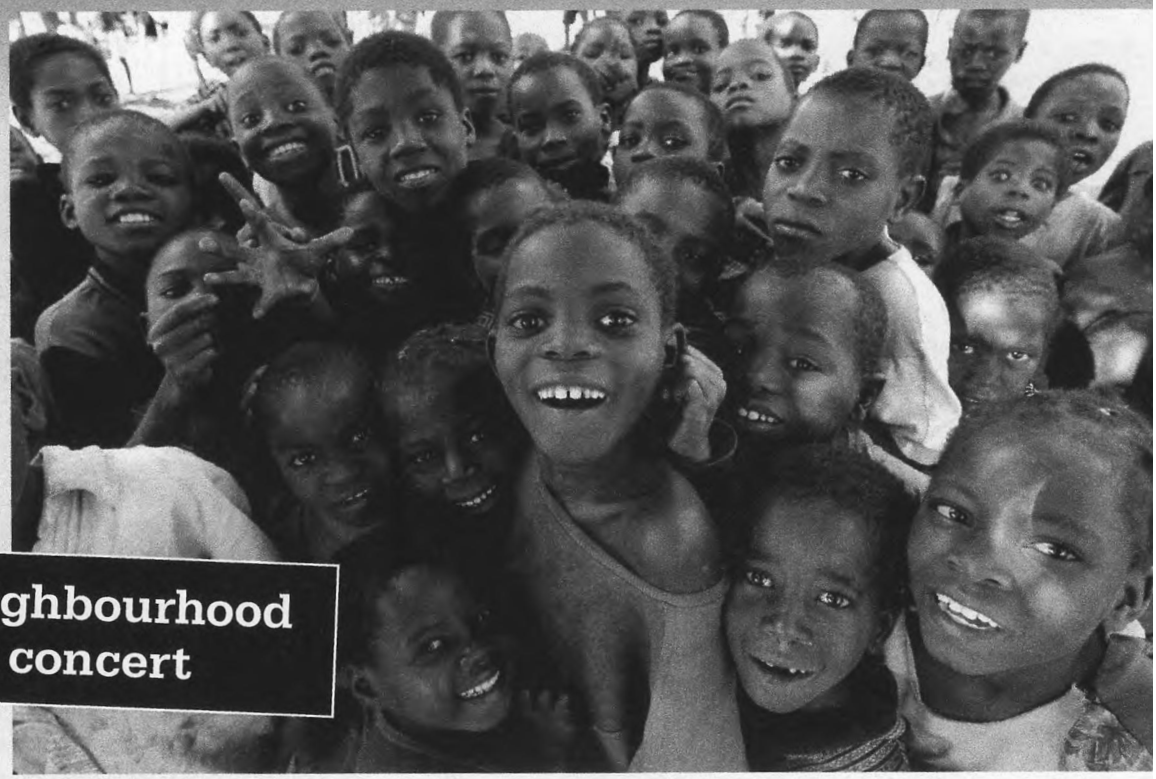
2 Why does the writer begin with *we* rather than beginning by talking about himself?

3 In paragraphs C and D, *we* and *I* are used again. Who does *we* refer to in these paragraphs?

4 What is the first pronoun used in paragraph C? Why does he use this?

5 In paragraph E, what pronoun does the writer use to address the reader? Why does he do this?

Helping Hands Abroad – Making a real difference



The neighbourhood Beatles concert

By
Damian Rogers

A

We all worry about poor people in developing countries because their need is desperate. Sometimes we give money to charity, but wonder if it really makes a difference. The problems always seem so overwhelming. Earlier this year, I was privileged to experience third-world poverty first-hand. Yes, I used the word 'privileged'. Without doubt, this was one of the richest and most rewarding months of my entire life – I found out how much difference even the smallest gesture can make.

B

I spent a month doing volunteer work in Kenya at an orphanage for children who had lost their parents and relatives to AIDS. Some of the children are themselves infected with HIV, but they are too young to really understand that. While the overall situation of the orphanage is heartbreaking, these kids are full of life! I just pitched in and did what I could. Sometimes I helped in the classroom, sometimes I took sick kids to the local hospital for check-ups. A couple of kids got quite ill and I helped to look after them. One girl, little Aisha, was very sick and in quite a bit of pain for a few days. She is only eight years old, but her bravery was awe-inspiring. She never once complained and always managed to give me a weak smile.

C

For myself, the only drawback was my inability to speak Swahili. I'm hopeless at languages, so I never really made the effort. The kids at the orphanage spoke some English, but I would love to have been able to really communicate with them in their language. Still, these children also spoke the language of friendship and generosity with total fluency, so in the end, we communicated extremely well. There is no doubt that their ability to give has made me immeasurably richer than I was before we went to Kenya.

D

My biggest success was in the field of music. I took my guitar with me and taught the kids three Beatles songs (the Beatles are still big in Kenya!): Yellow Submarine, Help and Yesterday. In my last week at the orphanage, we held a Beatles concert and a huge number of people from the local neighbourhood came, bringing food and drink. Our concert turned into a neighbourhood party and the kids had a great time. I think I had the best time of all, knowing that in my brief time there, I'd managed to bring a bit of joy into their lives.

E

So, you can see that just one man with a guitar can make a difference to people who have to endure incredible hardship. The difference isn't always a question of money. It's just a question of giving something – your time, your talent, your attention – giving of yourself. It does make a difference to these people, but equally importantly, what you get back from them will make a huge and positive difference to you.

Reading and Writing Portfolio 5

6 Complete this introduction and conclusion to an article with an appropriate pronoun or possessive adjective.

[1] *We* all hate it when charities phone [2]_____ to ask for a donation. They always call at dinner time and expect [3]_____ to listen to a long-winded explanation. [4]_____ used to find this sort of thing irritating until [5]_____ spent some time working for a local charity. Being on the receiving end of other people's irritation changed [6]_____ point of view.

In summary, [7] *my* message is very straightforward. What [8]_____ appreciated was people who were prepared to be civil to [9]_____. [10]_____ didn't mind if they couldn't make a donation, so long as they were prepared to be polite to [11]_____. So, the next time someone calls [12]_____ to ask for a donation, [13]_____ should really treat the person as [14]_____ [15]_____ would hope to be treated.

7 Rewrite the underlined phrases in these introductory and concluding paragraphs. Make them more interesting by involving the reader and personalising the language.

We are all concerned

[1]~~There is general concern~~ about the fact that young people have no sense of the value of things. [2]It is sometimes felt that everything is handed to them on a plate. [3]When younger, the current writer wanted everything to be easy. [4]There were feelings of antipathy towards his parents when they insisted on doing volunteer work with a charity during the school or university holidays. [5]The writer questioned the need to waste time doing unpaid work.

I can't say

[6]~~It cannot be said~~ that the experience did [7]the writer any harm at all. [8]Some extraordinary people were met, some of whom [9]the writer knows will be friends for life. This goes to show that [10]it is a good idea to always remain open to experiences, particularly ones where [11]there is the possibility of involvement with new and interesting people.

8 **a** You have been asked to write an article for your school's website. The topic of the article is 'Learning something new is an adventure'. Make notes in the table.

what you learned	
what the situation was	
how you felt	
an anecdote associated with the experience	

b Write your article.

- Use your notes from **8a**.
- Involve the reader in your introduction. Can you refer to a common experience? Is there a question you can ask?
- Personalise the article using ideas from **5**.
- Structure your information in clear paragraphs, with a clear focus for each.
- Finish by asking the reader to think about something.
- Read and check for mistakes.
- Give your article to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Reading and Writing Portfolio 6

Letters or emails of complaint

Reading three letters/emails of complaint
Writing letters/emails of complaint: content, style, useful phrases
Review phrasal verbs; relative clauses

1 Read the letters/emails A–C quickly. Answer the questions.

Which letter(s)/email(s):

1 is to the Advertising Complaints Authority? ___
2 is to an internet service provider? ___
3 is to a property letting agency? ___
4 are about something paid for regularly? ___ , ___
5 is about something not paid for? ___

A

[a]**cc:** Office of Communications (OFCOM)
Subject: Slow broadband speed in the evening

Dear Sir/Madam,

I wish to complain about the broadband speeds I am receiving from SpeedyNet. I have subscribed to your service (50Mb/s) since March and pay £25 per month.

For the last eight weeks I have been suffering from slow speeds in the evening. The connection speed is almost always less than 2Mb/s. This speed is simply not sufficient for anything more than light browsing. Streaming video is impossible. The evening is the peak time for our family's use of the internet, and the current situation is intolerable.

I have called your company's helpline and no one to whom I have spoken has been able to improve or rectify the situation. Instead, I have been told to just switch off my computer and modem, wait five minutes and then switch it on again. None of this has had any effect on the problem. [1]One woman I spoke to even implied I was lying! I would estimate I have spent at least four hours on the phone to your customer and technical support departments.

[b]**I would appreciate it if you could** contact me to advise me when/how you will resolve this problem. [2]Otherwise, I will be passing this matter to my solicitor for further action.

Yours faithfully,

Marty Green

B

Dear Sir,

[3]I recently came across an ad for the Vanguard 4x4 car in The Guardian (15th June). I attach a photocopy of the advertisement [c]**in question**. In particular, [d]**I would like to take issue with** the text of the advertisement that the Vanguard 4x4 is "a truly environmentally friendly vehicle" and "has low emission rates".

The implication from these statements is that the Vanguard 4x4 results in little or no damage to the environment. [4]The Vanguard 4x4 is a SUV (Sports Utility Vehicle, or 4x4) and therefore in comparison to a compact car, will frequently consumes significantly more fuel. The advert fails to make this clear and implies that the Vanguard 4x4 is more environmentally friendly in relation to all vehicles.

This advertisement is another example of 'greenwashing' – misleading consumers regarding the environmental credentials of the companies.

I would appreciate your investigation of this advertisement and look forward to reading your reaction.

Yours faithfully,
Fen Starky
Fen Starky

C

Subject: 14 Parkholme Avenue, Camden

Dear Miranda Letts,

On 21st February, we signed a nine-month contract to rent the above address. [e]**Please find attached** a copy of the contract and terms.

At this time there were some problems in the house that we were assured would be resolved prior to our moving in. In particular, there was a leak in the roof, some carpet that needed [5]profesional cleaning and a faulty freezer that needed repair/replacement.

It is now two months since we moved into the property and none of these problems has been resolved. Phone calls to your office have been met with promises to visit the property and undertake necessary work. However, nothing has been done. [6]This is a totally unacceptable situation – you are horrible people who seem to have no ethics whatsoever!

If you do not [f]**put matters right** within two weeks (or such another period as we may agree), I shall obtain quotations from reputable contractors to make necessary repairs. I shall deduct the cost of these repairs from future rent payments. [7]I'm sorry to have to resort to this measure, but I feel I have no choice.

I shall also be reporting this matter to Camden Council.

Yours sincerely,
Olivia Paxton and Jack Mepstead

Reading and Writing Portfolio 6

2 Read the letters/emails again and complete the table.

	email A	letter B	email C
background	*has been paying for broadband since March – £25/month*		
problem		*advertisement is misleading*	
effect			
solution			
warning			*will deduct cost from rent*

HELP WITH WRITING A letter of complaint

3 Look at underlined phrases 1–7 in the letters/emails. They are all features that are not useful in letters/emails of complaint in English. Match them to advice a–f.

a avoid apologising – you are not in the wrong, so it is not necessary ___

b avoid grammar or spelling mistakes ___ , ___

c do not threaten legal action unless it is particularly appropriate ___

d avoid rudeness ___

e if you are complaining about someone in particular, be as specific as possible ___

f avoid informal language (phrasal verbs, etc.) ___

4 Sometimes phrasal verbs are acceptable in formal correspondence if they are very common or part of a useful phrase. Find one phrasal verb used appropriately in each letter/email.

email A _____

letter B _____

email C _____

5 Match phrases a–f in bold in the letters/emails to meanings 1–6.

1 (the person/thing) being discussed ___

2 I am including with this email ___

3 I want you to ___

4 I disagree strongly with ___

5 resolve the problems ___

6 a copy of this letter has also been sent to ___

6 Most phrasal verbs have a more formal equivalent. Replace the phrasal verbs in these sentences from letters/emails of complaint with the correct form of these verbs.

~~upset~~	continue	resolve	invent
arrive	respect	review	wait

upsetting me

1 The situation is greatly ~~bringing me down~~.

2 I resent the implication that I am making up problems with this television.

3 Can you please go over your records and confirm whether this bill is correct?

4 I really cannot hang on any longer for you to solve this.

5 I have always looked up to your company for its ethical policies, but …

6 I would appreciate your help in sorting out this problem as soon as possible.

7 The customer representative turned up an hour late for our meeting

8 I must ask you not to keep on sending me threatening letters about payment

7 Read this email of complaint. The words/phrases in bold are inappropriate in some way. Rewrite the email in your notebooks.

From: adam.cornish@mail.net
Subject: Recent visit to Antonio's restaurant

Dear Sir/Madam,

On 4th August [1]**me and three mates** went to Antonio's in Bond Street, London, for dinner. I had booked a table at 7.30 p.m. on the internet. I [2]**am putting in** a copy of this booking. We arrived at the restaurant at 7.25 p.m. We were told that a table would be ready within 15 [3]**mins** and we were invited to wait in the bar until called.

At 8.15 p.m. I noticed some people who had [4]**turned up** after us being called to their table. I enquired as to whether our table was ready and was told that it was not. I asked why some people who had arrived after us had already been seated. [5]**The rather rude woman told me** that they had booked a table at 8.00 p.m. but had threatened to leave if they were not seated. Since we had not complained, your restaurant seemed to have decided we could wait longer.

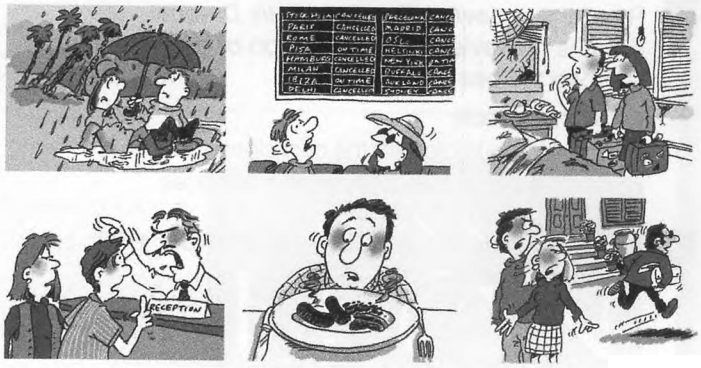
As you can imagine, I was rather [6]**put out** by this situation. I immediately [7]**canceled** my booking, we [8]**stormed out of** the restaurant and, unable to find a suitable table elsewhere, we returned home. [9]**You ruined our evening – thanks a lot!**

[10]**I apologise for writing this email, but** I was extremely [11]**disapointed** by the service at Antonio's on this occasion. [12]**I want you to explain what was going on.** [13]**And you should expect to hear from my solicitor!!**

[14]**Yours sincerely,**

Adam Cornish

8 **a** You have just returned from a disastrous two-week package holiday. Think of reasons why your holiday was spoiled. Use the cartoons and your own ideas.



b Make notes about your holiday in the table.

Background when you booked, what the advertisement said, how much you paid, etc.	
Problem the problems that were the fault of the holiday company	
Effect what the effect of the problems was	
Solution what you propose the holiday company should do about the problems	
Warning what action you will take if the holiday company does not resolve the situation	

c Write your letter/email of complaint.

- Use your notes in **8b**.
- Use the advice in **3**.
- Use formal language.
- Read and check for mistakes.
- Give your letter/email to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

A review

Reading a book review
Writing cohesive devices
Review character adjectives

1 Read the review of *The Girl of His Dreams*. What is the reviewer's impression of the book? Choose the best answer.

a very favourable
b mostly favourable with the occasional doubt
c mildly positive, but quite negative in places

2 **a** Read again. Choose the best answers in all these sentences.

1 _____
a The main character is a Venetian *policeman/private eye*.
b He is *aggressive/hardworking*.

2 _____
a A young girl appears to have *drowned/been shot*.
b The girl's identity is *unknown/known*.
c The story concerns *poor people in Venice/all levels of Venetian society*.

3 _____
a The story is *gripping/unusual*.
b Brunetti is *an eccentric/a convincing* character.
c The writing is *complex/well written*.

4 _____
a The reviewer thinks this is *a great crime story/a story of a great crime*.
b *'The Girl of His Dreams' needs/doesn't need* to be read as part of the series.
c The reviewer *recommends/doesn't recommend* reading the rest of the series.

b The writer organises his review into four sections. Match these headings to sections 1–4 in **2a**.

Story Recommendation Evaluation Introduction and background

3 **a** Read the review again and use the context to match these words to definitions a–h.

~~exasperating~~ must-read lucid sumptuous satisfying subtle multifaceted dedicated

a extremely annoying *exasperating*
b luxurious and showing wealth _____
c not obvious _____
d giving pleasure _____
e consisting of many parts _____
f clearly expressed and easy to understand _____
g believing that something is important and giving a lot of time and energy to it _____
h something so good, you have to read it _____

b Which words in **3a** does the reviewer use to describe:

1 the city? _____
2 the novel/the writing? _____, _____, _____, _____
3 the characters? _____, _____, _____

c Match a word in **3a** to these near synonyms from the book review.

1 fulfilling _____
2 multilayered _____
3 gorgeous _____
4 vivid _____

HELP WITH WRITING Cohesive devices

4 **a** Look at words/phrases 1–15 in bold in the review. What do they refer to? Fill in the table.

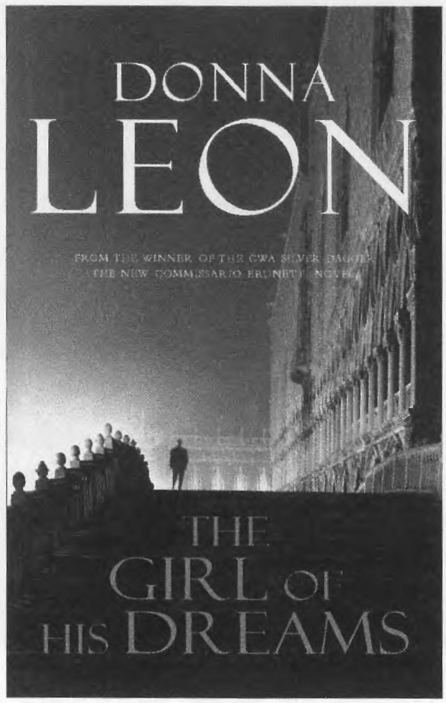
The Girl of His Dreams	Donna Leon	Brunetti	the writing
1, _____, _____, _____, _____, _____, _____	*5*, _____	*10*, _____, _____	*7*, _____

b Read these sentences about the language in **4a**. Which one is not correct?

1 We use a variety of nouns, pronouns and possessive adjectives to link ideas between sentences.
2 We use a variety of nouns to make written language more interesting.
3 We use pronouns and possessive adjectives to avoid unnecessary repetition of nouns.
4 We use a variety of pronouns and possessive adjectives to make the order of the sentences clear.
5 We use a variety of nouns, pronouns and possessive adjectives to make written language more cohesive.

THE GIRL OF HIS DREAMS *by Donna Leon*

Venice is undoubtedly one of the most sumptuous cities in the world. And little evokes this quality better than Leon's new novel. In fact her *Guido Brunetti* crime novels are quickly establishing themselves as a must-read series for lovers of the genre.



The Girl of His Dreams is the latest book in this series based around the Venetian police *commissario*, Guido Brunetti. Brunetti is an entirely original creation: a gifted and dedicated detective who is also a loving family man that delights in his wife's mouth-watering cooking. He is surrounded by a now familiar cast of family members and colleagues who can be in turns both lovable and exasperating. Guido Brunetti is a very human detective you would like to get to know.

The Girl of His Dreams begins with a different kind of death – the funeral of Brunetti's mother. However, before long, there is a second death. This time a young girl is pulled from the waters of Venice's Grand Canal. She carries no identity and there is no record of a missing child. More mysterious is the gold jewellery that the girl is carrying. Brunetti and his colleague *Ispettore* Vianello set out to discover the identity of the victim as well as the cause of her death. This search takes them from the houses of well-to-do Venetians to the poverty of a gypsy camp outside the city. It is also a journey through the problems and prejudices of contemporary society.

[1]**This chapter in the continuing Brunetti saga** is without doubt one of the most enjoyable. [2]**It** is [3]**an enjoyable piece of crime fiction**, with a very definite mystery to unravel. The ending is very satisfying. However, *The Girl of His Dreams* is not only a simple [4]**whodunnit**, but also contains all the usual joys we have come to expect from Donna Leon. The writing is lucid and there is the feeling of [5]**the writer** being in complete control of [6]**her** [7]**craft**. [8]**The descriptions** of Venice are extremely vivid, demonstrating Donna Leon's extraordinary ability to bring the gorgeous city to life. The characters in [9]**the book** are multifaceted, and, as such, very human. Brunetti is not [10]**a policeman** who deals in a world of black and white. [11]**His** is a world of subtle shades of grey, and [12]**he** is all the more interesting for it. Finally, [13]**this** is [14]**a novel** that balances forces of darkness and light. [15]**It** reminds us that we live in a morally challenging world.

If you like a fulfilling crime story, then this book is for you. If you like a satisfying novel with multilayered characters of real depth and insight, then this book is also for you. If you just love Venice, then, yes, you guessed it. And I can't recommend reading it more strongly. You don't have to have read the previous Brunetti novels to enjoy and appreciate *The Girl of His Dreams*. But if you do start here, you might just want to go back to *Death at La Fenice* (the first) to savour the delights of this fantastic series from the beginning. Once you have met, you will wish to stay good friends.

Not only a simple 'whodunnit', says *Steven Shuttleworth*



Reading and Writing Portfolio 7

5 Read an excerpt from a review of Donna Leon's book *Suffer the Little Children*. Replace the words/phrases in bold with these words. Sometimes more than one answer is possible.

~~instalment~~	novel	she	mystery	it (x 2)
policeman	he	her (x 2)	his (x 2)	

instalment
Suffer the Little Children is the next fantastic [1]~~**book**~~ in the Brunetti series. [2]***Suffer the Little Children*** centres around a crime that involves children and fertility. [3]***Suffer the Little Children*** is an intriguing [4]**book** that keeps you guessing. Donna Leon shows [5]**Donna Leon** is very much at home in Venice and [6]**Donna Leon's** great love for the city is evident. [7]**Donna Leon's** descriptions are nothing short of magical. Guido Brunetti shows all [8]**Guido Brunetti's** determination to solve the crime. But [9]**Guido Brunetti** is a [10]**person** who knows when to stop for lunch and enjoy [11]**Guido Brunetti's** food. This [12]**book** is another treat from Donna Leon.

6 Complete this excerpt from another review. Sometimes more than one answer is possible.

~~novel~~	Leon	his	tale	story	she (x 2)
he	her	policeman	the writer's	it	

Suffer the Little Children is another gripping [1] *novel* from Donna Leon. [2]_____ is an intriguing [3]_____ that revolves around infertility and criminal goings-on. [4]_____ builds the suspense with [5]_____ usual skill. And the way [6]_____ describes food will leave your mouth watering. Once again, it is a pleasure to be back in the company of *Commissario* Brunetti. It is rare to find such an amiable and charming [7]_____. I feel like [8]_____ and [9]_____ family are good friends. This [10]_____ maintains [11]_____ already high standard. How does [12]_____ do it?

7 **a** Think of a book or film you have enjoyed. Make notes in the table.

Introduction/ background • setting • author, director, actors, etc.	
Story • main events • characters	
Evaluation • what you liked best • what you thought of the story, characters, etc.	
Recommendation	

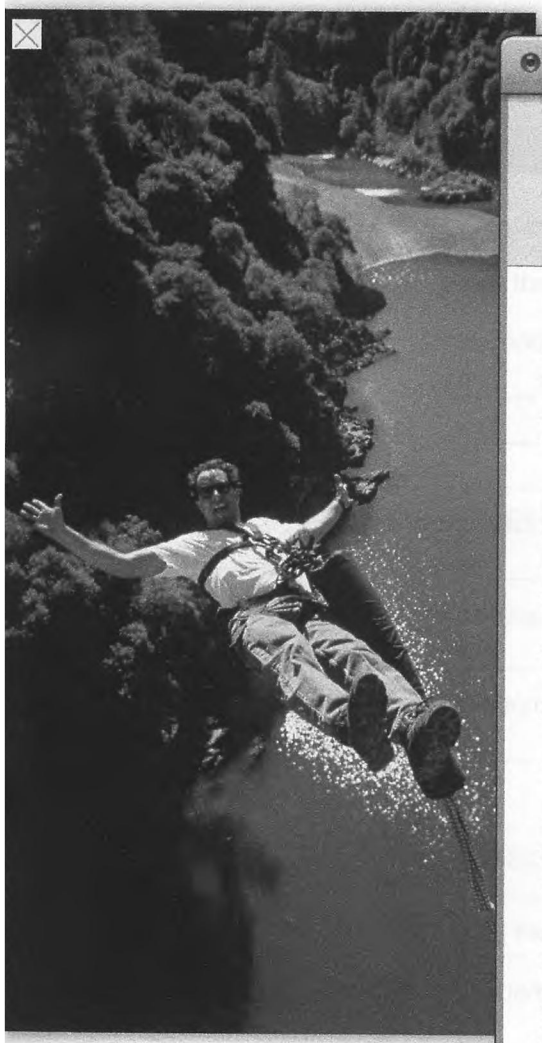
b Write your review.

- Use your notes from **7a**.
- Make sure your opinion is clear in the recommendation, and check the grammar you use.
- Vary the kinds of words you use to talk about the book or film – use a monolingual dictionary to help.
- Read and check for mistakes.
- Give your review to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

An informal email

Reading an informal email
Writing informal language
Review past verb forms with present meaning



From: jamie@mail.net
To: everyone
Subject: Queenstown bungee!

[1]**Hi guys!**

[a]Sorry about the group email, but you know how it is when you're travelling – no time for individual messages. [2]**Sorry, sorry, sorry that** I've been so slack about sending messages. This holiday is full-on and it's hard finding the time to get round to emailing.

[3]**Well**, you can see from the subject line where I've finally got to on my big New Zealand tour. Yes, that's right, I'm in Queenstown and I've just done one of the things I set out to do on this holiday: the original bungee jump from Kawarau Bridge. [b]IT WAS AWESOME! But really scary! And though I say it myself, it took guts.

The bungee site is about 20 minutes out of town. I went out there feeling all cool and relaxed. "No worries," I thought. I paid for my ticket and filled out the waiver forms and stuff, and the guy behind the counter kept saying "No refunds even if you don't jump."

"Yeah, yeah, yeah," I thought – there's no way that I'm going to back out of this! It's all [4]**cool**.

After that, you get weighed and [5]**stuff** like that and then I went up on to the walkway to get ready. A guy there ties you on to the rope and checks everything's OK. Up until that point, everything is pretty chilled. [c]But then I looked down at the river. I was, like, 50 metres above it and suddenly I was terrified.

The operator could see I was beginning to freak out and he starts saying "It's OK, mate, it's OK." And I'm thinking, "It's not OK, it's not OK! No way is it OK! This is an insane idea!" But I don't say anything. I just start to shake and I can't move. And the operator tells me to step out on to the platform and I say, "I'd rather not jump just now." But he says, "Come on, mate, take a deep breath – concentrate on the scenery." Somehow, [d]I manage to shuffle on to the platform. And by now I'm saying, "I can't do it". And the operator says, "Yes, you can – come on, just another step." He's guiding me on to the platform.

So, I do what he says. I take a few deep breaths – I look at the view. And I try and distance myself from what's really happening. Then suddenly, the operator is doing the countdown: "Five ... four ... three ... two ... one ... BUNGEE!" I still don't know why or how, but I JUMPED!

Oh boy! [e]What a feeling! Everything in slow motion – you feel like ... out of this world! And you're falling, falling, falling and the water's coming closer and closer ... AND all of a sudden you come to the end of the rope and you get pulled right back up again and you feel like you're flying. Really! You feel like a bird, then you go down again and up again until finally another guy comes along in a raft and you're lowered into that.

Straight afterwards, I couldn't stop laughing. I felt like an idiot, but I just couldn't stop laughing. I guess after all the tension and fear I just needed to let it all out! They're going to send me a link to the video of the jump when they've uploaded it so I'll forward that on to you. Anyway, that's enough for the moment. You've probably stopped reading already!

We're off to Wanaka tomorrow. This is a great trip – NZ is so beautiful – I'm having a fantastic time.

All the best to everyone. See ya! :)

Jamie

1 **a** Read Jamie's email. Which phrase best describes his holiday?

1 a working holiday
2 a boring holiday
3 an adventure holiday

b Who do you think Jamie is writing to?

1 his grandparents, who he is very fond of
2 his friends of the same age
3 lecturers at the university he has just graduated from

c Which pattern of feeling best describes Jamie's experience?

1 afraid → resigned → relaxed
2 confident → afraid → relaxed
3 confident → afraid → exhilarated

Reading and Writing Portfolio 8

2 Match these colloquial words/phrases from Jamie's email to definitions 1–6.

full-on	~~awesome~~	guts	cool
stuff	chilled	freak out	insane

1 extremely good *awesome*
2 things _____
3 become extremely emotional _____
4 very busy, demanding, intense _____
5 well, fine _____
6 relaxed, without worry _____
7 bravery _____
8 very silly or stupid _____

HELP WITH WRITING Informal language

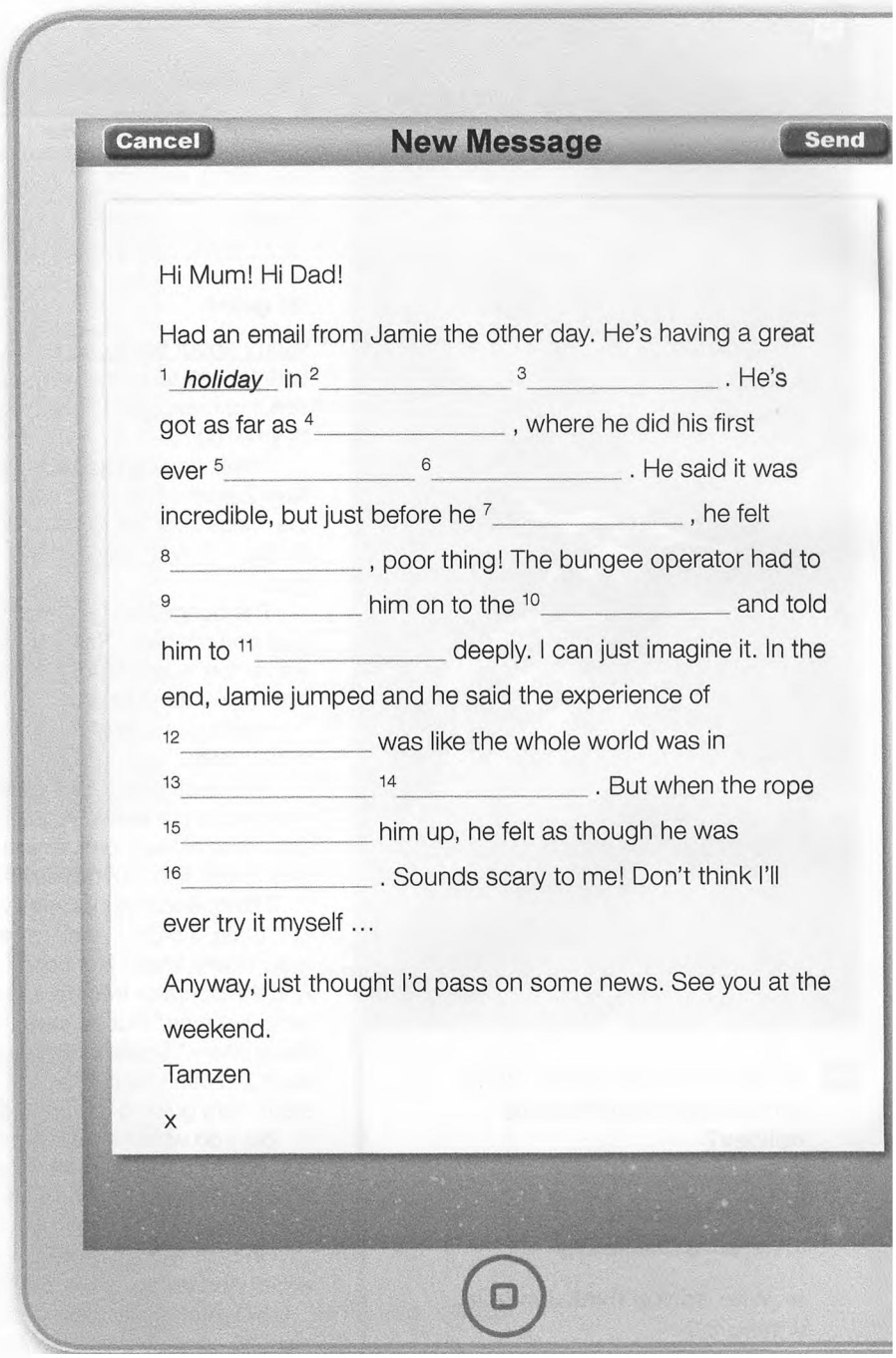
3 **a** Read a–e, which describe words and expressions associated with informal language. Match them to words/phrases 1–5 in bold in Jamie's email.

a a colloquial word is used *4*
b an unnecessary word is added at the beginning of a phrase – similar to a conversation _____
c words are repeated – similar to a conversation _____
d a conversational greeting is used _____
e a noun which has an imprecise meaning is used _____

b Read 1–5, which describe grammatical features and punctuation associated with informal language. Match them to <u>underlined</u> words/phrases a–e in Jamie's email.

1 words are missed out *a*
2 present verb forms are used to talk about a past event _____
3 a conjunction is used at the beginning of a sentence _____
4 an exclamation that doesn't contain a verb is used _____
5 unconventional punctuation is used for emphasis _____

4 Jamie's friend, Tamzen, emails her parents about the news. Fill each gap with one word.



5 Look again at Tamzen's email. Choose the best answer.

It has a neutral style …

a because Tamzen hasn't seen her parents for a long time and doesn't want to upset them with too much slang.
b because her parents are older and don't always use the same informal language.

6 Fill in the gaps with the correct form of words from **2**.

1 Going white-water rafting was the most amazing experience – it was *awesome* !

2 A lot of people find Bangkok too frantic, but parts of it are actually quite _____ .

3 I went for this really _____ cycling trip. We hardly had any rest.

4 When I got back to the hostel, I found someone had been through my _____ looking for money.

5 When they left me alone in the forest, I _____ . I felt totally lost.

6 I met some really _____ people. They were really friendly.

7 Look again at Jamie's email. Find informal words and phrases that have the same meaning as a–j.

a Bye! *See ya!*

b Until then, everything was relaxed.
_____

c … the waiver forms and other documentation of that nature …
_____

d It was a height of 50 metres …
_____

e I still don't know why or how, but I jumped.
_____

f Everything happened in slow motion …
_____

g It's not good, it's not all right.
_____

h However, it was very frightening.
_____

i … the water was coming closer and closer …
_____

j At the same time, I was thinking …
_____

8 Make the extract from an email more informal by replacing the words/phrases in bold with these words/phrases.

~~Hi there everyone~~ freaked out chill out stuff like that but awesome goes What a trip full-on 'm swimming

Hi there everyone

[1]**~~Dear all~~**,

[2]**it's an amazing trip** I'm having! In fact, it's absolutely [3]**incredible**. Every day is [4]**very busy** [5]**although** we're making time to [6]**relax** in the evenings!

Yesterday I went snorkelling on the barrier reef. I [7]**was swimming** along, looking at the fish and [8]**so on**, when this huge dark shape [9]**went** by. A stingray! I was completely [10]**terrified**. Apparently they're completely safe as long as you don't go treading on them!

9 **a** Think of an interesting or exciting event that happened to you. If you can't think of something, you can invent it. Make notes in the table.

who you are writing to	
where you were and what you were doing	
who was there	
any conversation	
how you felt before, during and after	
any specific outcome or result	

b Write your email and explain what happened.

- Use your notes in **9a**.
- Use an appropriate level of formality.
- Read and check for mistakes.
- Give your email to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Guidelines and instructions

Reading information on using a travel card
Writing connecting words in guidelines/ instructions; questions as headings
Review conditionals; travel

1 Read the guidelines on pages 78 and 79 quickly. Fill in gapped headings 1–6 with questions a–f.

a ~~What is an Oyster card?~~
b How do I top up?
c What do I do now?
d Why should I have one?
e How do I pay for my journey with Oyster?
f How can I protect my money?

1 What is an Oyster card?

Oyster is a plastic smartcard you can use instead of paper tickets on transport in London. It is the cheapest way to pay for single journeys on the bus, Tube and tram in London, DLR, London Overground and some train services.

You can credit the card online or at hundreds of shops all over the city as well as Tube, rail and bus stations. You can also register your Oyster card online to protect it from loss.

[a]In order that you get the most out of your Oyster card, we recommend reading this guide carefully.

2 _____

[b]Besides being faster and easier, it's cheaper!

- Faster: Oyster saves you time – no more queuing for tickets as you can pay in advance.
- Easier: Your Oyster card is reusable – just top it up with cash or renew your Travelcard/Bus Pass when needed.
- Cheaper: Oyster single fares are always cheaper than cash – see examples below.

	Cash single fare	Oyster single fare
Tube (Zone 1)	£4.50	£2.10
Tube (Zones 1–2) Peak: Monday–Friday, 06.30–09.30, 16.00–19.00	£4.50	£2.80
Off peak: All other times including public holidays		£2.10
Bus/Tram	£2.40	£1.40

3 _____

You can store cash on your card to pay for single journeys as you go. If you pay as you go, the system will look at your journeys in a 24-hour period* and the amount you pay will be capped. [c]Therefore it will always cost you less than the price of an equivalent Day Travelcard or One Day Bus Pass. Our aim is to ensure that Oyster always charges the lowest fare. Where it doesn't, we will refund the difference. If you don't travel much, don't worry – your cash never expires**.

How do I use Oyster?

Touch in and out:

- To ensure you pay the correct fare, when travelling by Tube you must always touch in on the yellow reader at the start of your journey and touch out at the end of your journey. [d]Otherwise, you will pay the maximum cash fare.
- When using a bus or tram, you must touch in at the start of your journey, but not at the end.
- Please check for the green light when you touch in or out to ensure your Oyster card has been validated.
- Failure to touch in and/or touch out correctly may result in a Penalty Fare, or you being prosecuted.



4 _____

You can top up your cash balance:

- online at tfl.gov.uk/oyster;
- at Tube station touchscreen ticket machines and ticket offices;
- at some National Rail ticket offices;
- by phone on 0845 330 9876.

*24-hour period is from 4.30 a.m. and before 4.30 a.m. the next day.

**If your card is not used for two years, you will have to reactivate it or claim your unused cash back.

2 Read the guidelines again and choose the best answer for each question.

1 You can use the Oyster card ...
   - **a** in all major cities in the UK.
   - **b** on buses all over the UK.
   - **c** on Tube trains, trams and buses in London.

2 With an Oyster card ...
   - **a** public transport is a little cheaper.
   - **b** you don't have to buy a ticket before travelling.
   - **c** you will sometimes save money compared to paying by cash.

3 Oyster cards ...
   - **a** never expire.
   - **b** must be changed every two years.
   - **c** cannot be used when the balance is below £5.

4 The maximum amount you can put on your card at one time is ...
   - **a** £40.
   - **b** unlimited.
   - **c** not stated.

5 If you register your card, ...
   - **a** you do not need to remember its number.
   - **b** the money on your card is safe if you lose it.
   - **c** you will get further discounts on journeys you make regularly.

6 You can order an Oyster card ...
   - **a** on the internet.
   - **b** over the phone.
   - **c** at Tube stations.
   - **d** all of the above.

Auto top-up

With Auto top-up, your Oyster card pay-as-you-go balance can be topped up automatically with either £20 or £40, whenever your balance drops below £5. To set up this service or to get more details visit our website.

5 _____

[e]As soon as you register your Oyster card, your balance to pay as you go is protected if the card is lost or stolen. You also receive emails from us with information that is important or necessary for you to know, such as details of planned disruptions to your regular journey or new services available on Oyster.

The easiest time to register your Oyster card is when you first get it. It is, however, possible to register your card at a later date:

- at Tube station ticket offices;
- at Oyster Ticket Stops.

6 _____

Now you know why you should have an Oyster card and how to use it, here is how to get one:

1 Apply for your card online at tfl.gov.uk/oyster, at Tube station ticket offices or by phone on 0845 330 9876.
2 Register your card to protect it. You must keep a record of your card number (on the back of the card) and password.

[f]Frankly, it's as simple as that.

HELP WITH WRITING Connecting words in guides/instructions; questions as headings

3 **a** Match underlined connecting words a–f from the guide to their functions 1–6.

1 addition *b*
2 time ___
3 purpose ___
4 condition ___
5 comment adverbial ___
6 reason and result ___

b Match functions 1–6 in **3a** to connecting words a–g.

a prior to *time*
b as a result _____
c not only ... but ... _____
d provided _____
e from then on _____
f so that _____
g in fact _____

4 Notice how the guidelines for using an Oyster card use questions to organise the text. Match questions a–f to topics 1–6.

a How many songs can I put on my MusicBox?
b What food should I avoid buying?
c Should I set my alarm at night?
d How can I upgrade the RAM?
e How much can I borrow?
f Should I stay in my vehicle?

1 Home security ___
2 In the event of a breakdown ___
3 Applying for a mortgage ___
4 Using a laptop ___
5 Using an MP3 player ___
6 Eating ethically ___

Reading and Writing Portfolio 9

5 **a** Write questions about the Oyster card using the prompts.

1 Why / Oyster card / introduce?

Why was the Oyster card introduced?

[a]**Before Oyster cards were introduced**, most people paid for their journeys on public transport using cash. This resulted in unnecessary delays on buses and at Tube stations.

[b]**Oyster cards have resulted in the transport network becoming virtually cashless**, with over 80% of journeys made by public transport in London paid for by Oyster cards.

2 Why / Oyster cards / such / good idea?

_____

[c]**It is more convenient and you will save money too.**

3 What / do / if / lose / card?

_____

[d]**If** you have registered your card, you can contact us and we'll send you a refund.

4 When / get / card / what / do / first?

_____

Register your card immediately. [e]**Then** the money on your card will be protected.

5 What / most important thing / remember / Oyster cards?

_____

Always touch your card on the yellow reader when you enter or leave the station, even if the gate is open, [f]**for the reason that then** we know when your journey started and ended.

6 Do / have to / from UK / buy / card?

_____

You do not need to be a UK resident to buy an Oyster card. [g]**The truth is that** anyone can buy one from any Tube station.

b Rewrite a–g in bold in **5a** using these words/phrases.

~~Prior to~~	so that	In fact,	From then on,
Provided	As a result	Not only … but …	

a *Prior to the introduction of Oyster cards*

b _____

c _____

d _____

e _____

f _____

g _____

6 **a** Read questions a–h. Match them to topics 1–4.

a ~~How do I work out what I spend monthly?~~
b What does it do?
c What is a price-comparison website?
d How much should I pay into a pension?
e Where can I use it?
f Where do I find discount vouchers?
g Which debts should I pay off first?
h How can I save if I'm always in debt?

1 Personal finance – how to budget *a* , ___
2 Securing your financial future ___ , ___
3 Using a new cashless smartcard ___ , ___
4 Saving money – buying things online ___ , ___

b Write guidelines using one of the topics in **6a**. Use the two questions in **6a** and your own ideas.

- Think about what to include in an introduction.
- Organise your guidelines using questions in a logical order.
- Use connecting words from **3a** and **b**.
- Read and check for mistakes.
- Give your guidelines to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

An extract from a novel

Reading a description of a scene
Writing descriptive language in narratives
Review descriptive verbs

1 Read the excerpt quickly. The writer describes several things, people and events. Put them in the order they occur.

a The people in the restaurant 3
b The restaurant ___
c The person outside the restaurant ___
d The actions of a person outside the restaurant ___
e The truck ___

The Grapes of Wrath

First published in 1939, *The Grapes of Wrath* was written by John Steinbeck. It is set in the state of Oklahoma, USA, during the Great Depression, a period of worldwide economic decline which started in 1929. It tells the tale of a family whose farm has been repossessed by the bank and who have decided to walk to the state of California to find work.

In 1940, the novel won the Pulitzer Prize and is considered a classic of American literature.



A huge red transport truck stood in front of the little roadside restaurant. The vertical exhaust pipe muttered softly, and an almost invisible haze of steel-blue smoke hovered over its end. It was a new truck, shining red, and in twelve-inch letters on its sides – OKLAHOMA CITY TRANSPORT COMPANY. Its double tires were new, and a brass padlock stood straight out from the hasp* on the big back doors. Inside the screened restaurant a radio played, quiet dance music turned low the way it is when no one is listening. A small outlet fan turned silently in its circular hole over the entrance, and flies buzzed excitedly about the doors and windows, butting the screens. Inside, one man, the truck driver, sat on a stool and rested his elbows on the counter and looked over his coffee at the lean and lonely waitress. He talked the smart listless language of the roadsides to her. "I seen him about three months ago. He had a operation. Cut somepin out. I forget what." And she – "Doesn't seem no longer than a week I seen him myself. Looked fine then. He's a nice sort of a guy when he ain't stinko."

Now and then the flies roared softly at the screen door. The coffee machine spurted steam, and the waitress, without looking, reached behind her and shut it off.

Outside, a man walking along the edge of the highway crossed over and approached the truck. He walked slowly to the front of it, put his hand on the shiny fender, and looked at the No Riders sticker on the windshield. For a moment he was about to walk on down the road, but instead he sat on the running board on the side away from the restaurant. He was not over thirty. His eyes were very dark brown and there was a hint of brown pigment in his eyeballs. His cheek bones were high and wide, and strong deep lines cut down his cheeks, in curves beside his mouth. His upper lip was long, and since his teeth protruded, the lips stretched to cover them, for this man kept his lips closed. His hands were hard, with broad fingers and nails as thick and ridged as little clam shells. The space between thumb and forefinger and the hams of his hands were shiny with callus**.

**hasp* = an old-fashioned word for clasp or piece of metal that fastens two things
***callus* = an area of hard thickened skin, especially on the feet or hands

Reading and Writing Portfolio 10

2 Read the extract again and use the context to match these words to definitions a–i.

~~protruded~~	hover	fan	lean	listless
screen door	haze	windshield	broad	

a stuck out *protruded*

b very wide _____

c thin _____

d a door with fine wire netting, which allows air but not insects to move through _____

e air that isn't clear because of something such as heat or smoke _____

f stay in one place in the air _____

g lacking energy and enthusiasm _____

h a device used to move the air around _____

i American English for *windscreen* – the window at the front of a vehicle _____

3 Answer these questions.

1 What does the restaurant description tell you about it?

_____

2 Do you think the man in the restaurant will be there for a long time? Why?/Why not?

_____

3 How do you think the waitress feels about her job? Why?

_____

_____

4 What do you think *stinko* means?

_____

5 The author makes deliberate mistakes in the direct speech to represent the way people speak. Underline the mistakes and rewrite them in standard English.

_____

_____

_____

6 What do you think the 'No Riders' sticker means?

_____

7 Why do you think the man outside the restaurant considers walking on when he sees the sticker?

_____

8 What does the description of the man outside the restaurant tell you about him?

_____

HELP WITH WRITING Descriptive language in narratives

4 The writer uses a range of techniques to make the description as interesting and involving as possible

- adjectives: *A **huge red** transport truck …*
- adverbs: *The vertical exhaust pipe muttered **softly** …*
- personification: *… exhaust pipe **muttered** …*
- expressive verbs: *… smoke **hovered** over its end.*
- naturalistic language in direct speech: *I **seen** him about three months ago.*
- unusual collocation: *… flies **roared softly** …*
- simile: *His hands were hard, with broad fingers and nails **as thick and ridged as** little clam shells.*

5 **a** Find adjectives in the excerpt which describe these things.

1 smoke from the exhaust pipe *steel-blue*

2 the colour of the truck

3 the waitress _____ , _____

4 the restaurant _____ , _____ , _____

5 the music on the radio _____ , _____

6 the man's eyes _____

7 the man's cheek bones _____ , _____

8 the man's fingers _____

b Find adverbs in the extract which describe how these move.

1 the flies _____

2 the fan _____

3 the man outside _____

c Find dramatic verbs which describe these things.

1 the movement of the flies _____ , _____

2 the coffee machine _____

6 Replace the underlined verbs with the correct form of these dramatic verbs. Use a monolingual dictionary if necessary.

peer	roar	blaze	weep	rocket

1 "Stop!" he shouted.
2 The children were running around the room.
3 The sun shone down on them.
4 Everywhere people were crying with happiness.
5 A face was looking through the window.

7 Complete these similes.

~~stars~~	a small child	a sheet
pigs	a baby's	a rock	ice

1 His eyes were as bright as *stars* .
2 They were eating like _____ .
3 He was crying like _____ .
4 The bed was as hard as _____ .
5 Her skin was as soft as _____ .
6 His face was as white as _____ .
7 The room was as cold as _____ .

8 Rewrite these sentences to make them more interesting and engaging. Use techniques from **4**.

1 There was a loud noise as the door opened and the woman walked into the room. She was tall and had nice clothes. Her face was cold.

2 A man stood in front of the house. He was smoking. Every so often he would look up at the window of the house.

3 "Are you going to tell her?" she asked him. "I might do," he said. "It depends."

4 The doorbell rang. He stood up, walked to the door and he opened it. A boy was standing in front of him.

9 **a** Imagine you are writing a description of a scene for a creative writing competition in a student magazine. Make notes in the table.

Paragraph 1: Set the scene • What are you describing? • What effect do you want to have on the reader?	
Paragraph 2: Explain the sights, sounds, smells • Where is it? • What can you sense/feel?	
Paragraph 3: Describe a person or people • Start with an overall impression • Focus on details	
Paragraph 4: Describe something that happened • What did the person/people say or do?	

b Write your description.

- Use your notes in **9a**.
- Use a wide range of vocabulary to describe movement, light/colour and sounds in the scene.
- Read and check for mistakes.
- Give your description to your teacher next class.

Tick the things you can do in English in the Reading and Writing Progress Portfolio, p88.

Accurate Writing

Connecting words: addition WRITING 1.1

1 Fill in the gaps with these connecting words/phrases. Sometimes more than one answer is possible.

~~not only~~	as well	also
too	what's more	besides

1 His grumbling is *not only* boring, but it's also disruptive.
2 We get on well and we've got a lot in common, _____ .
3 I love gossip, but I'm _____ aware that it can be dangerous.
4 I overheard Martin talking about the rumour, _____ .
5 I've already apologised for the mistake. _____ , I didn't do it on purpose, as you know.
6 You're out of your depth. _____ your temper is out of control.

Spelling: homophones WRITING 1.2

2 Find an incorrect spelling of a homophone in each sentence. Correct the mistakes.

1 I don't know if there at home at the moment.
2 Whose coming to your party tomorrow?
3 We really would have helped you if we could of.
4 You're going to be late for you're meeting if you don't leave soon.
5 I would have been here earlier, but they're weren't any trains.
6 I think that's their car, but I don't know who's bike that is.

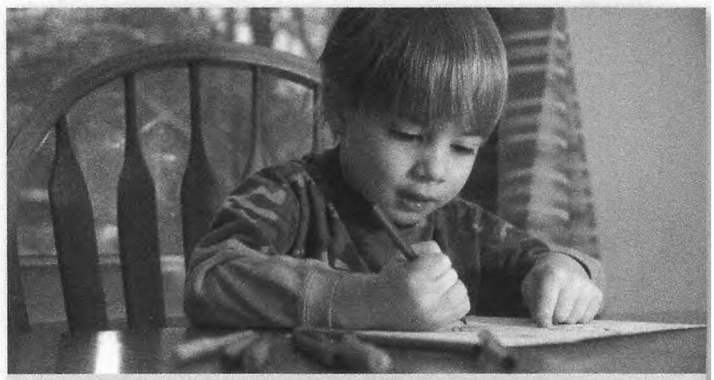
Punctuation: apostrophes WRITING 2.1

3 Correct the mistakes in these sentences.

1 Its highly unlikely well be there on time.
2 Someone left this coat at my sons party. Is it your's?
3 We aren't exactly sure of it's age, but my husbands' friend thinks its about 200 years old.
4 My parents' are in their 70s, but theyre very active.
5 The towns unspoilt character makes it a lovely place to visit.
6 That ones mine, your one's are still in the fridge.

Connecting words: time (1) WRITING 2.2

4 Choose the correct connecting word/phrase. Sometimes more than one answer is possible.



[1]*Ever since/From then on/As* Aileen and Adam's son Louis drew his first picture, they've suspected him of being artistically gifted. Just before his fifth birthday, they became convinced.

[2]*While/Meanwhile/As* Adam was running Louis's bath one evening, Louis showed him a picture he had drawn. Adam [3]*afterwards/first/originally* thought it was just a typical toddler's drawing and, being busy, he barely looked at it. However, [4]*the moment/then/as soon as* Louis was in bed, he started tidying the bathroom and spotted his son's picture again. Adam was astounded – the picture was simple, but clearly recognisable as Louis.

[5]*Ever since/From then on/Meanwhile*, Aileen and Adam have done everything they can to support their child's talent. At weekends, Louis attended special classes for artistic children. Now, five years later and aged ten, Louis is holding his first exhibition.

[6]*Meanwhile/Afterwards/While* some of London's art collectors have started to take note of the young talent. One of the paintings at his exhibition was bought for £15,000!

Spelling: one word, two words or hyphenated WRITING 3.1

5 Choose the correct spelling.

1 I *may be/maybe* thrifty, but I'm never tight-fisted.
2 Coughs and colds are part of *every day/everyday* life for a toddler.
3 He's only 15, but he's already almost *two metres/two-metres* tall!
4 I don't think *any one/anyone* would say you're timid!
5 You've insulted *every one/everyone* of my ideas!
6 Is there *any way/anyway* you could get here before five o'clock?

Connecting words: contrast (1) WRITING 3.2

6 Fill in the gaps with these connecting words/phrases. Sometimes more than one answer is possible.

even though	however	whereas	but	although

1 I'm a determined person. _____ , I'm also a good listener.

2 Gail's sister is very confident, _____ Gail is quite a cautious person.

3 I got over the flu weeks ago, _____ I'm still feeling under the weather.

4 _____our car's getting on a bit, it still runs as smoothly as the day it was bought.

5 It's still a bit on the chilly side in here, _____ the heating is on full.

Punctuation: capital letters and full stops

WRITING 4.1

7 Rewrite this paragraph, adding capital letters and full stops.



newspapers in the uk are commonly split into broadsheets and tabloids the most popular broadsheet, which is published monday to friday, is the *daily telegraph* it's owned by brothers david and frederick barclay, who live on the tiny island of brecqhou in the english channel the most popular daily tabloid is the *sun* and is owned by rupert murdoch, the australian media mogul, who also owns *the times* and the tv station sky

Newspapers in the UK

Connecting words: contrast (2) WRITING 4.2

8 Join sentence beginnings 1–5 to endings a–e using these connecting words.

~~despite~~	nonetheless,	However,
Nevertheless,	although	

1 They're running the story *despite b*

2 He doesn't read any newspapers, but _____

3 The story didn't make the broadsheets. _____

4 The stories emerged during a very busy news period. _____

5 The star has remained silent until now _____

a seems to be well informed about current events.
b ~~the actor threatening to sue for libel~~.
c they received a lot of coverage.
d his agent issued a short press release.
e it was all over the tabloids.

Spelling: *ie* or *ei* WRITING 5.1

9 **a** Complete these words with *ie* or *ei*.

1	sc *ie* nce	☐	6	conc___ted	☐
2	suffic___nt	☐	7	shr___k	☐
3	___ther	☐	8	p___ce	☐
4	ach___ve	☐	9	c___ling	☐
5	n___ghbour	☐	10	for___gn	☐

b Tick the words in **9a** that have the pronunciation /i:/.

Connecting words: time (2) WRITING 5.2

10 Rewrite these sentences using the connecting words/phrases in brackets.

1 I did a nine-to-five job in an office, and then last year I became self-employed. (previously)

Last year I became self-employed. Previously I did a nine-to-five job in an office.

2 We are seeing a lot of each other at the moment. (lately)

_____

3 I was earning a pittance and then I joined this company. (prior to)

_____

4 We would like to make a formal offer of employment. It follows our conversation yesterday. (subsequent)

_____

5 I've been working for a month, but before that I was unemployed. (up until)

_____

11 Correct the mistakes in bold in these sentences.

1 She told me the news **straight a way**.
2 **Of lately**, she's been really fed up with work.
3 She'd **final** decided it was time to move on.
4 I knew she **instantly** was making a mistake.
5 And before **give in** her resignation, I pleaded with her to listen to me.
6 **Later an hour**, I had convinced her to think a little harder.
7 And **in the end of the day**, over coffee, she agreed to think on her decision for another week.

Connecting words: purpose WRITING 6.1

12 Rewrite these sentences using the words/phrases in brackets.

1 I left a message because I didn't want her to be worried. (so that)

I left a message so that she wouldn't be worried.

2 She got dressed in the dark because she didn't want to disturb her sister. (so as)

_____

3 We worked late to avoid working at the weekend. (in order that)

_____

4 Please provide us with a daytime telephone number. Then we can contact you quickly. (in order for)

_____

5 They spoke quietly because they didn't want anyone to overhear them. (so)

_____

Punctuation: commas WRITING 6.2

13 Add between one and three commas to each sentence.

1 Despite the enormous outcry plans for the new airport are proceeding.
2 Incredibly they got away with the robbery.
3 "I can't get through to him" she said desperately.
4 I travelled to Italy Spain France and Turkey last year.
5 My eldest brother who lives abroad is a rich successful businessman.
6 The wallpaper which was a disgusting mix of brown yellow and green was peeling off the walls.
7 The address is 120 Hills Road Newtown Hampshire.

Connecting words: condition WRITING 7.1

14 Choose the correct connecting word/phrase. Sometimes both answers are correct.

1 A *Supposing/Otherwise* he mentions the problem today, what will you say?
  B *As long as/Imagine* he doesn't get at me, I'll do my best to help.
2 A I don't know *whether/if* he's guilty or not.
  B He must be, *unless/otherwise* he wouldn't have tried to run off from the police.
3 A *Provided/Imagine* being able to retire early, what would you do?
  B I'm not sure. However, *if/unless* you had lots of hobbies, you'd get bored very quickly!
4 A *If/Whether* you can get round to it today, I'd be extremely grateful.
  B *Assuming/Provided* nothing unexpected arises, I'm certain I can.

Punctuation: colons and semi-colons WRITING 7.2



15 Look at these pairs of sentences. In which sentence can you use a colon (:) or semi-colon (;) at the position marked with * ?

1 a I used to live in Italy* I love its beautiful cities and amazing food. *semi-colon*
  b Italy is a wonderful country* the cities are beautiful and the food is amazing. *colon*
2 a She doesn't eat meat* she's a vegetarian for health reasons. _____
  b He's vegan* he used to be vegetarian. _____
3 a Stocks and shares are at an all-time low* this is despite low interest rates. _____
  b The financial markets are very unstable at present* investors lack confidence.
4 a I recently started learning the piano* I have no musical talent. _____
  b I've taken up drumming* I've always wanted to play them. _____
5 a We've got two options* break now for ten minutes or carry on and finish early. _____
  b There were three alternatives* going by train was what we agreed on. _____

Spelling: commonly mis-spelled words

WRITING 8.1

16 Correct the spelling of one word in each sentence.

1 This is my business email address, but feel free to call me if you think it's necesary.
2 The government is coming under increasing pressure about the price of student accomodation in university towns.
3 The effects of the medicine have been exaggerrated.
4 Mike is actually a colleage of mine rather than an acquaintance.
5 The man admited giving the police a false address.
6 In the beginning, my grandparents found emailing difficult, but they've gradualy become used to it.

Connecting words and expressions: cause and effect (1) WRITING 8.2

17 Complete the paragraph with these expressions. Sometimes more than one answer is possible.

in order to	due to	leads to
so that	results in	owing to

The problem of gentrification is when the composition of a neighbourhood shifts [1]_____ a migration in of more affluent and often smaller families. This generally [2]_____ poorer residents, who have lived in the area for longer, needing to move [3]_____ increased rents and living costs. [4]_____ combat the phenomenon, some people argue that affordable housing should be built in such areas [5]_____ the communities are not 'priced out' of their homes. Others believe that gentrification [6]_____ investment in areas that would otherwise reach critical levels of poverty.



Spelling: *-ible* or *-able* WRITING 9.1

18 **a** Complete the table. Make words ending in *-ible* or *-able*.

~~aud-~~	vis-	memor-	port-
valu-	cred-	laugh-	elig-

-ible	-able
audible	_____
_____	_____
_____	_____
_____	_____

b Match the words in **18a** to their meanings a–h

a able to be heard *audible*
b likely to be remembered _____
c able to be carried _____
d having the necessary qualities _____
e able to be seen _____
f foolish and not deserving serious consideration _____
g worth a lot of money _____
h able to be believed _____

Connecting words: cause and effect (2)

WRITING 9.2

19 Choose two possible connecting words/phrases in each sentence.

1 *Due/Owing/As a result* to the rapid progress of technology, solar panels are becoming increasingly popular on houses.
2 *Since/Due to/As a result of* economic decline, record levels of business are closing.
3 *Because of/Owing to/As a result* demand, property has always been expensive in the capital.
4 *As/Since/Consequently* interest rates are so low, the housing market is expected to show signs of recovery soon.
5 The total amount of aid this year is similar to the figure for last year – *consequently/as a result of/therefore* in real terms it has shrunk.
6 *Because of/As a result/Due to* rising factory costs, the company reported a drop in profits this year.

Advanced Reading and Writing Progress Portfolio

Tick the things you can do in English.

Portfolio	Reading	Writing
1 p54	☐ I can understand in detail a complex analysis where viewpoints are discussed.	☐ I can write a clear, well-structured article on a complex subject. ☐ I can develop ideas systematically within paragraphs.
2 p57	☐ I can read complex texts with the use of a dictionary.	☐ I can use a monolingual dictionary to improve and check my writing. ☐ I can write engaging texts which are appropriate for the reader.
3 p60	☐ I can read in detail a complex proposal.	☐ I can use a variety of discourse markers to compare and contrast information. ☐ I can put together information from different sources and relate it in a coherent proposal with recommendations.
4 p63	☐ I can read a complex discussion, understanding in detail the main points of an argument.	☐ I can write about a complex issue, giving my point of view and supporting it with reasons and examples. ☐ I can use a variety of techniques to introduce and structure the main ideas in my argument.
5 p66	☐ I can extract information, ideas and opinions from an article about a personal experience.	☐ I can write an article which describes an experience and my feelings about it. ☐ I can use a variety of techniques to personalise my writing.
6 p69	☐ I can understand in detail letters or emails of complaint.	☐ I can write a detailed letter or email of complaint. ☐ I can write formally correct letters or emails selecting appropriate style and content.
7 p72	☐ I can read a complex review of a literary work.	☐ I can write a review of a book or film. ☐ I can use a variety of cohesive devices to make my writing more interesting, link ideas more effectively and avoid repetition.
8 p75	☐ I can understand in detail an informal letter or email.	☐ I can write informal letters or emails, demonstrating an appropriate style with a wide range of techniques.
9 p78	☐ I can understand long complex instructions.	☐ I can write detailed and organised instructions. ☐ I can use a wide variety of connecting words in my writing
10 p81	☐ I can go beyond the concrete plot of a narrative and grasp implicit meanings, ideas and connections.	☐ I can write a detailed description or imaginative text. ☐ I can use a wide variety of vocabulary and descriptive techniques to make my writing interesting and engaging.

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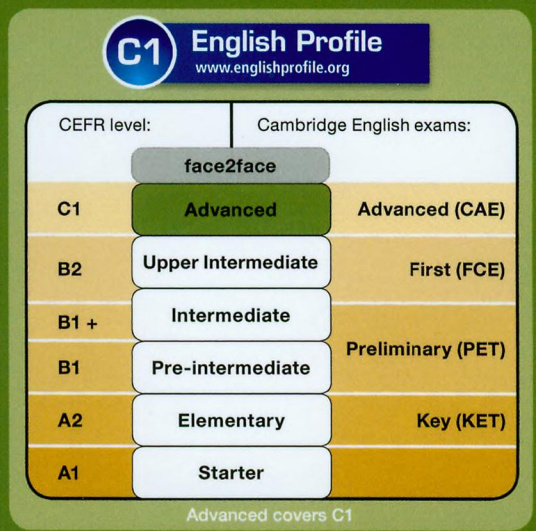
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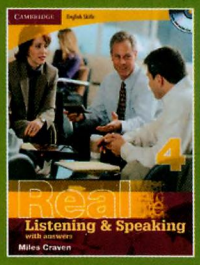
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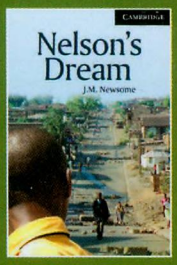
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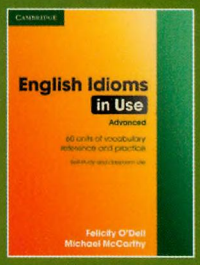




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