

SECOND EDITION

face2face

Intermediate Workbook with Key

Nicholas Tims with Chris Redston & Gillie Cunningham



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107609549

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2013

20 19 18 17 16 15 14 13

Printed in Italy by Rotolito S.p.A.

A catalogue record for this publication is available from the British Library

ISBN 978-1-107-60954-9 Intermediate Workbook with Key

ISBN 978-1-107-60955-6 Intermediate Workbook without Key

ISBN 978-1-107-42210-0 Intermediate Student's Book with DVD-ROM

ISBN 978-1-107-69474-3 Intermediate Teacher's Book with DVD

ISBN 978-1-107-42212-4 Intermediate Class Audio CDs (3)

ISBN 978-1-107-69304-3 Intermediate Classware DVD-ROM

ISBN 978-1-107-44629-8 Intermediate Presentation Plus DVD-ROM

ISBN 978-1-107-60996-9 Intermediate Testmaker CD-ROM and Audio CD

ISBN 978-1-139-87743-5 Intermediate Online Workbook (e-commerce for students)

ISBN 978-1-107-69114-1 Intermediate Student's Book with DVD-ROM and Online Workbook Pack

Additional resources for this publication at www.cambridge.org/elt/face2face

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

Contents

Vocabulary	Grammar and Real World	Reading and Writing
Lessons 1A–D p5		Portfolio 1 p64
VOCABULARY weekend activities; likes and dislikes; adjectives (1): feelings; prepositions with adjectives	GRAMMAR question forms; positive and negative verb forms, words and phrases REAL WORLD question tags	Describing a holiday Reading an email about a holiday Writing informal writing: ellipsis of words
Lessons 2A–D p10		Portfolio 2 p66
VOCABULARY collocations (1): work; food and ways of cooking; sleep; gradable and strong adjectives; adverbs	GRAMMAR <i>be able to, be supposed to, be allowed to</i> , modal verbs (1); Present Continuous and Present Simple REAL WORLD showing concern, giving and responding to advice	Notices at work Reading notices Writing notices: abbreviations
Lessons 3A–D p15		Portfolio 3 p68
VOCABULARY phrasal verbs (1): travel; phrases with <i>travel, get</i> and <i>go on</i> ; word building (1): suffixes for adjectives and nouns	GRAMMAR Present Perfect Simple; Present Perfect Continuous and Present Perfect Simple REAL WORLD asking for and making recommendations	Holiday arrangements Reading a formal letter Writing formal writing: American and British English
Lessons 4A–D p20		Portfolio 4 p70
VOCABULARY collocations (2): music; adjectives (2): character; guessing meaning from context	GRAMMAR Past Simple and Past Continuous; <i>used to</i> ; Past Perfect REAL WORLD softening opinions and making generalisations	Reviewing a novel Reading book reviews Writing book reviews: organisation, useful phrases
Lessons 5A–D p25		Portfolio 5 p72
VOCABULARY homes; phrasal verbs (2); verb patterns (1); materials	GRAMMAR making comparisons; the future: <i>will, be going to</i> , Present Continuous REAL WORLD explaining what you need	Emails with news Reading an informal email Writing short emails and notes: useful phrases
Lessons 6A–D p30		Portfolio 6 p74
VOCABULARY <i>make</i> and <i>do</i> ; reflexive pronouns; synonyms	GRAMMAR first conditional; future time clauses; zero conditional; conditionals with imperatives and modal verbs; <i>in case</i> REAL WORLD discussion language	Letters to a newspaper Reading an article and two comments Writing giving an opinion
Lessons 7A–D p35		Portfolio 7 p76
VOCABULARY goals and achievements; computers (1) and (2)	GRAMMAR ability; second conditional; articles: <i>a, an, the</i> , no article REAL WORLD indirect and direct questions	Giving instructions Reading instructions Writing connecting words (1); useful phrases
Lessons 8A–D p40		Portfolio 8 p78
VOCABULARY bad weather and natural disasters; containers; word building (2): prefixes and opposites, other prefixes and suffixes	GRAMMAR the passive; quantifiers REAL WORLD warnings and advice	Problems and solutions Reading letters to an online newspaper Writing organising a letter/email: connecting words (2), the passive
Answer Key pi–viii		
Lessons 9A–D p45		Portfolio 9 p80
VOCABULARY health; collocations (3): the news; body movements and responses; connecting words; health problems, symptoms and treatment	GRAMMAR relative clauses with <i>who, that, which, whose, where</i> and <i>when</i> ; Present Perfect Simple active and passive for recent events REAL WORLD what doctors and patients say	Applying for a job Reading a job advertisement; an application email Writing application emails: organisation, useful phrases
Lessons 10A–D p50		Portfolio 10 p82
VOCABULARY contacting people; describing people; phrasal verbs (3): meanings and grammar	GRAMMAR <i>was/were going to, was/were supposed to</i> ; modal verbs (2): making deductions REAL WORLD asking for, giving and refusing permission	Describing people Reading a description of a friend Writing describing people: organisation, useful phrases
Lessons 11A–D p55		Portfolio 11 p84
VOCABULARY things people do at work; adjectives (3): jobs; reporting verbs; verb patterns (2): reporting verbs	GRAMMAR reported speech: sentences, questions, requests and imperatives REAL WORLD checking information	Telling a story Reading a story about an interview Writing verb forms in stories
Lessons 12A–C p60		Portfolio 12 p86
VOCABULARY informal words and phrases; phrases with <i>get</i> ; word building (3): word families (1) and (2)	GRAMMAR wishes; third conditional	Life changes Reading descriptions of important moments Writing common mistakes; an important moment
Intermediate Reading and Writing Progress Portfolio p88		

Acknowledgements

Nicholas Tims would like to thank all those involved in *face2face* for all their work, in particular Greg Sibley (Managing Editor), Andrew Reid and Sally Cooke (freelance editors) and Chris Williams (Production Controller) for their invaluable editorial and production skills. Thanks also to Chris Redston and Gillie Cunningham for their support and advice.

The authors and publishers are grateful to the following contributors:

Bloobery Design Ltd: text design and page make-up
Hilary Luckcock: picture research

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

p5(L): Thinkstock/istockphoto; p5(R): Shutterstock/iofoto; p6: Getty Images/Siri Stafford; p7: Getty Images/Fridh, Conny; p8: Kerstin Rodgers; p9: Glowimages; p10(L): Alamy/Tetra Images; p10(R): Punchstock/Images Source; p12(T): Corbis/Owen Franken; p12(B): Rex Features/Ray Tang; p13: Alamy/Corbis Bridge; p15: Bubbles Photo Library; p16: Image State/Dave Houser; p17: Getty Images; p18: Nicholas Tims; p20(TL): istockphoto/Manley099; p20(TR): Corbis/Bettmann; p20(B): Alamy/Allstar Picture Library; p23: Thinkstock/istockphoto; p28(main photo): Thinkstock/Bananastock; p28(candle): istockphoto/etesan; p31: Getty Images/Photodisc; p32: Bubbles Photo Library/Chris Rout; p33(T): Getty Images Entertainment; p36(TL): istockphoto/mariusFM77; p36(BL): istockphoto/Valeriya; p36(TR): istockphoto/Vladru; p36(BR): istockphoto/wdstock; p38(TL): Thinkstock/istockphoto; p38(twitter icon): Twitter.com; p38(BL): Shutterstock/wavebreakmedia; p38(CR): Reuters/Robert Galbraith; p40(A): istockphoto/Nature247; p40(B): Fotolia/Minerva Studio; p40(C): istockphoto/negapron; p40(D): istockphoto/gdagys; p40(E): istockphoto/Reniw-Imagery; p40(F): istockphoto/Claudiad; p40(G): Shutterstock/Ev Thomas; p40(H): istockphoto/Mac59; p41: Getty Images/Stocktrek Images; p43: Thinkstock/istockphoto; p48: Thinkstock/istockphoto; p49: Punchstock/Brand X; p56: Shutterstock/Monika Wisniewska; p58: istockphoto/5806224; p60: Punchstock/Bananastock; p63: Ken Andre; p64: Getty Images; p66(A): Alamy/MBI; p66(B): Shutterstock/Africa Studio; p66(C): Thinkstock/istockphoto; p66(D): Thinkstock/Hemera; p66(E): Shutterstock/Andresr; p66(F): Alamy/Martin Shields; p74: Fotolia/cult12.

Realia images: p21(Floral star), p33(pot of gold and rainbow), p53(confetti), p68(Tourism logo): all Thinkstock/istockphoto

Front cover photos by: Corbis/Laura Doss (TR); Glowimages (TL, TCL, TC, LC, BCL, BCR); Shutterstock/Tyler Olson (UC); Shutterstock/ZINQ Stock (BL); Thinkstock/Jupiterimages (TCR, UCL, LCL); Thinkstock/ Lite Productions (UCR); Thinkstock/Bananastock (BC); Thinkstock/George Doyle (BR).

We have been unable to trace the copyright holder of the photo on p33(B) and would welcome any information enabling us to do so.

The publishers would like to thank the following illustrators:

Fred Blunt, Dirty Vectors, Mark Duffin, Graham Kennedy, NAF (c/o Meiklejohn Illustration Agency), Lucy Truman (c/o New Division).

Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps to produce better language teaching materials.

English Profile

This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge ESOL and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org

Weekend activities VOCABULARY 1.1

- 1 a Choose the correct words/phrases. There are two for each verb.

- 1 go out *festivals/for a meal/with friends*
- 2 have a *lie-in/people round for dinner/the flat*
- 3 do *exercise/yoga/relatives*
- 4 go to *concerts/friends online/gigs*

b Match the incorrect words/phrases in 1a to these words/phrases to make four more weekend activities.

go to visit chat to tidy up

- 1 go to festivals
- 2 _____
- 3 _____
- 4 _____

Question forms GRAMMAR 1.1

- 2 Make questions with these words.

- 1 did / When / at home / Friday night / a quiet / last have / you ?
When did you last have a quiet Friday night at home?
- 2 chat / you / do / Who / to online ?

- 3 do / eat / with / Who / you / out ?

- 4 phones / Who / weekends / the most at / you ?

- 5 mornings / What / do / you / do / on / Sunday ?

- 6 did / you / How / go / many / to / museums / last year ?

- 7 to / been / you / have / gigs / many / How / month / last / the / in ?

- 8 dinner / often / have / for / How / you / do / people round ?

- 3 Read the answers and write a question from 2 in the correct places 1–5.



Megan



Andy and Karen

- 1 When did you last have a quiet Friday night at home?

MEGAN I haven't had one since I was a teenager! I'm out every night at the weekend.

ANDY A few days ago! We prefer to go out on Saturday nights.

2 _____

MEGAN Never. But last month I ate out with friends at least five times.

KAREN About once a month. My husband always cooks. This weekend we're visiting friends for dinner.

3 _____

MEGAN I've been to several. I'm really looking forward to seeing my best friend's new band on Friday.

ANDY None. We all went to a festival in the summer but I hardly ever go to them these days.

4 _____

MEGAN Sleep! I'm never out of bed before 11.

KAREN The children are up by seven every day so we never have lie-ins! We usually go swimming.

5 _____

MEGAN My best friend, Jenny. She calls and texts me a lot at the weekends.

KAREN Andy's mum. She calls on Saturdays and Sundays to talk to the children. She lives in Brazil so we don't see her very often. She's getting a computer soon so we'll be able to chat online.

4 a Complete these questions with an auxiliary if necessary.

- 1 When did Megan last have a quiet Friday night in?
- 2 Which night _____ Andy and Karen prefer to go out on?
- 3 How many times _____ Megan eat out last month?
- 4 Who _____ cooks when Karen and Andy have friends round for dinner?
- 5 What _____ Megan going to do on Friday?
- 6 How often _____ Andy go to gigs?
- 7 Why _____ Karen and Andy get up early on Sundays?
- 8 Who _____ lives in Brazil?

b Answer the questions in **4a**.

- 1 She last had a quiet Friday night in when she was a teenager.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

1B

Love it or hate it

Likes and dislikes **VOCABULARY 1.2**

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

- | | |
|-----------------------|----------|
| 1 I'm very interested | <u>e</u> |
| 2 I'm quite | _____ |
| 3 I don't | _____ |
| 4 I don't like going | _____ |
| 5 Tidying up my house | _____ |
| 6 I think lie-ins | _____ |
| 7 I'm not very keen | _____ |
| 8 I can't stand | _____ |
| 9 I enjoy having | _____ |
| 10 I think | _____ |
- a keen on joining my local gym.
 b mind going food shopping.
 c working at weekends.
 d a quiet night in.
 e ~~in working abroad.~~
 f to the dentist at all.
 g drives me crazy.
 h on takeaway food.
 i reality TV shows are all right.
 j at the weekend are wonderful.

b Match the sentences in **1a** to A–C.

A phrases to say you like something

1 , _____ , _____ , _____

B phrases to say something is OK _____ , _____

C phrases to say you don't like something

_____ , _____ , _____ , _____

Positive and negative verb forms, words and phrases **GRAMMAR 1.2**

2 Read about something that Mark hates. Fill in the gaps. Choose a, b or c

First of all, I ¹ b a problem with mobile phones. I think **everyone** ² _____ one. They ³ _____ part of daily life and I've **always** got mine with me. However, when people play music through them out loud – on the bus or in the street – it ⁴ _____ me crazy. And I'm not alone. **All** of my friends ⁵ _____ it gets on their nerves too. **Both** of my children are in their teens and have mobiles. They ⁶ _____ the same thing around the house too! OK, I **usually** ⁷ _____ the music but that isn't the point. What I **hate** is the sound quality. Music from a mobile phone ⁸ _____ terrible!



- | | | |
|----------------------|-----------------------|---------------|
| 1 a 'm not having | (b) don't have | c didn't have |
| 2 a needs | b is needing | c has needed |
| 3 a became | b become | c 've become |
| 4 a is driving | b has driven | c drives |
| 5 a are saying | b say | c said |
| 6 a do | b are doing | c 've done |
| 7 a don't like | b am not liking | c didn't like |
| 8 a has just sounded | b is just sounding | c just sounds |

- 3** Read about something that Ruth loves. Fill in the gaps with the verbs in brackets. Use the Present Simple, Present Continuous, Past Simple or Present Perfect Simple.



None of my friends ever ¹ agree (agree) with me about this but I just **love** cold weather. When I was in my teens, I ² _____ (live) in Singapore. I remember I **hardly ever** ³ _____ (feel) comfortable there. **No one** ever played sport outside of an air-conditioned building. It was just too hot! I ⁴ _____ (go) back to Ireland to go to university and I **never** returned. I can still remember the horrible feeling of getting to school in Singapore and looking like you ⁵ _____ (go) for a swim. **Neither of** my parents ⁶ _____ (have) a problem with it, though. At the moment I ⁷ _____ (book) flights to visit them. They still ⁸ _____ (live) there!

- 4** Match these phrases in bold from **2** with their opposites in bold in **3**.

- | | |
|------------|---------------|
| 1 everyone | <u>no one</u> |
| 2 always | _____ |
| 3 all | _____ |
| 4 both of | _____ |
| 5 usually | _____ |
| 6 hate | _____ |

- 5** Make these sentences positive or negative by changing the underlined words.

- I hardly ever send emails from home.
I usually send emails from home.
- He thinks the computer's got a virus.

- We aren't using the latest software.

- We never used our computer to do serious things.

- There aren't many computers at my school.

- Diane's repaired my laptop.

- None of my colleagues can type quickly.

- Neither of our parents can use computers.

- He doesn't need a computer at home.

- I understood everything he said.

Review: verb forms

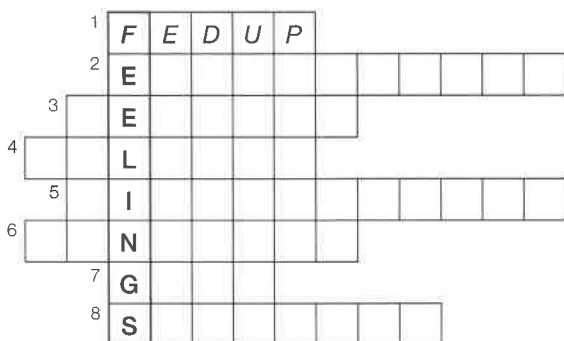
- 6** Correct the mistake in each sentence.

- My parents drive me crazy at times.
drives
- I'm **going** swimming about three times a week.
- Who **does works** with you?
- How many countries have you **gone** to?
- In the past, I **walk** to school.
- I **am think** you are correct.
- I'm **playing** a lot of tennis in my free time.
- I **live** in London for three years and I love it.
- I've **been** to Brazil last year.
- Who **does** they work with?

Adjectives (1): feelings VOCABULARY 1.3

1 Read the sentences. Complete the puzzle with adjectives to describe how the people are feeling.

- She's done the same job for ten years. (3, 2)
- He's forgotten his best friend's birthday. (11)
- She's got her driving test this afternoon. (7)
- He's just come back from a long holiday. (7)
- He didn't get the birthday present he wanted. (12)
- They don't understand the exercise. (8)
- Their son got the job he was applying for. (4)
- She hasn't got time to do everything she needs to do. (8)



Reading: prepositions with adjectives

VOCABULARY 1.4

2 a Read the article. Choose the correct words.

b Are these sentences true (T), false (F) or the article doesn't say (DS)?

- ☒ T Cassie thinks restaurants are too expensive.
- ☐ She opened the first supper club in her area.
- ☐ Supper clubs advertise online.
- ☐ Customers have no idea what they are eating until they arrive.
- ☐ Cassie's guests watch TV while they are eating.
- ☐ She also serves takeaway food from her restaurant.
- ☐ She thinks the experience of a supper club is more important than making money.
- ☐ She once had a problem with one of her guests.

Supper clubs – *a restaurant at home*



"I've always loved food," says Cassie Dawson in the kitchen of her flat in London. "But I've become bored ¹at/with/in eating out. I've had too many disappointing meals and paid too much money for them! At one point, fed up ²with/on/at my moaning, a friend suggested I open my own restaurant. Impossible, I thought. But then I heard about supper clubs ..."

Supper clubs are a mixture of a restaurant and a dinner party – you go to a stranger's house and they cook dinner for you. Like a restaurant, you pay for your food but, like a dinner party, you eat at the same table as other people. They are advertised through social-networking sites with a menu and, until just before the meal, little information about where the supper club is.

"It's like running a secret restaurant for one night," says Cassie. "The next morning, I put the tables and chairs away. I put the TV back and it's my living room again."

Cassie opens her 'restaurant' for around 12 people about once a month, and is really pleased ³of/in/with the evenings she's had so far. She uses fresh, local ingredients and a typical meal costs about the same as a takeaway – much less than a restaurant meal. So how does she make money out of it?

"I don't," says Cassie. "In fact, at first I was worried ⁴with/of/about losing money on my club. I'm good ⁵about/at/by cooking but my maths is terrible! But I was surprised ⁶by/on/of how cheaply I could make a good meal. This isn't about money. It's about a different eating experience."

And what about inviting complete strangers into her house? Was Cassie ever nervous ⁷at/about/by that?

"Not at all," she says. "Almost everyone at the supper club is just interested ⁸with/in/by having a good meal, with other interesting people."

Question tags REAL WORLD 1.1

1 a Fill in the gaps with *not* and the correct form of *do*, *be* or *have*. Use contractions.

- 1 You aren't coming tomorrow.
- 2 It _____ going to rain.
- 3 Clare _____ eat beef.
- 4 He _____ been here before.
- 5 They _____ got any children.
- 6 We _____ see him yesterday.
- 7 I _____ need to go tomorrow.
- 8 You _____ told him yet.

b Write the sentences in **1a** next to the correct question tags a–h.

- a You aren't coming tomorrow , are you?
- b _____ , do I?
- c _____ , have they?
- d _____ , did we?
- e _____ , has he?
- f _____ , have you?
- g _____ , does she?
- h _____ , is it?

2 Write question tags for these sentences.

- 1 I've met you before,
haven't I ?
- 2 You're vegetarian,
_____ ?
- 3 Children love pets,
_____ ?
- 4 They came round
for dinner once,
_____ ?
- 5 He's going out with
Sally, _____ ?
- 6 The pub is closing soon, _____ ?
- 7 You eat fish, _____ ?
- 8 We've got a barbecue like yours, _____ ?



3 Change these questions into positive (+) or negative (–) statements with question tags.

- 1 Is she a teacher? (+) She's a teacher, isn't she?
- 2 Are they married? (–) They aren't married, are they?
- 3 Are we going home soon? (+)

- 4 Have you met our neighbours? (–)

- 5 Did you drive here? (–)

- 6 Is it warm outside? (+)

- 7 Does he want something to eat? (+)

- 8 Do you know Sam? (–)

- 9 Has he got the address? (+)

- 10 Have you ever tried the pizzas here? (+)

- 11 Is he working this weekend? (–)

- 12 Am I late? (–)

Review: common mistakes

4 Correct the mistake in each sentence.

- 1 I'm really interested in gardening.
- 2 Everyone want to go to a gig tonight.
- 3 Their going to have a lie-in tomorrow.
- 4 I often loose against my brother when we play tennis.
- 5 He's worked here for last year.
- 6 I've gone to France and I thought it was beautiful.
- 7 I can't bear Paul and Sallys' dog.
- 8 Nobody doesn't want to come.

Collocations (1): work VOCABULARY 2.1

1 Put sentences a–j in order.



Do you live to work ... or work to live?

- a ☒ 1 Think for a minute. Do you spend more than
 b ☐ under pressure at work. But working
 c ☐ overtime? Of course, everyone has to meet
 d ☐ time to relax. Find time to plan a holiday and take
 e ☐ very long hours is an early sign you might be
 f ☐ work home with you or regularly work
 g ☐ some time off work. It's good for you!
 h ☐ 50 hours at work every week? Do you often take
 i ☐ a workaholic. Everyone needs to have
 j ☐ deadlines and sometimes everyone is

be able to, be supposed to, be allowed to
modal verbs (1) GRAMMAR 2.1

2 Read the conversation and choose the correct verb form.

JAKE I'm really fed up with work.

KAY Why? You ¹don't have to / mustn't take work home like me.JAKE I know, but I ²'m able to / have to work long hours and we ³'re not allowed / mustn't to be paid overtime.KAY You aren't paid overtime? You ⁴ought / 're supposed to speak to your boss about that.JAKE I know. I ⁵should / can ask him about a promotion, too.KAY ⁶Are you allowed / Ought you to work flexible hours?JAKE Yes, but we're ⁷allowed / supposed to be at work between ten and four.KAY And what about working at home? ⁸Can / Must you do that?JAKE We ⁹'re allowed to / must work at home – but we have to ask our manager first. But I won't ¹⁰be able to / can work at home until I get my own flat.KAY Well, you ¹¹must / 're able to start saving!

JAKE Yes, I know. I think I'm just a bit bored.

KAY Most work isn't interesting, I'm afraid. You ¹²can / ought to know that by now!

3 Rewrite these sentences with the words in brackets.

1 My advice is to ask for a promotion. (should)

You should ask for a promotion.

2 If I were you, I'd take a week off. (ought)

You _____.

3 I can't meet you tonight. (able to)

I _____.

4 It's against the rules to work at weekends. (allowed)

You _____.

5 It isn't necessary to wear a tie. (have to)

You _____.

6 It's necessary to arrive before 9 a.m. (must)

You _____.

7 The company should give us holiday pay.

(supposed to)

The company _____.

8 You aren't allowed to leave work before 4 p.m.

(mustn't)

You _____.

4 a Make questions with these words.

- 1 ought / do / we / about / What / to / overtime ?
What ought we to do about overtime?
- 2 long hours / you / when you have a / able / How are / to work / family ?

- 3 be / Should / at / of / work / we / pressure / a lot / under ?

- 4 wear / you / Are / informal / allowed / clothes at your / to / work ?

- 5 Do / to / in the summer / time off / take / we / have ?

- 6 before December / take / all our holiday / Are / supposed / we / to ?

b Match questions 1–6 in **4a** to answers a–f.

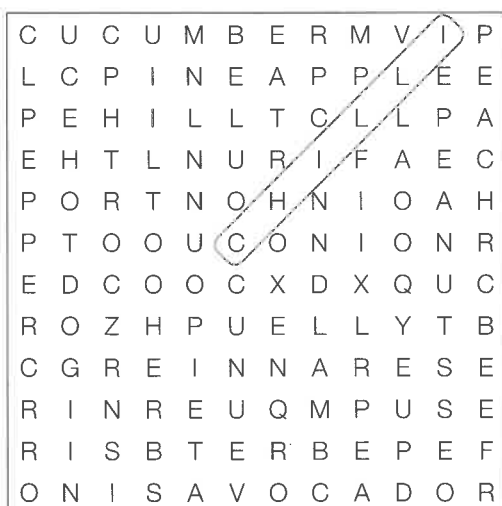
- a 1 I'm not sure. Perhaps we should speak to the manager.
- b ____ Yes, we do.
- c ____ No, but sometimes stress is good for your work.
- d ____ Yes, you are.
- e ____ I get up early.
- f ____ Yes, we are.

2B

Street food

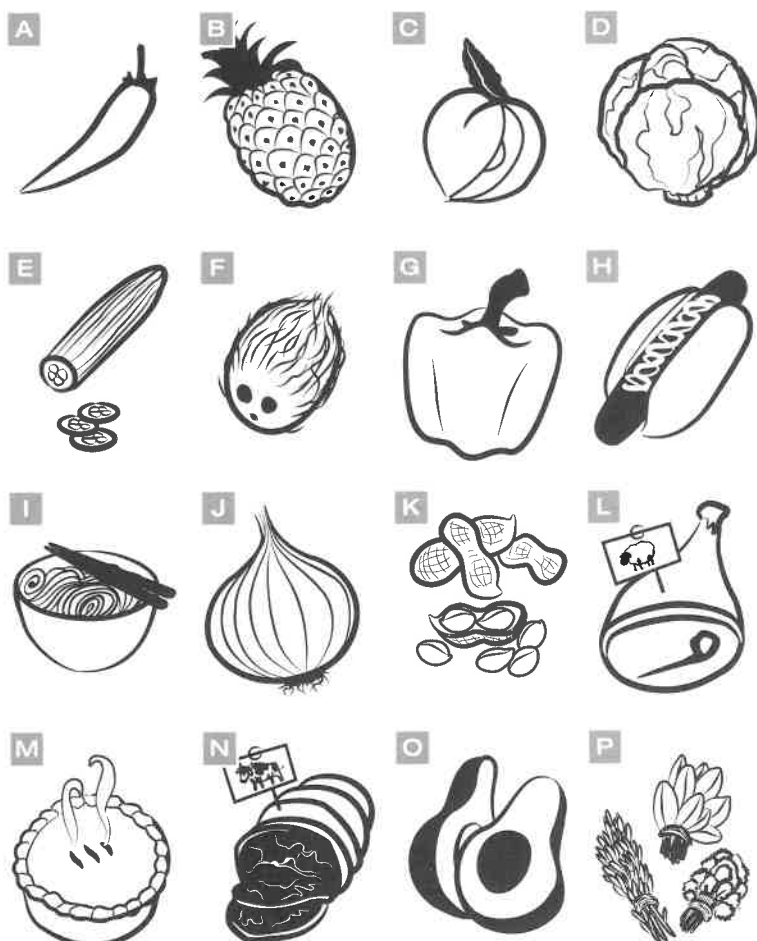
Food and ways of cooking VOCABULARY 2.2

1 Look at pictures A–P and find the words in the puzzle.



2 Choose the correct verbs in these recipe instructions. Sometimes more than one answer is possible.

- 1 Stir fry/Bake/Boil the peppers for two or three minutes and then add the spices.
- 2 Boil/Barbecue/Grill the beans in a saucepan of water until they are cooked.
- 3 Barbecue/Bake/Grill the lamb for about six minutes on both sides.
- 4 Stir fry/Boil/Fry the onions in olive oil for 10 minutes.
- 5 Barbecue/Grill/Bake the pie in the oven for 30 minutes.



Present Continuous and Present Simple

GRAMMAR 2.2

- 3 a** Fill in the gaps with these words/phrases. Use the Present Continuous.

become make not eat heat up
not help grow work

- 1 Good cooks are becoming celebrities in the UK.
- 2 I am making some soup in the microwave.
- 3 Ready meals are encouraging people to eat healthily.
- 4 That smells good. What are you cooking?
- 5 I am working long hours at the moment so I can't eat properly.
- 6 The market for quick, healthy meals is growing.
- b** Write sentences or questions. Use the Present Simple.
- 7 / you often buy ready meals?
Do you often buy ready meals?
- 8 / he know I'm here?
Does he know I'm here?
- 9 The Spanish and Italians / cook / more than the British.
Do the Spanish and Italians cook more than the British?
- 10 Over 60 million people / live / in the UK.
Do over 60 million people live in the UK?
- 11 He / not / work / on Fridays.
Does he not work on Fridays?
- 12 I / not / think so.
Do I not think so?

- c** Match the sentences in **3a** and **3b** to these uses of the Present Continuous and Present Simple.

Present Continuous for things that are:

- a happening at the moment of speaking 2 , 5
- b temporary and happening around now 3 , 6
- c changing over a period of time 4 , 7

Present Simple for:

- d habits, daily routines, things we do every day/week/year, etc. 1 , 8
- e things we think are permanent or true for a long time 9 , 10
- f state verbs 11 , 12

- 4 a** Read the first part of the article and choose the correct verb form.

home > lifestyle > food

FOOD – EATING OUT



Around 2.5 billion people ¹eat are eating street food every day – from hot dogs in New York to spring rolls in Vietnam. And this number ²increases/is increasing. In countries without a tradition of good street food, more and more stalls ³appear/are appearing. There's a good reason for this. You ⁴know/are knowing exactly what you

are going to get. You ⁵see/are seeing and you ⁶smell/are smelling the food before you buy it. It's also fresh – sellers usually ⁷cook/are cooking it right in front of you. ⁸Do you feel/Are you feeling hungry yet?

- b** Read the second part of the article. Fill in the gaps with the verbs in brackets. Use the Present Continuous or Present Simple.

Whitecross Market ¹is (be) one of London's oldest markets. The market ²sells (sell) everything you can imagine and it ³has become (become) one of London's best street food markets, with 50 stalls cooking food from all over the world. Every day a few thousand office workers ⁴have (have) their lunch there. Typical dishes ⁵cost (cost) the same as a sandwich and a bag of crisps from a café. "I ⁶love (love) coming to work at the moment because of this market," says Jan, who ⁷waits (wait) in the queue at the Mexican burrito stall. I just ⁸hope (hope) that the tourists don't hear about it!"





Sleep VOCABULARY 2.3

- 1 Replace the phrases in bold with the correct form of these phrases.

have insomnia have a nap have trouble sleeping
get back to sleep be a light sleeper
be fast asleep have nightmares fall asleep

had insomnia

- Have you ever **been unable to sleep**?
- You won't be able to wake him up. He's **in a deep sleep**.
- My sister **went to sleep** at her desk the other day!
- He often wakes up early, but he finds it easy to **go to sleep again**.
- I haven't **had bad dreams** for a long time.
- Shhhh! My brother **wakes up very easily**.
- My grandparents often **have a short sleep** after lunch.
- She's **found it difficult to sleep** recently.

Gradable and strong adjectives; adverbs

VOCABULARY 2.4

- 2 Read the article quickly. How many replies are negative about 'sleeping twice a night'?
- 3 Replace phrases 1–6 in bold in the article with these strong adjectives.

fascinating terrible impossible
terrified fantastic exhausted

- fascinating 4 _____
- _____ 5 _____
- _____ 6 _____

- 4 Read the article again. Choose the correct words.

- People went to sleep earlier/later in the 17th century than they do now.
- People slept around *four/eight* hours every night in the 17th century.
- Thomas Wehr is a *scientist/historian*.
- In Wehr's experiment, the men *got up/stayed in bed* when they woke up after their first sleep.
- Marco/Andrea never has trouble sleeping.
- Terry *likes/doesn't like* going out in the evenings.

Sleeping twice a night

Almost half of adults have trouble sleeping at night. They complain about waking up in the middle of the night and not being able to get back to sleep. But could this actually be good for you? Research, from both historians and scientists, suggests that we don't need eight consecutive* hours of sleep every night.

In the 17th century there wasn't much to do after dark. There was no electricity for lights and good candles were expensive. Historian Roger Ekirch has found thousands of references in old books from that time to 'first sleep' and 'second sleep'. Ekirch believes that at night people slept for about four hours, woke up for an hour or two, then they slept again for another four hours. Ekirch says that when people woke up in the night, they were quite active. They talked, read, wrote, got up and some even visited neighbours.

In the 1990s, an American psychiatrist, Thomas Wehr, investigated how we sleep in similar conditions. Each day a group of men spent 14 hours in dark rooms, relaxing and sleeping as much as possible. After a few weeks, the men started to sleep in the same way: a first sleep for four hours, a few hours awake in bed, and then a second sleep for four hours.

Ekirch and Wehr's work suggests that it's natural for us to wake up in the middle of the night. It's something humans have done for hundreds of years. So next time it happens to you, think about getting up, doing something else, and then going back to bed.

Comments

This is a(n) ¹**extremely interesting** idea but I'm a really heavy sleeper. I'd never be able to wake up after four hours. I'd be ²**really tired**. *Marco, Italy*

I wake up in the middle of the night and I feel ³**really good**. I could get up and do anything. But I don't. I just stay in bed, ⁴**really frightened** of not being able to get back to sleep again. I'm going to try this! *Andrea, Rio*

This is a(n) ⁵**incredibly bad** idea. I'd have to go to bed around nine to do this. It would be ⁶**extremely difficult** to go out in the evenings if I had to be back by 8.30! *Terry, New York*

*consecutive = one after another without an interruption

- 5 Correct the words in bold in these sentences. Sometimes more than one answer is possible.

really/absolutely

- I was **extremely** shattered this morning.
- In the dream I was in an **absolutely** big house.
- It was fairly **boiling** in my room last night.
- The sunrise was **incredibly** gorgeous this morning.
- Your room is absolutely **dirty**!
- My wife was absolutely **very angry** when I woke her up last night.

Showing concern, giving and responding to advice **REAL WORLD 2.1**

1 Choose the best response for each sentence.

- 1 Clare's had terrible insomnia.
 - a Oh, dear. What's the matter?
 - b Yes, I see what you mean.
 - c I can see why you're upset.
- 2 Look at Mike's report. It's terrible!
 - a Oh, how awful!
 - b Oh, dear. What a shame.
 - c Yes, I see what you mean.
- 3 Mo's in hospital with a broken leg.
 - a Yes, I see what you mean.
 - b Oh, how awful!
 - c Oh, dear. What's the matter?
- 4 We started at the company at the same time, but he's been promoted.
 - a Oh, dear. What a shame.
 - b I can see why you're upset.
 - c Oh, how awful.
- 5 Sally lost her job last week.
 - a Oh, I'm sorry to hear that.
 - b I can see why you're upset.
 - c Yes, I see what you mean.

2 Match problems 1–5 to pieces of advice a–e.

- 1 My children don't eat enough vegetables. **c**
 - 2 She's angry that I forgot her birthday. _____
 - 3 One of my best students doesn't do his homework. _____
 - 4 I can't sleep! My husband snores so much. _____
 - 5 My sister doesn't go out much because she's got two children. _____
- a You should offer to babysit.
 - b Perhaps you ought to see the doctor about it.
 - c Have you tried giving them a choice of different types?
 - d I'd have a chat with him and find out what the problem is.
 - e Why don't you send her some flowers?

3 Complete the conversations with the phrases in the boxes.

Oh, dear. What's the matter? Why don't you
Yes, I see what you mean I've tried that
Have you tried Well, it's worth a try

1

RITA Mark seems really fed up at the moment.

DAVID ¹ *Oh, dear. What's the matter?*

RITA I think he's under pressure at work.

DAVID ² _____ talk to
him about it?

RITA ³ _____,
but he says I don't understand.

2

SAM I've got too much work at the moment. Look at my desk!

ALEX ⁴ _____.

SAM I don't know where to start.

ALEX ⁵ _____ asking
your boss for help?

SAM ⁶ _____,
I guess.

You ought to I'm sorry to hear that that's a good idea
I'd take I can see why you're upset might try that

3

CHRIS Pat and I broke up last week.

SIMON ⁷ _____.

CHRIS She wants to get back together, but I'm not sure.

SIMON ⁸ _____ some
time off work and think about it.

CHRIS Yes, ⁹ _____.

4

CHLOE It was really expensive and it's already broken down
twice.

PAUL ¹⁰ _____.

CHLOE It's new as well.

PAUL ¹¹ _____ write to
the company.

CHLOE I ¹² _____.
Thanks.



Phrasal verbs (1): travel VOCABULARY 3.1

- 1** Read the conversation. Replace the phrases in bold with the correct form of these phrasal verbs.

look forward to see (somebody) off look after
put up with go away pick (somebody) up
check in set off get back

Are you looking forward to

MUM ¹~~Are you excited about~~ tomorrow?

CASS Of course. We're ²~~leaving~~ very early, though.

MUM I know. I still want to come to the airport to

³~~say goodbye to you~~. It's the first time you've

⁴~~gone on holiday~~ without us.

CASS Sure. Thanks, Mum.

MUM And text me when you've ⁵~~arrived~~ at the hotel.

CASS Sure. Are you going to miss me?

MUM I will. But at least I won't have to ⁶~~tolerate~~ your loud music or look at your untidy bedroom.

CASS No, but don't forget my goldfish in there. Can you ⁷~~take care of~~ them?

MUM Don't worry. I won't forget them. So what time do you ⁸~~return~~?

CASS Er ... at one in the morning.

MUM That's late!

CASS I know. So I was wondering ... can you ⁹~~meet me~~ in the car?

Present Perfect Simple GRAMMAR 3.1

- 2** Fill in the gaps with the verbs in brackets. Use the Present Perfect Simple.

1 A Shirley hasn't been (not go) abroad.

B You're joking! Not even to France?

2 A _____ you ever _____ (work) in tourism?

B Yes, I was a waiter in a hotel a long time ago.

3 A I'll be away for three days. _____ you ever _____ (look after) a cat before?

B Of course I have. Don't worry. Everything will be fine.

4 A Wow! You two have got a good suntan.

B Yes. We _____ just _____ (get back) from two weeks in the Caribbean.

5 A Hi, can I speak to Pat or Harry Skilton, please?

B Let's see. I'm afraid they _____ already _____ (check out).

6 A The passengers are angry about the late flights.

B I know. I _____ already _____ (deal) with three complaints today.

- 3** Are sentences 1–10 correct? Change the incorrect sentences.

've known

1 I ~~knew~~ him since I was young.

2 Wendy and Carl already saw our new house.

3 We've run a bed and breakfast since three years.

4 I like your house. How long did you live here?

5 Mark isn't here. He's gone to work.

6 We've set off hours ago, but we're stuck in traffic.

7 We haven't had a holiday this year.

8 Did you check in at the hotel yet?

9 This is the second time I stayed at this hotel.

10 They've got back at six o'clock this morning.

4 Fill in the gaps with the verbs in brackets. Use the Past Simple or Present Perfect Simple.

REAL LIVES



José Guerreiro is a head chef in a restaurant for 1,000 people. But it's not a normal restaurant. It's open for breakfast, lunch and dinner and it's always full.

José Guerreiro trained as a chef in Goa, India and ¹ *spent* (spend) seven years working in restaurants in

Indian cities. Then he saw an advertisement which changed his life.

"I ² _____ (always love) travelling so this seemed perfect," said José. He was offered the job and it ³ _____ (not take) him long to make his decision. Six months later he started work on a cruise ship, *The Sea Princess*.

Fifteen years later, José is Head Chef on the same ship.

"I ⁴ _____ (work) on four ships since I ⁵ _____ (join) the company. But this is the first time I ⁶ _____ (be) Head Chef on a cruise. I ⁷ _____ (never feel) so nervous in my life!"

José shouldn't be nervous. In over 20 years as a chef, he guesses he

⁸ _____ (learn) cooking styles from over 20 countries.

"I can't think of anything I ⁹ _____ (not cook).

I ¹⁰ _____ (deal with) every kind of special diet you can think of!"

he laughed. "We had one passenger who ¹¹ _____ (not can) eat meat, fish, milk products or bread!"

I saw José again at the end of the first week on the cruise. I asked him: "What ¹² _____ we _____ (eat)

so far, José?"

"So far, passengers ¹³ _____ (drink) 5,000 litres of milk and 150 kilos of coffee. We ¹⁴ _____

(roast) about 1,000 chickens and made over 40 birthday and anniversary cakes.

And no one ¹⁵ _____ (complain) yet!"

3B

Lonely Planet

Phrases with *travel*, *get* and *go on*

VOCABULARY 3.2

1 a Fill in gaps 1–3 with these verbs.

travel get go on

b Fill in gaps a–i with these words/phrases.

on your own a taxi
off a train a package holiday
business class a guided tour
a trip together into a car

1 *travel*

light c _____

a *on your own* b _____

2 _____

a *cruise* f _____

d _____ e _____

3 _____

on a bus i _____

g _____ h _____

Present Perfect Continuous and Present Perfect Simple **GRAMMAR 3.2**

2 Make sentences in the Present Perfect Continuous with *for* or *since*.

- They started going on cruises three years ago.
They've been going on cruises for three years.
- Marta started giving guided tours when she was 16.

- I started looking forward to my holiday six months ago.

- Cambridge University Press published its first book in 1584.

- We started going out together when I was 18.

- He moved into this house two months ago.

3 Choose the correct words. Sometimes both verb forms are possible.

TRAVELLER'S TALES

PHILIP MARTIN has never ¹*had/*been having a permanent home. He's ²*travelled/*been travelling round the world since he left university. "There are over 190 countries in the world and I've ³*stayed/*been staying in about 85 of them," he told me. At the moment he's in the Gambia in Africa. Unfortunately Philip hasn't ⁴*felt/*been feeling well for the last week. "I've ⁵*tried/*been trying a lot of different foods on my travels and I've never ⁶*had/*been having any problems before. But everyone has ⁷*looked after/*been looking after me very well!"

For the last ten years Philip has ⁸*kept/*been keeping a diary of his travels and so far he's ⁹*published/*been publishing two books about his adventures. Since he started writing, Philip hasn't ¹⁰*had/*been having to do other work. He's just ¹¹*finished/*been finishing his third book and he's now planning his journey to South America. "I've ¹²*explored/*been exploring this world for over 15 years, but I've got a long way to go!"



4 Write questions with these words using the Present Perfect Simple or Present Perfect Continuous. Use the Present Perfect Continuous if possible.

- How long / Jane / wait?
How long has Jane been waiting?
- How many cruises / you / go / on?
How many cruises have you been on?
- How many hotels / you / work / in?

- How many times / you / go / on a package holiday?

- How long / he / take / work home?

- How many times / you / get / a taxi to work?

- How long / you / study / English?

- How long / Tony and Maureen / be / married?

5 Put the verbs in brackets in the Present Perfect Continuous or the Present Perfect Simple. Use the Present Perfect Continuous where possible.

- We *'ve been watching* (watch) a lot of travel programmes recently.
- Why didn't you call me? How _____ you _____ (get around) with a broken leg?
- We _____ (not go) on a guided tour of the city before, so we'd like to go.
- The sun _____ (shine) all weekend. It's wonderful!
- I _____ (go) on package holidays for years and I've never had any problems.
- Lindsay _____ (not take) any time off this year. She works so hard.
- _____ you _____ (know) each other for long?
- I _____ (not travel) first class before and I'm quite excited about it.
- Who is he? He _____ (stand) outside for hours.

Word building (1): suffixes for adjectives and nouns

VOCABULARY 3.3

- 1 Complete the table with the adjectives or nouns.

	adjective	noun
1	active	<i>activity</i>
2		adventure
3	comfortable	
4		confidence
5	healthy	
6		honesty
7	patient	
8		popularity
9	touristy	
10		tradition

Reading

- 2 Read the article and fill in gaps 1–8 with an adjective or noun from 1.

- 3 Read the article again and choose the best answers.

- The writer thought a week at Monkton Wyld wouldn't be ...
 - interesting.
 - (b)** relaxing.
 - fun.
- Monkton Wyld mainly teaches ...
 - school children.
 - people interested in the environment.
 - farmers.
- The writer's children enjoyed ...
 - the food.
 - the washing-up.
 - the games in the evening.
- The writer most enjoyed ...
 - having a lie-in.
 - walking to the beach.
 - watching his children play outside.
- Some of the families on the 'Family Week' ...
 - live at Monkton Wyld.
 - do the cooking.
 - go to Monkton Wyld every year.

HOME

REVIEWS

TRAVELOG



Like

IS THIS WHAT HOLIDAYS USED TO BE LIKE?

To be ¹ *honest*, I was a bit nervous about a holiday at Monkton Wyld. 'We all sleep in one room – including the children, the food is vegetarian only and you do your own washing-up?' I asked my wife. 'That's right,' she said. 'Let's do it. It'll be an ² *a* _____!'

'But we need a holiday,' I said.

Two months later we're on a train to Dorset in south-west England. I'm reading about Monkton on my phone. The house was built in 1848 and since then, it's been a hotel, a boarding school and it's now a farm and a centre for environmental education. It offers ³ *a* _____ weeks on everything from beekeeping to building your own outdoor toilet!

We're going on a 'Family Week' with our two children, five and eight. It's advertised as "Everything family holidays should be – songs, games, country walks and ⁴ *h* _____ homemade meals." Personally, I remember childhood holidays on a beach in Italy, enjoying pizza in a restaurant.

We arrive at suppertime and enjoy the best vegetarian lasagne I've ever tasted – very ⁵ *p* _____ with the children too. All the vegetables are grown in the garden of the house. Soon I'm feeling a lot happier about the week ahead.

The house is run by 12 people who live permanently at the centre. There are also volunteers who come and stay at the house for a week just to work in the garden or help with the cooking. Some of the families have been coming to Monkton Wyld for several years – it's become a ⁶ *t* _____ for them. They're fantastically ⁷ *p* _____ with all my questions about the place. Later, with the youngest children in bed, we're playing silly games in the large living room. It already feels like these people are old friends.

Over the next week, we really did have a week of 'family fun'. We painted. We sang. We made things. We walked to the beach in nearby Lyme Regis – no pizza though, just chips. And best of all, the children were outside almost the whole time – away from computers, TV and so on. The rooms weren't as ⁸ *c* _____ as a 5-star hotel, of course. But several mornings, we managed to have a lie-in – something that just isn't normally possible on holiday.

Even the washing-up seemed fun. Well, sort of!



Review: prepositions with adjectives

1 Choose the correct preposition. Sometimes more than one answer is possible.

- Mark's keen on/of/in going to India next year but I'm scared with/of/at flying.
- The manager didn't seem concerned with/about/by our complaint. We were so angry about/on/with him that we checked out early.
- I'm so bad on/in/at languages and always get embarrassed by/of/about not being able to communicate abroad.
- Many of the passengers were angry with/about/of the delay and no one was satisfied by/of/with the explanation.

Asking for and making recommendations **REAL WORLD 3.1**

2 a Make questions with these words.

- know / Do / any good / stay / places / to / you ?
Do you know any good places to stay?
- seeing / worth / else / is / What ?

- near / about / sea / places / What / the ?

- tips / got / other / Have / you / any ?

- place / a / the / to / What's / best / car / hire ?

b Complete the conversations with the sentences in **2a**.

- A Do you know any good places to stay?
B Sorry, no. But I wouldn't recommend anywhere near the station.
- A _____
B I'd recommend one of the companies at the airport.
- A _____
B You should definitely visit the cathedral.
- A _____
B It isn't really worth going there. The beaches are quite dirty.
- A _____
B Yes. You should learn a bit of the language. It really helps.

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

~~are the best~~ 's the best 'd recommend
sounds wonderful wouldn't go to know

- ANN You've been to India, Louise. What ¹ are the best places to visit?
LOUISE I ² _____ Kerala – in the south. Beautiful lakes, canals ... it's like paradise.
ANN That ³ _____. What ⁴ _____ time of year to visit?
LOUISE Well, I ⁵ _____ between September and January. It can be really wet then.
ANN That's good ⁶ _____. Thanks.

really useful bother should go to
Do you know any And is there

- ANN ⁷ _____ good places to stay?
LOUISE Yes, but don't ⁸ _____ booking in advance. It's cheaper to get a hotel there.
ANN Thanks, that's ⁹ _____.
¹⁰ _____ anything else worth visiting in the south?
LOUISE Of course. India's a big place. If you like beaches, you ¹¹ _____ Goa.

I've heard And what about You really must
It's probably best Have you got any

- ANN ¹² _____ money?
LOUISE ¹³ _____ to take cash.
Credit cards aren't very useful outside big cities.
ANN Right. ¹⁴ _____ other tips?
LOUISE Lots. ¹⁵ _____ visit one big city. Indian cities are just incredible.
ANN Yes, ¹⁶ _____ that.

Collocations (2): music VOCABULARY 4.1

- 1 Fill in the gaps with the correct form of these verbs.

release be play (x2)
go see download



The music business has dramatically changed in the last 20 years. In the past, bands

¹ *released* a few singles or an album, on CD or a record. They appeared on TV to promote their music but there weren't many opportunities to ² them ³ live. Nowadays, if you ⁴ a big fan of a singer or band, you probably get your news about them online. Instead of buying CDs, many people ⁵ tracks onto their phone or computer. Bands ⁶ on tour regularly and many musicians make more money from ⁷ gigs than they do from selling albums.

Past Simple and Past Continuous GRAMMAR 4.1

- 2 Fill in the gaps with the verbs in brackets. Use the Past Simple or Past Continuous.

Seven things you didn't know about ...

Rock and Pop Stars

- ★ In 1958, while Elvis ¹ *was earning* (earn) \$400,000 a month, he had to go into the army. His salary ² down to \$78 a month.
- ★ In 1959, a teacher ³ a 16-year-old Jimi Hendrix out of school because he ⁴ the hand of a white girl in his class.
- ★ In April 1964, while the Beatles ⁵ their second album, they ⁶ hit records in all of the top-five positions in the US charts.
- ★ In 1963, Roy Orbison ⁷ on tour with the Beatles. He ⁸ sunglasses because he couldn't find his glasses. He liked the look so much that, for the rest of his career, he always ⁹ sunglasses.
- ★ In 1970, while the rock group Pink Floyd ¹⁰ in front of a large lake in London, the music ¹¹ so loud that some of the fish in the lake ¹² (die).
- ★ Fans ¹³ overnight at a Hollywood music shop for the chance to get Lady Gaga's autograph. While they ¹⁴ (wait), Gaga saw their tweets. She immediately ¹⁵ (order) 80 takeaway pizzas and ¹⁶ (send) them to her fans in case they were hungry!



- ★ While Madonna ¹⁷ (stay) in Sweden for the MTV Music Awards, she ¹⁸ (ask) the hotel to change the colour of the room. She ¹⁹ (want) a 'calm colour' to help her meditate. Madonna ²⁰ (not joke), and the hotel immediately ²¹ (paint) the room.

used to GRAMMAR 4.2

- 3 Fill in the gaps with the verbs in brackets. Use *used to* where possible, or the Past Simple.

Before they were famous ...

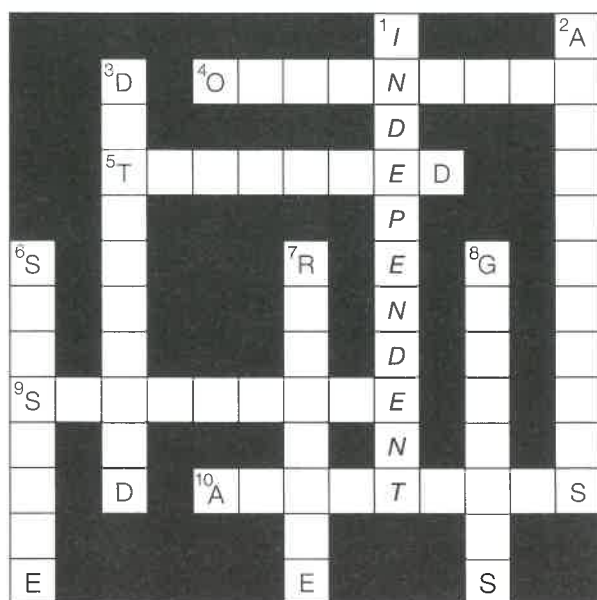
- 1 Madonna used to work (work) at a café called Dunkin' Donuts. She got (get) sacked for spilling jam on a customer.
- 2 Fergie from the Black Eyed Peas _____ (do) the voice of a character in the *Peanuts* cartoons. She _____ (start) when she _____ (be) just nine years old!
- 3 Ricky Martin _____ (be) an actor on a US TV soap, *General Hospital*. After two years on the show, Ricky decided he _____ (prefer) music to acting.
- 4 Elvis _____ (lose) his first job in a factory because he _____ (be) only 15. He _____ (get) \$30 a week.
- 5 Britney Spears and Justin Timberlake _____ (present) a children's TV programme called *The Mickey Mouse Club*.
- 6 In 1965, Reggie Dwight _____ (play) the piano in a North London pub at weekends. He _____ (be) 15 years old. Less than five years later, the same person _____ (release) his first album, using his new name: Elton John.

4B

Modern adventurers

Adjectives (2): character VOCABULARY 4.2

- 1 Complete the puzzle with adjectives to describe people.



- 1 Steve prefers to travel on his own. (11)
- 2 They often go on holiday to places I've never heard of! (11)
- 3 They won't give up until they find the answer. (10)
- 4 Kathy will know what time the meeting is. (9)
- 5 Rob can play several instruments really well. (8)
- 6 My boss always makes good decisions. (8)
- 7 If Clare promises to do something, she'll do it! (8)
- 8 My sister always brings me back a present from her holidays. (8)
- 9 Tim gets embarrassed quite easily. (9)
- 10 Sue wants to have her own company by the time she's 30. (9)

Past Perfect GRAMMAR 4.3

2 Fill in the gaps with the verbs in brackets. Use the Past Perfect.

- 1 Connor had arranged (arrange) to meet up with some friends, so he couldn't come with us.
- 2 I really wanted to see the concert, but it _____ (sell out).
- 3 Simon _____ (not drive) abroad before, so he wasn't very confident.
- 4 I _____ (not hear) any of their music before, but I thought the gig was excellent.
- 5 By the time I arrived, everyone _____ (leave).
- 6 He failed the test because he _____ (not do) any revision.
- 7 When Jade arrived at the restaurant, she realised she _____ (go) there before.
- 8 They _____ (not know) each other for long when they decided to get engaged.

3 a Read Part A of Charlie's story and choose the correct words.

b Tick the events that happen in the story.

- a ☒ Charlie's parents asked him to pick them up at the airport.
- b ☐ Charlie tidied up the house.
- c ☐ Charlie set his alarm.
- d ☐ Charlie's parents arrived at the airport.
- e ☐ Charlie woke up.
- f ☐ Charlie phoned his parents.

4 a Read Part B of the story and put the verbs in brackets in the Past Perfect or Past Simple.

b Put events a–f in the correct order.

- a Charlie lost his keys.
- b ☐ Charlie's parents got home.
- c ☐ Charlie's parents broke a window.
- d ☐ Charlie met his parents.
- e ☐ Charlie got home.
- f ☐ Charlie's uncle arrived at the airport.

Part A

By the time I was 18, I ¹stopped/had stopped going on holiday with my parents. The first year that I ²stayed/had stayed at home, my parents asked me to pick them up at the airport. The night before they ³got back/had got back, I realised the house was a mess. I ⁴didn't tidy up/hadn't tidied up for two weeks. I finally finished tidying about 3 a.m. and a few minutes later I ⁵was/had been fast asleep. I woke up suddenly at 8 a.m. I ⁶arranged/had arranged to meet my parents at the airport at 8.30 a.m. but I ⁷didn't set/hadn't set the alarm! I quickly set off for Heathrow airport, but it's one of the biggest airports in the world! I had no idea which terminal they ⁸arrived/had arrived at! And this ⁹was/had been before the days of mobile phones ...



Part B

When I arrived at Heathrow Terminal 1, I was already over an hour late. When I eventually found my parents at Terminal 3, they ¹had spent (spend) two hours waiting for me. They were not pleased. They ²_____ (be) on the plane for 12 hours and they were exhausted. Back at the car, the situation became even worse. I couldn't find my keys! I ³_____ (lose) them somewhere at the airport while looking for my parents.

My parents just wanted to go home. We phoned my uncle and he came and picked them up. I stayed to look for my keys. Two hours later, I ⁴_____ (get) home. Fortunately, someone ⁵_____ (find) my keys at the airport. The first thing I ⁶_____ (see) was my father and my uncle repairing a broken window. Had someone broken into our house?

"No," my dad explained. He looked fed up. "When we ⁷_____ (get back) home, we realised we ⁸_____ (not take) any house keys on holiday. We had to break a window to get in."

Reading: guessing meaning from context

VOCABULARY 4.3

1 Read the advert quickly and put headings a–f in the correct places 1–6.

- | | |
|------------------------|----------------|
| a Who this is for | d Locations |
| b Duration | e Video option |
| c What you can perform | f Availability |

2 a Look at the words in bold in the advert. Are they nouns, verbs or adjectives?

- | | |
|----------------|-------------|
| 1 thing | <u>noun</u> |
| 2 additional | _____ |
| 3 extensive | _____ |
| 4 shoot | _____ |
| 5 rehearse | _____ |
| 6 refreshments | _____ |
| 7 requirements | _____ |

b Choose the correct meanings of the words in 2a.

- | | | |
|-----------------|-------------------|------------------------------|
| 1 thing: | a instrument | b something you enjoy |
| 2 additional: | a extra | b musical |
| 3 extensive: | a large | b popular |
| 4 shoot: | a interview | b film |
| 5 rehearse: | a practise | b sing |
| 6 refreshments: | a drink | b food and drink |
| 7 requirements: | a things you need | b things you eat or drink |

3 Read the advert again. Are these sentences true (T) or false (F)?

- | | |
|---|--|
| 1 ☒ T | You need no experience of singing to take part in the recording session. |
| 2 ☐ | Four people record songs at each recording session. |
| 3 ☐ | You must bring any instruments you want to use. |
| 4 ☐ | There are examples of the recording sessions on the website. |
| 5 ☐ | At the end of the day, you receive a CD and a DVD of your session. |
| 6 ☐ | You spend five hours in the recording studio. |
| 7 ☐ | If there is time, you can record more than three songs. |
| 8 ☐ | The advert advises not to book a session in the summer. |



Fancy being Adele for the day? Perhaps Hendrix is more your **thing**? The Professional Recording Session* is a day of your own in a professional recording studio, with a producer to advise you on your performance. You will record at least three tracks and participate in the mixing process to produce a CD of your own work. You can even upload MP3s of your work to sell in our online music store!

1 Who this is for

Anyone, of any ability, who wants a professional production of their work will enjoy a day in our studio. You don't need to be a professional yourself. Under-16s must be accompanied by an adult. Two people can participate in each session and you may also bring up to two **additional** guests to watch.

2

You can sing, play your own instrument, or borrow an instrument from the studio. Your producer will call you two weeks before your booking to discuss your choice of music. If you need help, we have an **extensive** catalogue of over 10,000 songs for you to choose from. Click [here](#) to browse some samples of music produced in past sessions.

3

We can also **shoot** a video of you during the day, in and out of the studio, for one of your songs. The video will be edited and sent to you on DVD within two weeks of your session.

4

The session will last from 10 until 4, with an hour for lunch. This is enough time to record at least three tracks, but please **rehearse** your chosen tracks as much as possible before you come to your session.

5

We recommend you book several weeks in advance, particularly during the busiest summer weekends.

6

You may choose from over 70 studios all over the UK. Lunch and other **refreshments** are included. Please inform us of any special **requirements**.

*recording session = a period of time, often in a professional studio, for recording music

Softening opinions and making generalisations REAL WORLD 4.1

1 Match sentences 1–5 to the softer opinions in sentences a–e about professional football players.

- 1 They are selfish towards their younger teammates. d
- 2 They're almost all really stupid. _____
- 3 A few of them are quite violent. _____
- 4 They get too much money. _____
- 5 They think they know everything. _____

- a Some of them can be quite arrogant at times.
- b They tend to earn rather a lot.
- c On the whole, they aren't very intelligent.
- d ~~They can be a bit~~ inconsiderate towards young players.
- e Perhaps some of them can be a bit aggressive.



2 Correct the mistakes in the phrases in bold.

- 1 She can be **quite helpful** at times.
- 2 He **tends being** rather noisy in class.
- 3 **On whole**, most of our students are hard-working.
- 4 **General speaking**, my children are quite polite.
- 5 My teenage son can be **arrogant a bit**.
- 6 Perhaps **some them** can be a bit mean at times.
- 7 He's **no very** friendly, is he?

3 Use the words/phrases in brackets to soften these generalisations about men and women.

MEN

- 1 They snore! (Some of them / can / at times)
Some of them can snore at times.
- 2 Men aren't very considerate. (not very / at times)

- 3 They are always untidy. (Perhaps / can / rather)

WOMEN

- 4 Women like shopping. (Generally speaking / most)

- 5 They are incredibly sensitive at times. (tend to / a bit)

- 6 They are light sleepers! (On the whole / tend to)



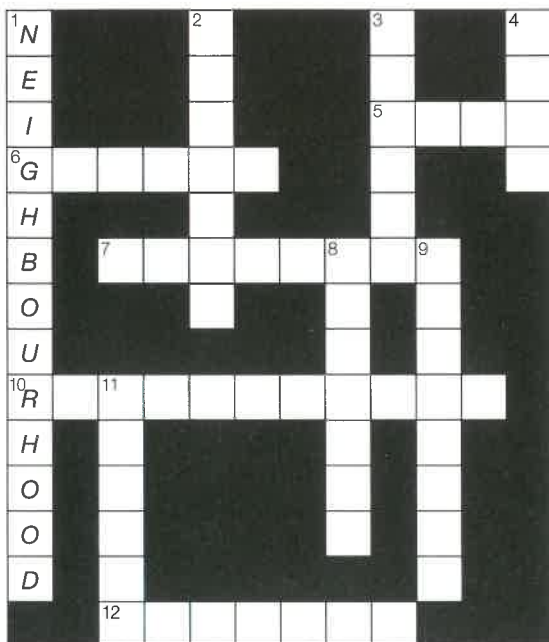
Review: apostrophes

4 Write the full form of 's and 'd if possible.

- 1 It's taken three hours to get here. has
- 2 I'd always thought he was sensible. _____
- 3 He's been living in London three years. _____
- 4 We'd recommend practical clothes for the journey. _____
- 5 This book's published by Cambridge University Press. _____
- 6 She'd never been skiing before. _____
- 7 They'd get home earlier if they didn't always drive. _____
- 8 It's the first time Simon's been to Scotland. _____, _____
- 9 I thought I'd enjoy the film because I'd loved the book. _____, _____
- 10 Paul's brother's always been ambitious. _____, _____

Homes **VOCABULARY 5.1**

1 Complete the puzzle.



- 1 an area of a town or city that people live in (13)
- 2 land which is not in towns, cities or industrial areas (7)
- 3 a small building, often next to a house, that you can put a car in (6)
- 4 the space under 5 in a house (4)
- 5 the surface that covers the top of a building (4)
- 6 the _____ floor of a building is at the same level as the outside of the building (6)
- 7 a _____ house is joined on both sides to other houses (8)
- 8 a small house, usually in the country (7)
- 9 a _____ house is not joined to any other houses (8)
- 10 a _____ area mainly has houses and not many shops, offices or factories (11)
- 11 an area on the edge of a town/city where people who work in the town/city often live (6)
- 12 a small area on the outside of a room of a house where you can stand or sit (7)

Making comparisons **GRAMMAR 5.1**

2 Look at the advertisements and match the places to sentences 1–8. Write C (Clapton), D (Dalston) or S (Shoreditch).

- 1 ☒ C It's far more spacious than the other two places.
- 2 ☐ It's slightly cheaper than the Clapton house.
- 3 ☐ It costs a lot more per month than the other two.
- 4 ☐ It's a bit more expensive than the Dalston house.
- 5 ☐ It's a little older than the Clapton house.
- 6 ☐ It's slightly further from the Underground than the Dalston house.
- 7 ☐ It's much closer to the Underground than the Dalston house.
- 8 ☐ It isn't as big as the others.

ESTATE AGENTS

Clapton

Unfurnished 3-bedroom semi-detached house

150 square metres

Built in 1910

Distance to Underground: 10 mins

£1,600 pcm

Details >

Dalston

Unfurnished 2-bedroom terraced house

100 square metres

Built in 1900

Distance to Underground: 8 mins

£1,500 pcm

Details >

Shoreditch

New, furnished 3-bedroom apartment in a lively neighbourhood

110 square metres

Distance to Underground: 3 mins

£2,200 pcm

Details >

- 3 Glen and Bev went to see the three places. Complete their comments with these words.

smallest little much less
similar most worst
the least far as close

The Dalston house has got the ¹ smallest garden I've ever seen. It isn't ² _____ to the Underground as they said. It's very ³ _____ to our house.

The Shoreditch apartment is ⁴ _____ interesting than the others. It's ⁵ _____ more modern than the other two. It needs ⁶ _____ furniture of the three places. **The Clapton house** is in the ⁷ _____ neighbourhood. They're all a bit dark inside, but this one is a ⁸ _____ lighter than the other two. It's definitely the ⁹ _____ spacious of the three.

- 4 Glen and Bev are deciding which home to rent. Fill in the gaps with the correct form of the adjectives.

GLEN I hate doing this. Everything is so expensive.

BEV Yes ... but they'll be a bit ¹ more expensive (expensive) next month.

GLEN OK. Well, let's start with the apartment. You don't really like that one, do you?

BEV Not really. It's my ² _____ (favourite) place of the three.

It's just not as ³ _____ (interesting) as the other two.

GLEN And the area is far ⁴ _____ (noisy) than where we live now.

BEV So, what about the house in Clapton? It's £600 ⁵ _____ (cheap)!

GLEN And it's easily the ⁶ _____ (large) of the three.

BEV And it was definitely the ⁷ _____ (light) of the three.

GLEN But it's the ⁸ _____ (far) from the Underground.

BEV And the neighbourhood isn't great ...

GLEN So then there's the Dalston house. It's expensive for a small house, isn't it?

BEV Yes, it's a lot ⁹ _____ (fashionable) round there than it used to be.

GLEN But the rooms weren't the ¹⁰ _____ (big) I've seen ...

BEV So have we made a decision?

GLEN Well, of the two houses, I think the Clapton house is ¹¹ _____ (good) than the Dalston one, yes?

BEV I agree but ...

5B

A load of old junk

Phrasal verbs (2) VOCABULARY 5.2

- 1 Fill in the gaps in the conversations with the correct form of the verbs in the boxes.

throw take go

- A I'm sure I left the tickets in this drawer. I'm worried someone ¹ has thrown them away.
B Have you ² _____ through the rubbish yet?
A Dad's already ³ _____ it out. I'll go and get it now.

put sort tidy

- A Have you ⁴ _____ up your room yet? It was a mess earlier.
B I've just got to ⁵ _____ out some clothes on the bed. That's all.
A OK. But can you ⁶ _____ them away as well, please?

throw come clear

- A Are you ⁷ _____ back tonight or are you staying at Mark's house?
B I'm not sure. Why?
A We're ⁸ _____ out the loft tomorrow. A lot of the stuff up there is yours ...
B Please don't ⁹ _____ anything away without asking me first.
A Of course not. But be back by lunchtime if you can.

The future: *will, be going to*,

Present Continuous **GRAMMAR 5.2**

2 a Match questions 1–5 to the best responses a–e.

- 1 Why aren't you having breakfast?
b
- 2 Have you asked your boss about promotion?

- 3 Is Tim there, please? _____
- 4 Have you done all your homework?

- 5 Why won't you lend him your laptop?

- a Wait a minute. I'll just check.
- b ~~Look at the time! I'm going to be late.~~
- c Because he'll break it.
- d No, but I'm not going out tomorrow night.
- e Not yet. I'm seeing him this afternoon.

b Match sentences a–e in 2a to these uses of the future.

- 1 a prediction that is a personal opinion c
- 2 a prediction based on present evidence _____
- 3 a decision made at the time of speaking _____
- 4 a plan to do something _____
- 5 an arrangement with an other person _____

3 Choose the best words.

- 1 I 'm leaving /'ll leave at five o'clock because I need to catch a train.
- 2 Don't tell my brother.
He'll/'s going to be furious.
- 3 I think I'll/'m going to get home about ten but I'm not sure.
- 4 This traffic is terrible.
We'll/'re going to be very late.
- 5 We're looking/'ll look at some houses on Saturday. Do you want to come?
- 6 A The kitchen is really dirty.
B Is it? OK, I'm sorting it out/'ll sort it out later.
- 7 I'm going to work/'m working a lot harder next year.

4 There is one mistake in each conversation. Write the correct sentence.

- 1 A Are you to looking for a flat or a house?
B We'll have to see what we can afford.
Are you looking for a flat or a house?
- 2 A What you are going to do with all those old clothes?
B I'll probably give them to charity.

- 3 A What are you doing later?
B I'm play cards so I'll be back late.

- 4 A I heard you're moving to the country.
B Yes, it's going be a big change.

- 5 A I'll calling you this evening about the meeting.
B OK. But I'm going to bed early tonight so call before nine.

- 6 A Mum and Dad will be furious when they see this!
B I'll to tidy it up before they come back.

5 Fill in the gaps with the verbs in brackets. Use the Present Continuous, *be going to* or *'ll/will* + infinitive. Sometimes more than one answer is possible.

1

SUE Simon ¹ 's having (have) a birthday lunch on Sunday.

MEL I know. ² _____ you _____ (go)?

SUE Yes ... I need to buy a present.

MEL Let's get something together. Maybe we ³ _____ (find) something at the market here.

SUE It ⁴ _____ (be) hard. It's mainly a load of old junk.

2

ELLEN Do you think we ⁵ _____ (need) any of this stuff again?

JERRY Well, I ⁶ _____ definitely _____ (not listen) to any of these CDs. They're terrible!

ELLEN Charity shop?

JERRY Maybe ... or maybe I ⁷ _____ (sell) them online.

ELLEN You ⁸ _____ (get) much money for these!

3

BEN What are you doing at the weekend? I ⁹ _____ (tidy) the flat. It's a mess.

PETE I'm free on Saturday. I ¹⁰ _____ (help) you.

BEN Ah. I can't do it on Saturday. I'm really sorry. I ¹¹ _____ (meet) Amy.

PETE OK. I ¹² _____ (give) you a hand on Sunday then.

BEN Hmm. I ¹³ _____ (see) my parents on Sunday.

PETE So when ¹⁴ _____ you _____ (tidy) the flat then?

BEN Maybe I ¹⁵ _____ (do) it next weekend. Are you free then?

Reading

Verb patterns (1) VOCABULARY 5.3

1 Read the article quickly. How many people are interviewed?



24-year-old woman turns six

From time to time, a report is published on the most common date for a birthday. In the USA, 5th October is often mentioned. In Britain, it's 14th November. Across the whole world, it's 19th March. However, the truth is that there are almost an equal number of birthdays on every day of the year. There ¹might be (be) a slightly larger number of births in the summer months in some countries, but there is not a consistent day or even month in which more children are born.

However, there is one day which is definitely less common than others for birthdays. Roberta Smoughton was born on this date over 24 years ago but she has only had six 'real' birthdays. Roberta is a *leapling* – someone born on 29th February – a date which only occurs every four years. "At around eight, I ²began _____ (understand) why my birthday was different. My mum ³told me _____ (choose) a day to celebrate: 28th February or 1st March. Of course, I ⁴decided _____ (celebrate) on the earlier date because I wanted my presents earlier," she laughs.

On any day there are on average 19 million people celebrating a birthday. If you're a leapling, you share your birthday with around four million people. Rod Marsden is another. "When it

isn't a leap year, I ⁵start _____ (celebrate) on 28th and finish at the end of 1st. I love being a leapling!" he says.

Graham Gartside is not quite as positive as Rod. "It sometimes drives me crazy," he says. "For example, I ⁶tried _____ (rent) a car recently online and the computer wouldn't ⁷let me _____ (enter) 29th February as my date of birth. I had to do it over the phone and it cost a lot more."

Alexis Doyle is far more positive about her birthday. "Every leap year I rent a local restaurant for the evening, have a huge party and invite everyone I know. It's become a bit of a tradition and everyone ⁸makes me _____ (feel) really special for the day. I don't count the birthdays between leap years so I guess I look a little old for my age!" Alexis says.

She didn't ⁹want _____ (tell) me her real age but she gave me a clue. "At my next party there ¹⁰will _____ (be) ten candles on the cake," she said.

2 Read the article again. Fill in the gaps with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

3 Choose the correct answers.

- 1 The article is mainly about ...
 - a what leaplings are.
 - ☒ b people's experiences of being a leapling.
 - c when leaplings celebrate their birthday.
- 2 The article believes there are ...
 - a three popular days for birthdays.
 - b almost the same number of birthdays every day.
 - c many more birthdays in the summer than the winter.

- 3 As a child, Roberta celebrated her birthday ...
 - a on 28th February.
 - b on 29th February.
 - c on 1st March.
- 4 Rod celebrates his birthday ...
 - a for one or two days every year.
 - b for two days every year.
 - c for two or three days every year.
- 5 Alexis is probably ...
 - a less than 40 years old.
 - b 40 years old.
 - c more than 40 years old.

Materials VOCABULARY 5.4

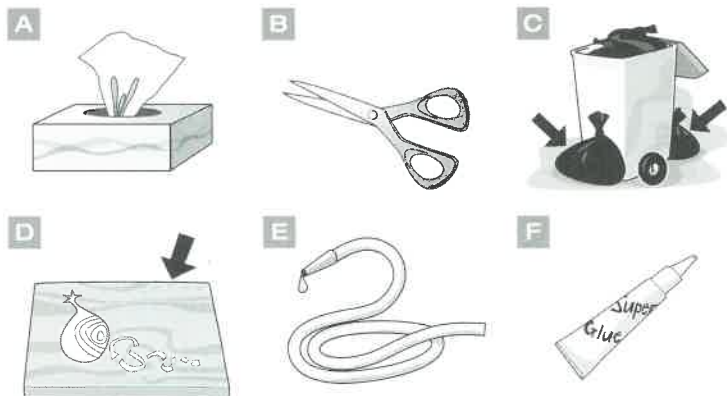
1 What is the main material usually used in these items?

rubber plastic metal paper wool
cardboard wood glass cotton leather

- | | |
|------------------------|--------------------------|
| 1 a tyre <u>rubber</u> | 6 a ballpoint pen _____ |
| 2 a mirror _____ | 7 a microwave oven _____ |
| 3 shoes _____ | 8 a jumper _____ |
| 4 socks _____ | 9 a bookshelf _____ |
| 5 boxes _____ | 10 a magazine _____ |

Explaining what you need REAL WORLD 5.1

2 a Match sentences 1–6 to pictures A–F.



- You use them to put rubbish in. C
- They're things for cleaning your nose. _____
- You use it when you want to cut vegetables. _____
- They're things for cutting paper. _____
- You use it to join two things when they are broken. _____
- I'm looking for something for my garden. You use it for giving plants water. _____

b Match sentences 1–6 to pictures A–F in 2a.

- They're made of metal. B
- It's a type of liquid. _____
- They're made of paper. _____
- It's made of wood or sometimes plastic. _____
- They're made of plastic. _____
- It's made of rubber. _____

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

You use them Do you mean it's made of
You mean the word for what they're called
They look like It's stuff for

1
JUAN ¹ You use them to start a barbecue.

MAN ² _____ matches?

JUAN No, I'm sorry. I can't remember ³ _____ in English.
⁴ _____ white cubes.

MAN Oh, you mean 'firelighters'.

2
BIBI ⁵ _____ putting on food – so it stays fresh. I'm sorry, I don't know ⁶ _____ it.

MAN Do you mean salt?

BIBI No, ⁷ _____ plastic.

MAN Ah! ⁸ _____ 'clingfilm'.

You use You use them they're made of
What's it called you're looking for
It's a type of for cleaning

3
MARIA ⁹ _____ it when you make a mistake.
¹⁰ _____ liquid.

WOMAN Is this what ¹¹ _____?

MARIA Yes, that's it. ¹² _____ in English?

WOMAN 'Tippex' or 'correction fluid'.

4
HUGO I'm looking for something for my shoes.
WOMAN Is it something ¹³ _____ them?
HUGO No, ¹⁴ _____ cotton. ¹⁵ _____ to tie your shoes.

WOMAN Oh, you mean 'shoelaces'!

make and do VOCABULARY 6.1**1** Choose the correct words.

- You've got a maths exam next week. You've done/made nothing all weekend!
- Have you *done/made* a decision yet?
- I've *done/made* a lot of progress in English since I started.
- Did you *do/make* a degree?
- He's *done/made* me lots of favours.
- Look at the mess you've *done/made*!
- He often *does/makes* excuses about being late.
- Have you *done/made* any work today?

2 Replace the phrases in bold with the correct form of *do* or *make*, and a phrase from the box.

mistake the washing me laugh a course
the washing-up up your mind

made a mistake

- I've **done something wrong** in this exercise.
- I like him because he's **funny**.
- Have you **cleaned the clothes**?
- I'm **studying** at an evening school at the moment.
- Do you want more time to **decide**?
- Would you mind **cleaning the dishes** with your brother?

First conditional GRAMMAR 6.1**3** Write first conditional sentences.

- If you / make dinner, I / do / the washing-up.
If you make dinner, I'll do the washing-up.
- / you / do / me a favour if I / help / you do your homework?

- You / not / pass if you / not do / any work.

- What / you / say / if she / not make up / her mind soon?

- They / never learn / if they / be allowed to / behave so badly.

Future time clauses GRAMMAR 6.2**4** Match sentence beginnings 1–8 to endings a–h.

- | | |
|---|----------------------------------|
| 1 I won't be able to cook dinner until | a they go to bed early. |
| 2 They'll be exhausted tomorrow unless | b she'll have to pass her exams. |
| 3 We'll write to you as soon as | c I might do the shopping. |
| 4 She'll do a degree unless | d they'll have to go to bed. |
| 5 After we get your letter, | e we make a decision. |
| 6 When I finish the housework, | f we'll make a decision. |
| 7 Before she does a degree, | g I've done the shopping. |
| 8 As soon as they start making a noise, | h she fails her exams. |

5 Fill in the gaps with these verbs. Use the Present Simple or *will*.

do make put get release check

- I 'll do the cleaning when you've tidied up this mess.
- As soon as she _____ her new album, I'll buy it.
- After I've sorted this stuff out, I _____ everything away.
- I won't phone him until we _____ in at a hotel.
- Unless he _____ some progress, he won't pass.
- _____ we _____ there before they do?

6 Read the conversation and choose the correct words.

VIC OK. I'm leaving now.

DAD Where will you stay ¹when/if you get there?

VIC At the youth hostel, ²if/unless we find a good hotel.

DAD And if the youth hostel is full?

VIC We'll worry about that ³before/when we get there.

DAD Well, ⁴as soon as/until you've left, we'll probably start worrying.

MUM And we'll worry ⁵until/as soon as you ring tomorrow.

VIC I'll only call you ⁶after/unless I find a place to stay.

DAD But don't call ⁷before/after ten. I'm looking forward to having a lie-in tomorrow.

MUM A lie-in? But ⁸unless/if Vic's away, we can decorate his room.

VIC No way! Promise me you won't do anything ⁹until/after I get back.

DAD OK. We won't touch your room ...
¹⁰if/unless you forget to phone us.



7 Rewrite the sentences with *unless*.

1 If the weather isn't bad, we'll meet in the park.

Unless the weather's bad, we'll meet in the park.

2 If you don't tell me about the problem, I won't be able to help.

3 If your employees don't have time to relax, they won't work well.

4 She should be here later if she doesn't make another excuse!

5 We'll have to get a loan if you don't start making more money.

6 He'll continue to make the same mistakes if we don't do anything.

6B

Fear of failure

Reflexive pronouns VOCABULARY 6.2

1 Fill in the gaps with a reflexive pronoun.

1 My daughter made the decision herself.

2 The washing-up isn't going to do _____, you know!

3 We really enjoyed _____ last night. Thanks very much.

4 My son made dinner for the whole family by _____ last night!

5 Dave and Polly designed their cottage _____.

6 Simon! If you don't like the way I've done it, do it _____!

7 Promise me that you will both look after _____.

8 I didn't need any help – I made up my mind _____.

Zero conditional; conditionals with imperatives and modal verbs; in case GRAMMAR 6.3

2 Fill in the gaps in the conversation with the correct form of these verbs.

buy go (x2) book call send get be

PAT My son's just gone on holiday to Italy with his friends. They didn't book a hotel or anything.

MARY Don't worry. My daughter only ¹ buys a flight when she ² _____ away. She finds a hotel when she gets there.

PAT But when we ³ _____ on holiday, we always ⁴ _____ a room in advance!

MARY Yes. And when we ⁵ _____ there, I still ⁶ _____ my parents. Nowadays I ⁷ _____ lucky if my daughter ⁸ _____ me a postcard.

3 a Fill in the gaps in these clauses with *If* or *When*.

- 1 If you don't like the present,
- 2 _____ I finish an exercise,
- 3 _____ you live to be 100 in the UK,
- 4 _____ I'm older,
- 5 _____ this bus stops,
- 6 _____ he doesn't feel better soon,
- 7 _____ you get up in the morning,
- 8 _____ you finish a meal,

b Write zero or first conditional sentences. Use the *if/when* clauses in **3a** and these words.

- 1 you / not / have to / keep it.

If you don't like the present, you don't have to keep it.

- 2 I / check / the answers immediately.

- 3 you / get / a letter from the Queen.

- 4 I / start / saving some money.

- 5 you / help / me with these bags?

- 6 we / have to / call the doctor.

- 7 you / listen / to the radio?

- 8 you / always do the washing-up?

4 Read Lucy's tips and fill in the gaps. Use *should/must/can* and the verb in brackets, or the imperative of the verb. Sometimes more than one answer is possible.

Family Life

Lucy Samuel has been helping parents for over 20 years with their teenage children. She shares a few of her tips with us.

- If you want to show your children you love them, ¹ spend (spend) time with them. And when you haven't got time, you ² shouldn't make (not make) excuses. Explain to them why you're busy.



- If you want your children to talk to you, you ³ _____ (not tell) anyone their secrets. Teenagers need to trust you and if they can't do that, why ⁴ _____ they _____ (tell) you anything?
- Teenagers see everything you do. Unless you can stop doing something yourself, for example smoking, how ⁵ _____ you _____ (expect) your children to stop?
- If you remember anything at all about your younger days, you ⁶ _____ (remember) being a teenager. It's a confusing time. When children come to you for advice, ⁷ _____ (listen). Their problems may be different from the ones you had.
- Teenagers will argue with you – it's part of growing up. But if you argue with them, ⁸ _____ (not expect) things to get better.

5 Fill in the gaps with *if* or *in case*.

- 1 I'll read the instructions in case they say anything useful.
- 2 We should make some extra food now _____ he changes his mind.
- 3 I'm not making him dinner _____ he won't help me with the washing-up.
- 4 We don't buy travel insurance _____ we aren't going abroad.
- 5 We always buy travel insurance _____ we have an accident.
- 6 I ring my brother _____ my car breaks down.
- 7 Take a mobile phone with you _____ the car breaks down.
- 8 Read the instructions first _____ you don't want to break it.

Reading

1 Read the article and fill in the gaps with these sentences.

- a ~~In fact, many successful people simply got a 'lucky break'~~
- b He decided to move the family to Australia
- c The discovery of crisps was a complete accident
- d A few months later he was recording a demo in a studio
- e He complained that they were too thick and too greasy
- f A young, unknown singer was asked to take over

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

- 1 ☒ F People become successful because they work hard.
- 2 ☐ Aretha Franklin used to sing in the same church as a record company executive.
- 3 ☐ Justin Bieber was discovered on YouTube.
- 4 ☐ Luciano Pavarotti became world famous in 1963.
- 5 ☐ Mel Gibson's sister helped him to get his place at drama school.
- 6 ☐ Mel Gibson had a fight at the audition for Mad Max.
- 7 ☐ George Crum made the crisps because he thought chips were too greasy.
- 8 ☐ George Crum made a lot of money from his invention.

Synonyms VOCABULARY 6.3

3 Read the article again and match words 1-6 to synonyms a-f.

- | | |
|---------------|---------------|
| 1 break | a piece |
| 2 legendary | b opportunity |
| 3 performance | c discovery |
| 4 lead | d unknown |
| 5 unheard-of | e very famous |
| 6 invention | f main |

Serendipity

We tend to think that successful people deserve their success. They probably studied hard at school, they worked hard every day in their jobs or they took a lot of risks. ¹ In fact, many successful people simply got a 'lucky break' : something happened that gave them a chance to be successful; they took the opportunity and the rest, as they say, is history.

Aretha Franklin, the legendary Queen of Soul, was singing in her church choir* when a record company executive heard her voice. Justin Bieber's proud mum used to upload her son's performances of songs to YouTube for the family to watch. One night, another executive accidentally clicked on a link to one of Justin's pieces. ² _____



Justin Bieber

Some people were lucky because someone else was unlucky. In 1963, the very famous Italian opera singer Giuseppe di Stefano had a

throat problem while he was the lead singer in the opera *La Bohème*. ³ _____

His name? Luciano Pavarotti.

Other people are just very lucky. Mel Gibson was born in New York. In 1968 his dad won a lot of money on a quiz show. ⁴ _____

In Sydney, Mel studied drama because his sister completed and sent off his application form to the school. Then the night before one of his first auditions, Mel had a fight at a party. When the unheard-of actor arrived at the audition, he looked awful. However, he looked perfect for the main role in *Mad Max* – an apocalyptic film about the future. The film made Mel a household name.

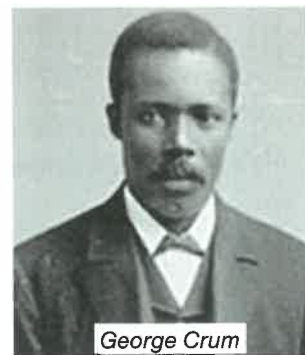
Sometimes lucky breaks lead to a new invention. ⁵ _____

_____ . In 1853, George Crum was a chef in New York. One of his customers kept sending his chips back to the kitchen. ⁶ _____

_____ . Crum was absolutely furious, so he cut some potatoes very thinly and fried them in very hot oil.

The customer loved them and soon Crum's Crisps were on the menu at the restaurant!

In life, it seems, sometimes you need a little luck. But while you're waiting, it's probably safer to keep working hard.



George Crum

*choir = a group of people who sing together

Discussion language REAL WORLD 6.1

1 You are at a meeting to organise a small festival. Choose the best sentence for each situation.

- 1 Someone has just finished speaking and you want to talk.
 - a Can I make a point here?
 - b Have you thought about letting me speak?
 - c Well, it's worth a try.
- 2 You want to tell people about your idea for raising money.
 - a Yes, charging for adults sounds like a good idea.
 - b How about charging for adults to come?
 - c I don't think we should charge for adults.
- 3 Someone makes a terrible suggestion and you respond.
 - a Yes, that could work.
 - b I'm not sure that's a good idea.
 - c We could do that.
- 4 Someone suggests inviting a great local music group to the festival. But you aren't sure they would come. You respond.
 - a Can I just say something here?
 - b Sorry. I don't think we should do that.
 - c Well, it's worth a try.

2 Correct these sentences.

- 1 Sorry, I **think we shouldn't** do that.
 Sorry, I don't think we should do that.
- 2 I'm not sure **that** a good idea.

- 3 Have you **thought on** selling refreshments?

- 4 Can I **say** a point here?

- 5 I suggest we **charging** adults to enter the festival.

- 6 We could **having** some live music.

- 7 What **an idea great**!

- 8 May I make a **sugestion**?

3 A group of parents are organising a Winter Festival at their children's primary school. Complete the conversation with these phrases.

May I make I suggest not a bad idea
 What about not sure about that We could
 it's definitely worth

SOPHIE So we still need to talk about advertising.

KATE ¹ May I make a suggestion?

SOPHIE Yes, go ahead.

KATE ² _____ putting an ad in the local paper?

SOPHIE Yes, that's ³ _____. ⁴ _____ put one in the week before.

GREG I'm ⁵ _____. That's going to be expensive.

And also, who reads the local newspaper these days?

KATE Well, ⁶ _____ we call them and find out how much it is. It might not be that expensive.

SOPHIE Yes, I think ⁷ _____ a try.

How about Have you thought
 we should do that could work
 like a good idea What a Can I just say

ALI ⁸ _____ something here?

SOPHIE Yes, of course, Ali.

ALI Are we sure we want to open the Winter Festival to everyone? It's the first event we've organised.

⁹ _____ making this first festival just for families at the school?

KATE Yes, that sounds ¹⁰ _____.

ALI If we do a Summer Festival, we can open it to everyone.

KATE Yes, that ¹¹ _____. We'll be more experienced then!

SOPHIE Sorry, I don't think ¹² _____. We are doing this to raise money. We need to get as many people at the festival as possible.

GREG I agree. ¹³ _____ about using social networking sites instead of newspapers? You know, Facebook, Twitter, ...

SOPHIE ¹⁴ _____ brilliant idea! It's completely free advertising!

Goals and achievements

VOCABULARY 7.1

1 a Match verbs 1–9 to phrases a–i.

A

- 1 put — a (something)
 2 mess up — b a lot of effort into (something)
 3 go c wrong

B

- 4 take part d my best
 5 encourage e in (something)
 6 do f someone (to do something)

C

- 7 make g of (doing something)
 8 dream h the opportunity (to do something)
 9 have i the most of (something)

b Read Part A of an article about three people's goals from 10 years ago. Replace the underlined phrases with verbs from A, B and C in 1a.

- 1 put a lot of effort into
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____

Ability GRAMMAR 7.1

2 Read Part B about the three people now. Fill in the gaps with the verbs in brackets. Use the infinitive, infinitive with *to* or verb + *-ing*.

Part A

Ten years ago, we asked 1,000 people aged between 20 and 40 to email us a personal goal for the future. Here are some of them.

My biggest goal is simply to be a bit more patient with my colleagues. I always ¹work very hard to achieve everything I do and I don't often ²do something wrong or badly. But sometimes I expect too much from people. Things sometimes ³happen in a negative way and that's normal.



Seb, 24



Katy, 32

I have lots of interests and I ⁴get involved in as many different things as I can. I can honestly say that I almost always ⁵make the greatest effort possible. My goal is simple: I want to ⁶make my child more confident to do the same things.

I sometimes ⁷imagine being my own boss. I'd love to ⁸be in a situation that made it possible to work when I want to. I've realised that you need to ⁹get the maximum enjoyment from every day of the week – not just Saturdays and Sundays!



Paul, 40

Part B

Recently we emailed your goals back to you. And many of you replied again.

I can honestly ¹ say (say) I had no idea how ² _____ (work) with people until I was about 30. I was too confident, too ambitious and I couldn't ³ _____ (understand) why people made mistakes. Now I've actually messed up a few times myself, I'm able ⁴ _____ (be) more sensitive when someone else does.



Seb, 34



Katy, 42

I was so optimistic ten years ago, wasn't I? We've now got three children – and in the last ten years, I've found it impossible ⁵ _____ (do) half the things I used to. I manage ⁶ _____ (go) swimming once a week but my biggest other hobby is sleep! Did I achieve my goal? Well, our children know how ⁷ _____ (be) happy which, to us, is the most important thing of all.

I did it! I started my own company. At first, I didn't really have a clue how ⁸ _____ (run) my own business but, two years later, I'm beginning to think I'm actually quite good at ⁹ _____ (work) for myself. For example, when I worked for my old company, I was useless at ¹⁰ _____ (meet) deadlines but now I find it easy ¹¹ _____ (control) my time. And the best thing? I enjoy every day and not just weekends!



Paul, 50

3 Rewrite these sentences using the correct form of the words in brackets.

- 1 I make friends easily. (find it easy)
I find it easy to make friends.
- 2 My young son can use a tablet computer well. (know how)

- 3 James knows how to make the most of his days off.
(be good at)

- 4 I was able to walk when I was ten months old. (could)

- 5 My mum can't download a song onto her phone.
(not have a clue)

- 6 I succeeded in achieving all my goals this year. (manage)

- 7 I find it difficult to make cakes. (be no good at)

- 8 We receive emails, but we can't send any. (not be able to)

- 9 I'm terrible at getting to sleep at night. (find it difficult)

- 10 Karen doesn't know anything about running a business.
(have no idea how)

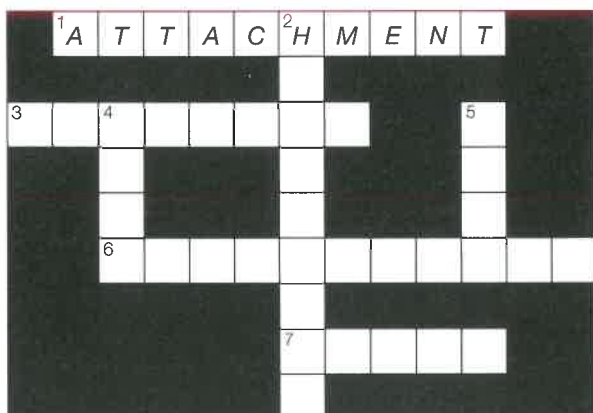
- 11 I never meet deadlines. (be hopeless at)

7B

What would you do?

Computers (1) VOCABULARY 7.2

1 Complete the puzzle.



1 a document, photo, etc.
which is sent with an email
message (10)



2 (4, 5)



3 (8)

4 emails that you do not want,
usually advertisements (4)



5 (4)



6 (6, 5)

7 a program that was written to
damage computers (5)

2 Rewrite the sentences using the correct form of these verbs.

forward me delete print out install
scan back (sth) up copy me in
crash store

forward me

- 1 Can you **send me a copy of** that email?
- 2 Can you please **remove** that picture of me
from your phone?
- 3 When you send him an email can you
send it to me at the same time?
- 4 Have you **made a paper copy of** the
report?
- 5 Can I **make a digital copy of** my passport
or do I have to show you the original?
- 6 I **make a copy of** anything important once
a week and I **keep** it on a memory stick.
- 7 I've **put** the software onto my computer
but it **stops working** every time I start it.

Second conditional GRAMMAR 7.2

3 Choose the correct words.

- 1 What computer *did/(would)* you buy if money *wouldn't be/weren't* important?
- 2 I *did/would* go to that café more often if it *had/would* have WiFi.
- 3 If you *didn't/wouldn't* put your email address on the web, you *wouldn't/didn't* get so much spam.
- 4 You *didn't/wouldn't* have this problem if you *would back/backed* up your hard disk.
- 5 *Would/Do* you know what to do if you *got/would* get a virus?
- 6 If he *wouldn't/didn't* print everything, he *saved/would* save a lot of paper.
- 7 If I *bought/I'd buy* you a smartphone, *do/would* you use it?
- 8 We *spent/would spend* less time on the web if there *were/would be* more things to do.

4 Are the words/phrases in bold correct? Tick (✓) the correct sentences and change the incorrect ones.

had

- 1 If we **have** two laptops, the children *wouldn't* argue.
- 2 What **you would do** if you lost your memory stick?
- 3 The computer **might** work more quickly if we deleted some files.
- 4 Your computer would stop crashing if **you'd install** the new software.
- 5 If you told me the password, I **could** use your WiFi.
- 6 If I didn't have a laptop, I **wouldn't can** to work while travelling.
- 7 If the attachment **were** a virus, this website would recognise it.
- 8 If I **would have** more time, I would back up my files more often.

5 Make second conditional sentences. Fill in the gaps with the correct form of the verbs in brackets.

- 1 If I messed up my exams, I would take them again. (mess up; take)
- 2 We _____ him a lot more if he _____ more patient. (like; be)
- 3 If you _____ your homework tonight, you _____ do it on Sunday. (do; not have to)
- 4 You _____ until the morning if you _____ a sleeping pill. (not wake up; take)
- 5 If we _____ pick you up, how _____ you _____ home? (not can; get)
- 6 _____ we _____ bored if we _____ in the country? (be; live)
- 7 If I _____ my deadlines, I _____ my job. (not meet; lose)
- 8 If you _____ the house more, I _____ so fed up. (tidy up; not get)

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

- 1 a We never have lie-ins because we have young children.
b If we didn't have young children, we would have lie-ins.
- 2 a I get stressed because I have to take work home.
b I _____ if _____.
- 3 a He doesn't take part in many activities so he doesn't enjoy school.
b If _____, he _____.
- 4 a I don't enjoy cooking because I'm terrible at it.
b I _____ if I _____.
- 5 a I can't remember my password, so I'm not able to use my computer.
b If I _____ my password, I _____.
- 6 a I have no idea how to do this, otherwise I would help you.
b I _____ if _____.

Reading: computers (2) VOCABULARY 7.3

1 Read these opinions and choose the correct words.



Greg @gregtweets

I was never interested in social ¹ c sites until I tried Twitter. It's both useful and a lot of fun. I ² about 100 people. Some are connected with work – Twitter is great for sharing ³ to interesting articles. Others are celebrities or sports stars. I don't ⁴ that often but I sometimes reply to a few people. I've had some interesting conversations – some with complete strangers, some with TV stars, musicians and even politicians. I've even ⁵ an app for my phone so I can use it when I'm on the train.



Mel

I used to use these kinds of sites a lot. I spent ages looking for old friends. I sent them messages, read all their news and sent them mine. I carefully completed my ⁶ with all my old schools, the places I've worked and so on. I scanned and ⁷ a load of old photos from school. I would ⁸ my status at least once a day and I would regularly post a ⁹ on friends' pages. However, after about a year, my work got really busy and I didn't use it for a while. When I went back, I just couldn't get interested again. I don't miss the sites at all – although a few weeks ago I missed a party because one friend only sent invitations to her Facebook friends! I got one, but just didn't read it.

- | | | |
|-----------------|-------------|---------------------|
| 1 a network | b networked | c networking |
| 2 a watch | b follow | c look after |
| 3 a email | b software | c links |
| 4 a Tweet | b Twitter | c follow |
| 5 a downloaded | b shared | c uploaded |
| 6 a information | b profile | c summary |
| 7 a uploaded | b loaded | c downloaded |
| 8 a post | b update | c upload |
| 9 a letter | b comment | c forum |

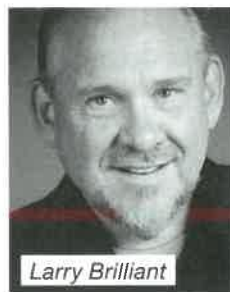
Use of articles: a, an, the, no article VOCABULARY 7.4

2 Read the article and fill in the gaps with a, an, the or – (no article).

Social networking websites did not begin with Facebook.

¹ **The** earliest social networking site, The WELL, appeared in 1985. Larry Brilliant, ² doctor, and Stewart Brand, ³ author, started ⁴ site in ⁵ California in ⁶ USA.

At first, The WELL was ⁷ simple website for leaving messages and notices for ⁸ people. In those days, computers used telephones to connect to ⁹ websites. This was before ¹⁰ World Wide Web!



Larry Brilliant

The WELL never became as successful as ¹¹ sites such as Facebook or ¹² Twitter, and at its most popular, the site only received ¹³ few thousand visits ¹⁴ day. However, it still exists today. Will Facebook last as long as this?

3 Read the articles in 1 and 2 again. Answer the questions.

- What kinds of people does Greg follow on Twitter?
He follows people connected with his work, celebrities and sports stars.
- How does he use Twitter when he's travelling?

- What personal information did Mel put on the site?

- What disadvantage of not using social networking sites does Mel mention?

- How was technology different when The WELL first started?

- How successful was The WELL?

Indirect and direct questions REAL WORLD 7.1

1 Which question in each pair is more polite?
Choose a, b or both if you think they are both polite.

- 1 a What's the time, please?
b Do you know what the time is?
- 2 a Can you tell me what happened?
b Have you any idea what happened?
- 3 a Do you think you could send it to me?
b Please could you send it to me?
- 4 a Is he coming later?
b Do you know whether he is coming later?
- 5 a Could you tell me what the password is?
b What's the password?

2 Match beginnings 1–6 to endings a–f in these indirect questions.

- | | |
|------------------------------|------------------------------------|
| 1 Could you tell ... | a time the meeting starts? |
| 2 Do you know whether ... | b want to stay for lunch? |
| 3 Have you any idea what ... | c is WiFi in the meeting room? |
| 4 Do you think they'll ... | d which room the meeting is in? |
| 5 Can you tell me ... | e me if anyone is a vegetarian? |
| 6 Do you know if there ... | f he's driving or coming by train? |

3 Correct the mistakes in the phrases in bold in these indirect questions.

the password for the WiFi is

- 1 Do you know what **is the password for the WiFi**?
- 2 Could you tell me **how do I install this software**?
- 3 **Do you think if we can meet** again next week?
- 4 Can you tell them **where are the bathrooms**?
- 5 Have you any idea **if does Ali still work there**?
- 6 Do you know **how long will last the meeting**?

4 Rewrite direct questions 1–8 in the conversations using the phrases in brackets.

MIKE Hello, Mike speaking.

JEFF Hi, I'm trying to speak to Erin Carr but she isn't answering her mobile. ¹Is she at work today? (Do you know) Do you know if she's at work today?

MIKE Yes, she's here today. Can I take a message?

JEFF Thanks. I'm going to be a little late for our meeting. There's a problem on the Underground.

MIKE OK ... ²What's your name? (Can you tell me)

JEFF Sorry, I'm Jeff Barnes.

MIKE OK, Mr Barnes. ³What time will you be here? (Have you any idea) _____

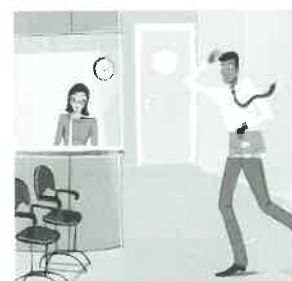
JEFF I'll have to come by taxi so ... around 10.30, I think. ⁴Will she still be able to meet me? (Do you know)

MIKE If she can't, she'll call you immediately.

JEFF Hi. I'm Jeff Barnes. I have a meeting with Erin Carr.

SARA Oh, I didn't know Erin was here today. Hmm. I can't find anything about your meeting.

⁵What time was the meeting booked for? (Could you tell me)



JEFF Yes, well, it was at nine. But I called earlier and said I would be late.

SARA ⁶Who did you speak to? (Do you know)

JEFF His name was Mike.

SARA We don't have anyone called Mike in this office.

You know Erin is now mainly working at our office in North London, don't you? ⁷Could the meeting be there? (Do you think) _____

JEFF Oh, no! ⁸How long does it take to get there? (Have you any idea) _____

SARA It's only 20 minutes on the Underground but ...

JEFF ... there's a problem today – yes, I know.

Bad weather and natural disasters **VOCABULARY 8.1****1 a** Complete the words with the missing vowels.

- | | |
|---------------------------------------|---|
| 1 dr <u>o</u> <u>u</u> ght | 5 f <u>r</u> <u>s</u> t f <u>r</u> <u>e</u> |
| 2 fl <u>o</u> <u>o</u> d | 6 <u>h</u> <u>a</u> rthq <u>u</u> <u>e</u> k <u>e</u> |
| 3 l <u>a</u> ndsl <u>a</u> d <u>e</u> | 7 ts <u>u</u> <u>n</u> <u>a</u> m <u>e</u> |
| 4 l <u>i</u> ghth <u>e</u> ng | 8 t <u>u</u> <u>r</u> n <u>a</u> d <u>e</u> |

b Label these photos with the words in 1a.1 lightning2 tornado3 fire4 flood5 tsunami6 earthquake7 drought8 volcanoThe passive **GRAMMAR 8.1****2** Choose the correct active or passive verb form.

- Earthquakes (happen)/are happened frequently in countries such as Greece, Italy and Turkey.
- A tornado the size of the Earth has seen/been seen on the sun's surface.
- The cost of the hurricane won't know/be known until later this year.
- Take a coat – I heard the weather will change/be changed later.
- Thousands of people kill/are killed every year because of bad weather.
- Climate change is affecting/is being affected the weather all over the world.
- Temperatures are going to reach/be reached over 30°C next week.
- Earthquakes can cause/be caused by human activity.

3 Read sentences 1–4. Then choose the best sentence a, or b, to continue.

- Deserts are getting larger.
 - They can only be stopped by planting new trees.
 - People can stop them by planting new trees.
- The earthquake and tsunami in Japan in 2011 was one of the most expensive disasters in the world.
 - They have estimated the disaster to cost over \$250 billion.
 - The disaster has been estimated to cost over \$250 billion.
- One of the first tsunamis was recorded in AD 365.
 - It destroyed the ancient city of Alexandria and killed thousands.
 - The ancient city of Alexandria was destroyed and thousands were killed.
- Around 240,000 people are struck by lightning every year.
 - It kills about 10% of these people.
 - About 10% of these people are killed.

- 4 Fill in the gaps with the passive form of the verbs in brackets.
Use the Present Simple, Past Simple, Present Perfect Simple or *will*.



When a storm reaches a speed of 119 kilometres per hour, it becomes a hurricane and it ¹ *is given* (give) a name. Since 1953, Atlantic hurricanes ² _____ (give) names from lists written by the National Hurricane Centre. Only women's names ³ _____ (use) at first but in 1979, men's names ⁴ _____ (add). Now the National Hurricane Centre uses six alphabetical lists of names. One list ⁵ _____ (use) every year. So the list for 2013 ⁶ _____ (not use) again until 2019. For example, the first hurricane of 2013 was Hurricane Andrea. And the first hurricane in 2019 ⁷ _____ (call) Hurricane Andrea, too.

The names of serious hurricanes ⁸ _____ (not repeat). For example, in 2005 and in 2011, Katrina and Irene ⁹ _____ (remove) from the list. Since 1954, over 75 names ¹⁰ _____ (remove) from the list.

8B

Recycle!

Containers VOCABULARY 8.2

- 1 Which container can we use for each group of things?
Use the words in the box.

bottle tin box can bag
jar packet carton

- 1 a bottle of milk, orange juice, wine
- 2 _____ sweets, chips [US]
- 3 _____ tuna, beans, cat food
- 4 _____ tissues, chocolates
- 5 _____ cola, lemonade, beer
- 6 _____ orange juice, milk, soup
- 7 _____ coffee, marmalade, honey
- 8 _____ tissues, crisps, sweets

- 2 Read the shopping list. Tick the usual containers.
Correct the unusual containers. Sometimes more than one answer is possible.

Shopping list

- bottle
1 a ~~can~~ of olive oil
2 a box of washing powder
3 a box of potatoes
4 a tube of soup
5 a packet of biscuits
6 a tin of honey
7 a carton of milk
8 a bag of jam

Quantifiers GRAMMAR 8.2

- 3 Look at the picture and complete the sentences. Use *There's/There are* and *not any, not much, not many* or *a lot of*.



- 1 There isn't much food.
- 2 _____ boxes.
- 3 _____ paper.
- 4 _____ tins.
- 5 _____ rubbish.
- 6 _____ bottles.
- 7 _____ jars.
- 8 _____ bread.
- 9 _____ cans.
- 10 _____ cartons.

- 4 Fill in the gaps with *a few* or *a little*.

- 1 I've got a few chocolates.
- 2 The weather is _____ warm today, isn't it?
- 3 Would you like _____ more coffee?
- 4 There are _____ empty bottles for recycling.
- 5 Could you buy _____ tins of cat food?
- 6 I'll give you _____ help if you wait _____ minutes.
- 7 He knows _____ words of French and he speaks _____ English.

- 5 Rewrite the sentences using the words/phrases in brackets. Make other changes if necessary.

- 1 There's a bit of soup in the fridge. (much)
There isn't much soup in the fridge.
- 2 We've got more than enough time to get there. (plenty)

- 3 Hardly any people I know recycle plastic. (few)
Only _____
- 4 I'm a little too tired to go out tonight. (bit)

- 5 Oliver hasn't got many teeth, but he's only six months old. (hardly)

- 6 A lot of children recycle things at school. (loads)

- 7 There's hardly any olive oil in the cupboard. (only a little)

- 8 There isn't any time left. (no)

- 6 Choose the correct words.

SAM Adam. If you've got

¹a few/enough time, can you put the recycling bin out?

ADAM There's ²hardly any/much rubbish in it.

SAM That's strange. Adam! Look in the other bin! ³Much/Lots of this stuff can be recycled.

ADAM But there isn't ⁴any/no paper in there. I checked.

SAM What about glass? There are ⁵a lot/loads of bottles in here.

ADAM Sorry. You're right. Actually, I can see ⁶a little/a few tins too.

SAM And there's more than ⁷a little/a few plastic.

ADAM Plastic? Can ⁸much/many plastic be recycled?

SAM Yes, of course. You know, ⁹a bit of/hardly any care could save our planet.

ADAM I know. Sorry. Look, there's ¹⁰a few/hardly any room in the recycling bin now.

SAM Stop making excuses! There's ¹¹plenty/several of room.



Word building (2): prefixes and opposites, other prefixes and suffixes

VOCABULARY 8.3

VOCABULARY 8.4

1 a Read Part A of the article. Fill in gaps 1–6 with the correct word, a, b or c.

- | | | | | | |
|-----|------------|---|-------------|---|------------|
| 1 a | sleepless | b | oversleep | c | sleepy |
| 2 a | unaccurate | b | disaccurate | c | inaccurate |
| 3 a | unfair | b | underfair | c | fairless |
| 4 a | harmful | b | harmless | c | unharmful |
| 5 a | replay | b | implay | c | playful |
| 6 a | incommon | b | uncommon | c | overcommon |

b Read Part B of the article and add these suffixes and prefixes to words 7–16.

Suffixes: -ful -less

Prefixes: re- im- under-
over- ir- dis- un- (x2)

Part B

The orcas' friendly and cooperative nature is very ⁷use *ful* for finding food. Orcas hunt in their pods and then work together to kill. A BBC TV programme filmed a pod hunting and killing a grey whale and its calf*. The journalist described the event:

"The desperate calf was fighting for its life and I wanted the orcas to finish their job quickly. But the mother was ⁸tire in her attempts to protect her calf. Her job was an ⁹possible one."

The total worldwide population of orcas is ¹⁰known, but is thought to be around 50,000. It is likely that we have ¹¹estimated how many there are, because they live in all of the world's oceans. Although they haven't been hunted

since 1981, scientists believe their numbers are decreasing. In particular, ¹²fishing and oil accidents are reducing their food supplies.

There are about 40 orcas in aquariums all over the world, but many people ¹³agree with keeping them in these conditions and believe it's ¹⁴responsible. The most famous orca,

Keiko, who appeared in the film *Free Willy*, was in an aquarium until scientists attempted to ¹⁵introduce him into a pod in the wild. The \$20 million attempt wasn't completely ¹⁶successful. Keiko became much healthier when he was moved from the aquarium to the sea. However, Keiko liked human contact more than he liked other orcas and spent the last few years of his life alone, near Norway.

*calf = a young whale

2 Read both parts of the article again. Are these sentences true (T), false (F) or the article doesn't say (DS)?

- 1 ☒ T Killer whales are not a type of whale.
- 2 ☐ A human has never been killed by an orca.
- 3 ☐ Orcas hunt alone.
- 4 ☐ In the description, the young grey whale survives.
- 5 ☐ There are probably more than 50,000 orcas in the world.
- 6 ☐ In 1981, hunting whales was made illegal.
- 7 ☐ Pollution is a problem for orcas.
- 8 ☐ Keiko was found in an aquarium in Norway.
- 9 ☐ Keiko became part of a pod when he was released.



The Orca

Part A

If you think you have a ¹sleepless baby, consider this: baby killer whales don't sleep for the first month of their life, so their mothers have to stay awake too!

In fact, the name 'killer whale' is a little ²and also ³. Firstly, killer whales (or orcas) are not really whales. They're in fact the largest member of the dolphin family. Secondly, they are usually ⁴to humans. There are very few records of any orca attacks on humans in the wild.

Instead, these animals are highly sociable and even quite ⁵. They live in groups called 'pods', with between five and 30 orcas, for their whole lives. And it is very ⁶to see one swimming alone.

Warnings and advice REAL WORLD 8.1

1 a Make sentences with these words.

a me / Could / some / advice / give / you ?

Could you give me some advice?

b useful, / thanks / really / That's .

c if / were you / wouldn't / Mike / I / I / listen to .

d go / Whatever / do, / don't / in August / you .

e that / thought / I / of / hadn't .

f idea / a / think / camping with kids / to / good / it's / Do you / go ?

g in / plenty of games / take / to / good idea / a / It's / weather's bad / the / case .

h in the same tent / Don't / woken up / you'll / or / sleep / really early / get / else !

b Complete the conversation with sentences a–d from 1a.

NINA Mike, you've been to the Caribbean, haven't you?

¹ Could you give me some advice? When is a good time to go?

LISA ² _____ He spent most of his Caribbean holiday in his hotel room.

MIKE Lisa's right. ³ _____ It's the hurricane season there and it can be really wet and windy.

NINA ⁴ _____ So when's the best time?

MIKE Between December and April, I think.

c Complete the conversation with sentences e–h from 1a.

STEPH We're thinking about our summer holiday.

⁵ _____

CLARE Our kids love it. ⁶ _____

STEPH Thanks. Have you got a really big tent?

CLARE No, we've got one for them and one for us.

⁷ _____

STEPH That's a good idea. ⁸ _____

2 Rewrite the camping advice using the words in brackets.

1 A camping stove is a good thing to take. (worth)

It's worth taking a camping stove.

2 You mustn't forget walking boots. (Whatever)

3 You should buy some spare batteries. (good idea)

4 It's very important to charge your phone before you leave. (Make sure)

5 Remember to text me when you get there. (forget)

6 Be careful of snakes. (Watch)

Review: indirect and direct questions

3 Rewrite these direct questions as indirect questions. Use the words/phrases in brackets.

1 Did you reply to his email? (Could you tell)

Could you tell me if you replied to his email?

2 Is Argentina hot at this time of year? (Do you know)

3 Who sells maps around here? (Can you tell)

4 Should I book a hotel before I go? (Do you think)

5 Why is it so expensive? (Have you any idea)

Health VOCABULARY 9.1

- 1 Fill in the gaps in the vocabulary notebook with these words.

surgeon GP doctor operating specialist
A&E asthma prescription ward attack
allergy migraine chemist's

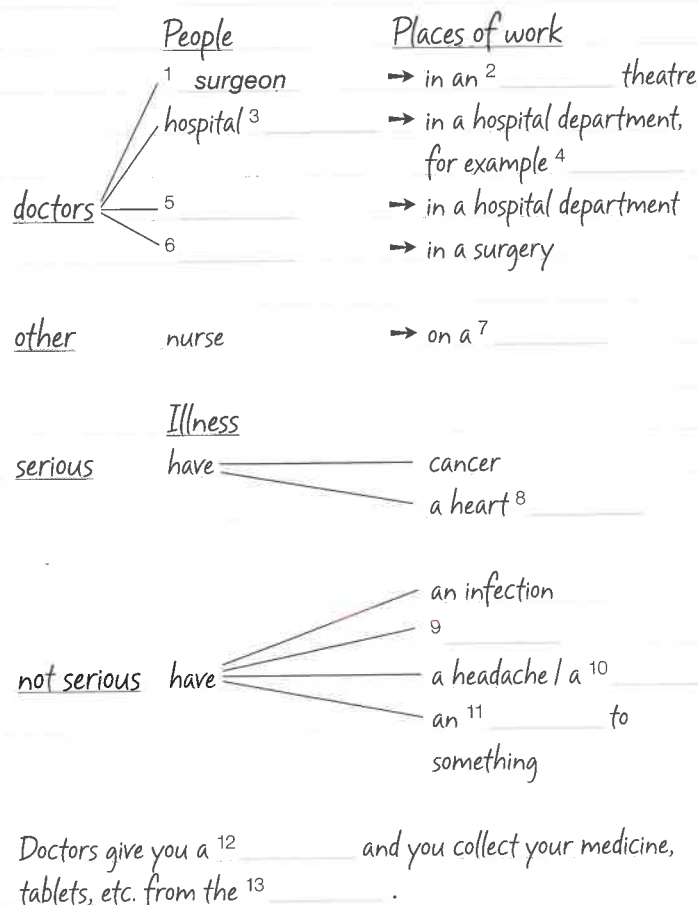
Relative clauses with *who, that, which, whose, where* and *when* GRAMMAR 9.1

- 2 Fill in the gaps with *which, that, who, whose, where* or *when*. Sometimes more than one answer is possible.
- He eats a lot of stuff which/that is really unhealthy.
 - She's the woman whose juice diet I tried.
 - After the accident, they took her to the A&E department where she works.
 - Do you know anyone who suffers from migraines?
 - There was a guy on my ward where operation was cancelled.
 - Is there a good time when I can come and visit you in hospital?
 - There are over 20 hospitals where carry out major surgery in London.
 - I know several people who don't eat meat, but eat fish.
 - The ward where I got the infection was really dirty.

- 3 Match beginnings of sentences 1–10 to endings a–j.

- | | |
|------------------------------------|--|
| 1 I think it's a good idea | a which sometimes affects your sight, too. |
| 2 A migraine is a painful headache | b you see your GP soon. |
| 3 It's important | c diet is very unhealthy. |
| 4 He gave me some juice | d whose diet is very unhealthy. |
| 5 It's likely his | e you don't eat anything before the operation. |
| 6 The headaches | f when you don't eat food. |
| 7 A surgery is | g I get sometimes affect my sight, too. |
| 8 A fast is a period | h that tasted like dirty water. |
| 9 The juice I tried | i where you see your GP. |
| 10 He's the type of person | j tasted like dirty water. |

HEALTH



4 a Is *who*, *that* or *which* the subject (S) or the object (O) of the relative clause?

- 1 The GP **who** Mike has seen ... O
- 2 A hospital **that** doesn't have an A&E department ... S
- 3 The people **that** the allergy affects ... S
- 4 The specialist **that** is going to speak to you ... S
- 5 The patient **who** the surgeon operated on ... O
- 6 The ward **which** I stayed in ... S
- 7 An operation **which** lasted eight hours ... O
- 8 The migraines **that** he gets ... S

b In which phrases in **4a** can we leave out *who*, *that* or *which*?

- 1 (The GP Mike has seen ...) _____, _____, _____

5 Join the sentences. Use *which*, *that*, *who*, *whose*, *where* or *when* if necessary. Make any other changes you need to.

- 1 I'm on a diet. It doesn't allow me to eat bread or pasta.
I'm on a diet which doesn't allow me to eat bread or pasta.
- 2 I'm going on a retreat. I think you've been on it.

- 3 She's the woman. She runs an organic fruit shop.

- 4 I think it's very interesting. You decided to become a surgeon.

- 5 I regularly get migraines. They're really painful.

- 6 He's got a disease. I had never heard of it.

9B

Good news, bad news

Collocations (3): the news VOCABULARY 9.2

1 Put the news stories in the correct order.

A

- a **1** London, England. The UK government published a
- b ☐ off their student debts until their 30s. Despite this fact,
- c ☐ targets for their education budget. About 50,000 students went
- d ☐ worrying about university students. Over 70% cannot pay
- e ☐ on strike after the last increase in fees in December.
- f ☐ the government plans to raise university fees to meet
- g ☐ report on Thursday which has discovered something

B

- a **1** Paris, France. French surgeons refused to call off
- b ☐ offer of a shorter working week. They are protesting
- c ☐ in a demonstration next Monday. If someone is taken
- d ☐ their strike yesterday and rejected the government's
- e ☐ that there would be no shortage of surgeons.
- f ☐ against long hours and over 2,000 surgeons will take part
- g ☐ to hospital in an emergency, union leaders promised

Present Perfect Simple active and passive for recent events GRAMMAR 9.2

2 Correct the mistakes in these sentences.

has

- 1 Everyone ~~have~~ already gone home.
- 2 I've just been offer another job.
- 3 You have just changed the TV channel?
- 4 Her new record still hasn't released.
- 5 The Prime Minister hasn't said yet anything.
- 6 Scientists already have discovered some causes of migraines.
- 7 Have you being paid for that survey yet?
- 8 You haven't still told anyone.
- 9 I've just went on holiday.
- 10 Tim's already paid off the loan?

3 Make sentences with these words.

- 1 still / been / The report on CO₂ emissions / published / hasn't .
The report on CO₂ emissions still hasn't been published.
- 2 strike again / have / Underground drivers / on / gone / just .

- 3 50,000 students / taken / just / peaceful demonstration
against fees / have / part in a .

- 4 been / downloaded / This app / over / has / ten million times /
already .

- 5 towns or cities / The forest fire / not / any major / yet / has /
reached .

- 6 been / missing / people / already / reported as /
Around 100 / have .

- 7 has / been / The pay offer / just / teachers / by the / accepted .

- 8 the singer / more news about / any / heard / haven't / still /
We / Billy Young .

4 Write sentences using the Present Perfect active or passive.

- 1 The UN deadline / already / pass.
The UN deadline has already passed.
- 2 Many people / already / order / to leave their homes.

- 3 The floods / destroy / thousands of homes in the country.

- 4 Her condition / describe / as serious.

- 5 The software company / just / buy / by Google.

- 6 Most trains after 6 p.m. / already / cancel.

- 7 They / not / call off / next Wednesday's strike yet.

- 8 Police / confirm / that no one / arrest / yet.

5 Fill in the gaps in these news stories with the verbs in the boxes. Use the Present Perfect Simple active or passive.

~~not find~~ have not see

A missing teenager from West London ¹ *has* still *not been found* and police say they ² _____ little information about where he could be. Damian Urwin ³ _____ since last Tuesday when he left his friend's house in Notting Hill.

shock be publish

Cleanliness in hospital wards ⁴ _____ in the news recently. The government ⁵ _____ just _____ a report about it and the results ⁶ _____ many people.

charge not tell release

Two men ⁷ _____ just _____ with the murder of a local businessman. A third suspect ⁸ _____ from Paddington police station, but police ⁹ _____ reporters the names of any of the men yet.

describe take hear

We ¹⁰ _____ just _____ that rock guitarist Tom Marsden ¹¹ _____ to hospital after having a heart attack. Doctors ¹² _____ his condition as serious.

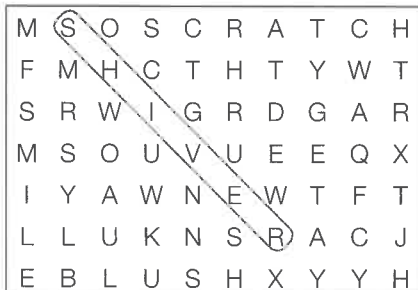
receive finish release

It ¹³ _____ for over a year, but Leonardo DiCaprio's new film, *Bad News*, ¹⁴ _____ only just _____ at cinemas in London and it ¹⁵ _____ already _____ excellent reviews.

Body movements and responses

VOCABULARY 9.3

1 Read the clues and find the words.



Something you do when you ...

- | | |
|-------------------|------------------------|
| 1 are cold | 6 are happy |
| 2 are hot | 7 are angry or sad |
| 3 itch | 8 find something funny |
| 4 are tired | 9 wake up |
| 5 are embarrassed | |

Reading: connecting words VOCABULARY 9.4

2 Read the article and choose the correct connecting words.

3 Read the article again and answer the questions.

- What happens to you when you smile?
You are instantly happier.
- Why do we use fake smiles?

- Where does the article think you often see fake smiles? Why?

- What did Walmart do in Germany?

- Why were fake smiles not good for Walmart?

- Why can fake smiles reduce bank robberies?

Why a fake smile may or may not be good for business



A smile is one of the most powerful human expressions – ¹*despite* / *however* also being one of the simplest. It makes us instantly happier (try it now!) and it can change the moods of others around us.

On average, we smile around 26 times a day. ²*Even though* / *However*, almost half of those smiles are false, or fake. We're smiling to be polite or because we're trying to hide how we are really feeling – which might actually be terribly unhappy.

Go into a large shop, find a shop assistant and you'll see a fake smile within minutes. ³*In spite of* / *Although* many believe smiling is an essential part of customer service, it seems it is not necessarily positive for the person who is smiling. A report has just been published that says fake smiles actually make workers feel less happy at work. When shop workers, for example, are asked to smile at customers, the workers' mood gets worse during the day. As a result, they do less work than colleagues who only smile when they really feel like it.

What's more, your customers may not actually want to see your fake smiles. The huge US company, Walmart, opened nearly 100 shops in Germany some years ago. ⁴*In spite of* / *Even though* investing almost a billion dollars in the shops, within eight years Walmart stopped doing business in the country. Among the reasons for their failure was customer service. In Walmart, workers were encouraged to smile at customers. However, Germans weren't used to this and actually found the behaviour to be a little annoying.

Perhaps the strangest fact about fake smiles comes from one experiment in the US. A campaign against bank robberies trained workers to give their largest and friendliest smile to any suspicious customers who came into the bank. The theory was that if you're a robber, a friendly smile from the person you are about to rob is actually quite frightening. ⁵*Despite* / *Even though* the idea sounds silly, the results are impressive. Robberies have gone down by 50% in banks that have had this training.

Health problems, symptoms and treatment

VOCABULARY 9.5

1 Fill in the gaps with the words in brackets.

- 1 Hay fever gives you a _____ nose and makes you _____. (hay fever; sneeze; runny)
- 2 Food _____ can often make you _____ and give you _____. (diarrhoea; poisoning; sick)
- 3 _____ is a type of _____ and is usually taken in the form of a _____. (pill; painkiller; paracetamol)
- 4 A _____ of _____ is that you feel _____. (wheezy; asthma; symptom)
- 5 If you have an _____, a doctor will probably prescribe _____. However, they don't work with a _____. (infection; virus; antibiotics)

What doctors and patients say REAL WORLD 9.1

REAL WORLD 9.2

2 Put the conversation in order.



- a ☒ 1 DOCTOR Now, what seems to be the problem?
- b ☐ DOCTOR Doesn't it? It's very red. Do you know if you're allergic to anything?
- c ☐ PATIENT It doesn't hurt.
- d ☐ PATIENT I keep getting a rash on my arm.
- e ☐ DOCTOR Right, let me have a look at you.
- f ☐ PATIENT I'm allergic to cats, but we haven't got one.

3 a Fill in the gaps with the words in the boxes.

feeling suffering getting (x2) taking

- a I haven't been feeling very well recently, doctor.
- b I keep _____ migraines in the morning.
- c Have you been _____ anything for them?
- d How long have you been _____ from them?
- e I'm _____ a sore throat.

a prescription some antibiotics take them
another appointment a week

- f Come back if you're not feeling better in _____.
- g How often should I _____?
- h Here's a prescription for _____.
- i Do I need to make _____?
- j Do I need _____, doctor?

b Complete the conversation with sentences a-e in 3a.

CASS 1 a 2

DOCTOR I see. 3

CASS About a month or two.

DOCTOR Right. That's quite a long time.

4

CASS Paracetamol and aspirin.

DOCTOR OK. Painkillers are fine. Any other problems?

CASS Well ... 5 _____ today, but it's not serious.

c Complete the conversation with sentences f-j in 3a.

BOB So you think it might be an infection.

6

DOCTOR Yes, I'm going to write one. 7

BOB Thanks a lot. 8

DOCTOR Twice a day, after meals.

BOB 9

DOCTOR No. 10

Contacting people VOCABULARY 10.1

- 1 Look at the picture. Choose the correct words in Bill and Jilly's conversation.



BILL Hello! It's Jilly, isn't it?

JILLY Bill! I haven't seen you since university! How are you?

BILL I'm well. And you? ¹*Are you* / *Do you get* in touch with people from university?

JILLY Not really. I've ²*kept in/lost* touch with almost everybody. And you?

BILL Last year I ³*got/got in* touch with someone who was on my course – I found her email address and mobile number online. I even ⁴*phoned/gave* her a call and ⁵*left/posted* her a message.

JILLY A girlfriend from the past?

BILL You guessed it. She never ⁶*called/called in* back.

JILLY Oh, well. And your brother? You've ⁷*kept in/lost* touch with him, I hope!

BILL Matt? He's here in London. You two went out once, didn't you?

JILLY A long time ago ... when I used to hang about with that girl Susie.

BILL Susie? Susie James?

JILLY Yes, I'd love to ⁸*find/get* hold of her. But I haven't a clue where she is now. I haven't heard ⁹*of/from* her since she went to work in Spain.

BILL Well, I ¹⁰*got/'m* in touch with her – she's my sister-in-law!

JILLY What?

BILL Yes, in fact it's Matt and Susie's tenth wedding anniversary tomorrow.

JILLY You're joking! Well, let them ¹¹*know/hear* I'm living in London now. Here's my card.

BILL You're a divorce lawyer! Sounds fun!

was/were going to, was/were supposed to

GRAMMAR 10.1

- 2 Read sentence a. Then decide if statement b is true (T) or false (F).

- 1 a We weren't going to phone.
b ☒ T We phoned.
- 2 a They weren't supposed to be here until seven.
b ☐ They arrived before seven.
- 3 a We were supposed to pick up Carl, but we overslept.
b ☐ Carl was picked up.
- 4 a Mike was going to get hold of the manager, but he forgot.
b ☐ Mike didn't get in touch with the manager.
- 5 a We were going to catch the early train, but we missed it by a few minutes.
b ☐ They didn't catch the early train.

- 3 Choose the correct ending to the sentences. Sometimes both endings are possible.

- 1 I was going to give you a call,
a ☒ but I didn't have enough time.
b and I left a message.
- 2 You were supposed to let them know
a and now they won't worry.
b that you weren't going to go.
- 3 He was supposed to give you my message,
a but you didn't call me back.
b but I guess he forgot.
- 4 Sandy and I weren't going to come
a but we're glad we did.
b because we didn't think we were invited.
- 5 It was supposed to be sunny today,
a but it looks like it's going to rain.
b so perhaps this rain will stop soon.
- 6 Jon and I were going to bring some flowers,
a but we couldn't find any.
b and we're pleased you like them.

4 a Match sentence beginnings 1–8 to endings a–h.

- 1 We had planned to go to bed early, but c
- 2 I didn't ask for a big room, but _____
- 3 I'd thought about having a party that weekend, but _____
- 4 Someone had asked me to invite him, but _____
- 5 We expected the concert to end at nine, but _____
- 6 No one had planned to give them anything, but _____
- 7 We had arranged to meet in the morning, but _____
- 8 I was told to get in touch with Diana, but _____

- a then they heard it was for charity.
- b it's already half past.
- c ~~Mike gave us free tickets to a concert.~~
- d it's good that it is.
- e Cath rang earlier and made an excuse.
- f I didn't know you were going to be on holiday.
- g her phone number had changed.
- h I knew he wouldn't come.

b Rewrite beginnings of sentences 1–8 in **4a** using the correct form of *was/were going to* or *was/were supposed to*.

- 1 We were going to go to bed early, but ...
- 2 The room _____
- 3 I _____
- 4 I _____
- 5 The concert _____
- 6 No one _____
- 7 We _____
- 8 I _____

10B Who's that?

Describing people

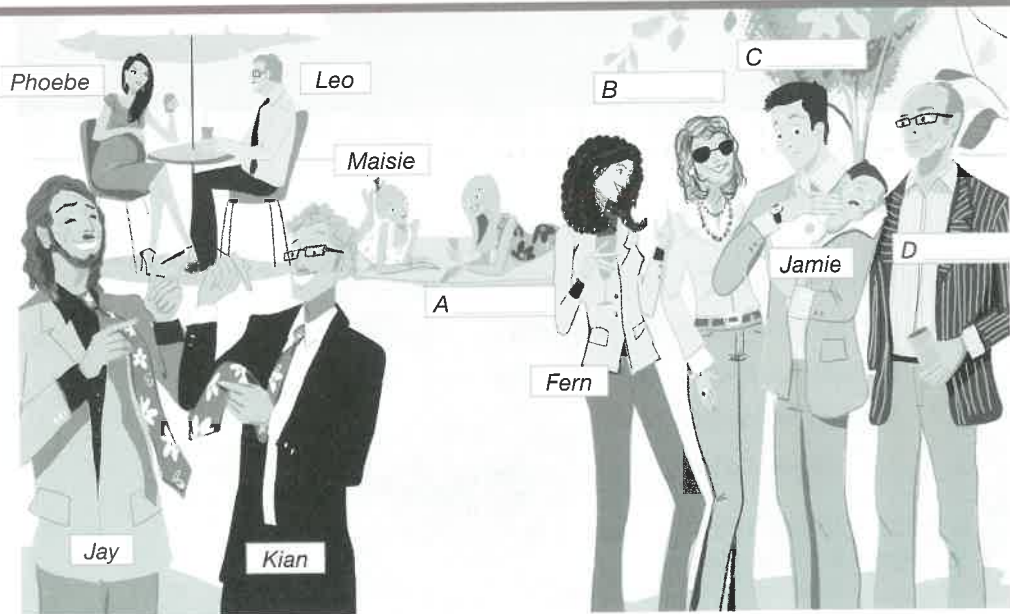
VOCABULARY 10.2

1 a Correct the two mistakes in each description.

in

- 1 Oscar is ~~on~~ his late 50s. He's got glasses and he's going to bald.
- 2 Chris is in his mid-30s. He's got dark short hair and striped shirt.
- 3 Erin is Maisie's twin. She's got straight blonde hairs and a dress flowery.
- 4 Alice is in her mid-50s. She's got some length-shoulder hair and a light jacket.

b Read the descriptions in **1a** again. Write the names of people A–D on the picture.



2 Look at the picture. Complete the sentences.

- 1 Describe these people's hair.
 - a Kian's hair is is short and curly.
 - b Jay's hair _____.
 - c Fern's hair _____.
- 2 Describe the differences between what these people are wearing.
 - a Fern has got dark trousers.
 - Alice has got _____.
 - b Chris has got _____.
 - Oscar has got _____.

Modal verbs (2): making deductions GRAMMAR 10.2

3 a Make sentences with these words.

- 1 use / must / hair straighteners / Eve .
Eve must use hair straighteners.
- 2 with / Ruby / be / ponytail / could / the / The girl .

- 3 stuck / be / Jo / in traffic / could .

- 4 be / later / party / might / Joel / to the / coming .

- 5 must / leaving / in a / Stephen / minute / be .

- 6 may / at home / stay / The children / to / prefer .

- 7 can't / any worse / weather / The / get .

- 8 working / be / Simon / there any more / can't .

b Read the sentences in 3a again. Are these sentences true (T) or false (F)?

The speaker ...

- 1 ☒ T believes Eve uses hair straighteners.
- 2 ☐ knows who Ruby is.
- 3 ☐ thinks Jo is possibly stuck in traffic.
- 4 ☐ doesn't know if Joel is coming to the party.
- 5 ☐ is sure that Stephen is leaving soon.
- 6 ☐ thinks the children definitely want to stay at home.
- 7 ☐ thinks the weather isn't very good.
- 8 ☐ isn't sure whether Simon has left his old job.

4 a Look at the picture on page 51 again and fill in the gaps with the words in the boxes.

can't must may

PHOEBE Chris looks absolutely exhausted. Jamie ¹ can't be sleeping very well.

LEO Yes. And Jamie's crying a lot. He ² _____ need feeding.

PHOEBE Or he ³ _____ be tired, perhaps?

LEO You're probably right. But I don't think I'll point that out to Chris!

must could can't

LEO I'm not sure, but Oscar's new girlfriend ⁴ _____ be the woman with sunglasses.

PHOEBE Well, she ⁵ _____ be the one with curly hair. She's my age!

LEO No. She ⁶ _____ have lots of money. Look at all that jewellery!

can't must might

PHOEBE Kian came with his parents. I'm not sure, but he ⁷ _____ be working with his dad again. Who's the girl near him?

LEO I think her name's Fern.

PHOEBE Oh, she ⁸ _____ be Kian's girlfriend. I've heard him speak about her.

LEO Then Kian ⁹ _____ be working with his dad. She said she works in the same office as her boyfriend.

b Write sentences using *must*, *could*, *may*, *might* or *can't*. Sometimes more than one verb is possible.

- 1 Jamie / be / feel / hungry or tired.
Jamie might be feeling hungry or tired.
- 2 Jamie / be Chris's son.
Jamie must be Chris's son.
- 3 Phoebe / be / have / a baby soon.

- 4 Leo / be Phoebe's grandfather.

- 5 Chris / be / stay / at the party until late.

- 6 Phoebe and Leo / get on well.

- 7 Erin and Maisie / be / chat / about Oscar.

- 8 Jay / be retired yet.

Phrasal verbs (3): meanings and grammar

VOCABULARY 10.3 VOCABULARY 10.4

- 1 Read the article. Then fill in the gaps with sentences a–e.
- a he was younger
b I had hardly eaten anything
c you don't tend to worry about things for long
d ~~I was still surprised~~
e my brother was actually going to get married
- 2 Rewrite words/phrases a–j in bold in the article. Use the correct form of these phrasal verbs.

point out get out of it come up with look up
come across go up split up get over it
~~fell out~~ put it off

- a fell out
b _____
c _____
d _____
e _____
f _____
g _____
h _____
i _____
j _____

3 Are these sentences true (T) or false (F)?

- 1 ☒ Oliver was 18 when his brother asked him to be his best man.
2 ☐ He had been a best man before.
3 ☐ He knew a best man had to make a speech when he accepted.
4 ☐ He didn't try to avoid having to make a speech.
5 ☐ He was sure his brother was going to split up with his fiancée.
6 ☐ It was Oliver's own idea to use photos for his speech.
7 ☐ At the wedding, Oliver was nervous at first.
8 ☐ After the speech, Oliver told everyone about the website.

Being a best man

 by Oliver Tunstall

"I'd like you to be my best man," said my brother. Even though my brother and I had always got on well and rarely ^a**argued**, ¹ I was still surprised. I was only just 18. I had only been to a few weddings in my life and I was already going to be a best man. I accepted immediately – it was more evidence that I was becoming an adult. At last.

During dinner that evening, my mother ^b**told me** that best men were, of course, supposed to make speeches.

"*Supposed to or have to?*" I asked, feeling my heart rate ^c**increasing** a little.

"Well, *have to*," she said.

Suddenly I didn't feel hungry any more.

There wasn't any point in trying to ^d**avoid doing it**. And of course when you're young, ² _____. I started making excuses to myself so I could ^e**do it later**. After all, my brother and his fiancée might ^f**end their relationship** and the wedding would be cancelled.

A week before the wedding it was clear that

³ _____. I needed a speech. Quickly.

I ^g**searched for** wedding speeches in the place which seems to have the answers to everything: the internet.

After a few minutes, I ^h**found** a website with tips on making speeches. It suggested finding photos of the groom when ⁴ _____.

Perfect! There were hundreds of photos of my brother when he was young: my brother as a baby, my brother with his first 'girlfriend', my brother with long hair, my brother with short hair and a beard. Easy.

When the moment finally arrived, I can't say I wasn't nervous. Wedding speeches are made after a meal and

⁵ _____. However, within a few minutes of standing up to make my speech, I started to ⁱ**feel better about it**. The photos were a huge success and everyone was asking how I ^j**had thought** of such an original idea. Of course I lied. More evidence I was becoming an adult. At last.



*heart rate = the speed at which your heart beats

Asking for, giving and refusing permission

REAL WORLD 10.1

1 Read the situations. Then choose the correct questions and sentences.

- 1 Your teacher has forgotten her pen. She asks:
 - a Is it OK if you use a pen?
 - b Would you mind if I used my pen?
 - c Do you think I could use your pen?**
- 2 You give your teacher permission. You say:
 - a Sorry, I'm using it at the moment.
 - b Yes, of course you can. Go ahead.
 - c Yes, of course it is.
- 3 You want to borrow some money from a friend. You ask:
 - a Would you mind if I borrowed some money from you?
 - b Is it OK if I lend you some money?
 - c Would you like to borrow some money?
- 4 Your friend gives you permission. Your friend says:
 - a No, not at all.
 - b Yes, of course.**
 - c Actually, I haven't got much at the moment.

2 Read the conversations and choose the correct words/phrases. Sometimes more than one answer is possible.

- 1 A Do you mind if / Do you think I do the washing-up later?
B Yes, go ahead. / No, do whatever you like.
- 2 A May / Can I borrow your bike?
B No, take whatever you like. / Yes, help yourself.
- 3 A Is it OK if / Do you think I change the channel?
B Of course. / I'm afraid I'm watching this.
- 4 A Is it OK / Would you mind if Mike stayed here this evening?
B Actually, I'd rather he didn't. / Help yourself!
- 5 A Could / May I put our meeting off for a week?
B I'd rather you didn't. / Yes, sure.
- 6 A Do you think / Do you mind I could use your bathroom?
B Yes, of course. / No, not at all.

3 a You are staying at a friend's house. Write questions with these words to ask for permission.

- 1 May / borrow / a towel?
May I borrow a towel?
- 2 Do you think / have / a glass?

- 3 Is it OK / make / some coffee?

- 4 Can / look round / your garden?

- 5 Would / mind / check / my email?

- 6 Do / mind / have / a shower?

b Complete the replies to the questions in 3a. Use one of these phrases.

Yes, of course Yes, of course it is Sorry, you can't
No, not at all Go ahead Yes, of course you can

- 1 Yes, of course .
I'll just get one.
- 2 _____
I'll just wash one up.
- 3 _____
Help yourself to anything you want.
- 4 _____
It's a bit of a mess, though.
- 5 _____
There's something wrong with our WiFi at the moment.
- 6 _____
Use my hair dryer if you want.

Things people do at work **VOCABULARY 11.1**

- 1** Cathy is telling her boss why she wants to leave. Complete her boss's notes with the correct form of these verbs.

have do get sort spend
work go be organise

Cathy Pepper - Conference assistant

Reasons for wanting to leave

- She ¹ **has** too much responsibility and it's making her feel stressed.
- Nobody ² _____ out as many problems as she does.
- She ³ _____ in charge of the company for a month last May!
- She has ⁴ _____ two conferences by herself.
- She can't stand ⁵ _____ shifts any more.
- She ⁶ _____ a lot of unpaid overtime last month.
- She must ⁷ _____ more time with her family.
- She's ⁸ _____ for an audition next week for an acting job!
- She'll ⁹ _____ in touch after the audition.

- 2** Fill in the gaps in the advertisement for Cathy's old job with these words.

conferences responsible department
shifts overtime deadlines problems

Conference assistant

- Have you organised company ¹ **conferences** ?
- Can you sort out difficult ² _____ and find solutions quickly?
- Are you good at meeting ³ _____ ?
- Are you able to work ⁴ _____ and do ⁵ _____ when necessary?

If you can answer yes to these questions, you might be the person we're looking for. You will be ⁶ _____ for company conferences as part of a team. The ⁷ _____ is run from our London office.

Download an application form [here](#).

Reported speech: sentences **GRAMMAR 11.1**

- 3** Match sentences 1–7 to reported speech sentences a–f. You need to use one reported speech sentence twice.

- 1 I'm leaving my job. **c**
- 2 I've left my job. _____
- 3 I left my job. _____
- 4 I'm going to leave my job. _____
- 5 I'll leave my job. _____
- 6 I can leave my job. _____
- 7 I must leave my job. _____

She said ...

- a she had to leave her job.
- b she had left her job.
- c ~~she was leaving her job.~~
- d she could leave her job.
- e she would leave her job.
- f she was going to leave her job.

- 4** Cathy's colleagues are discussing why she left. Read the reasons in **1** and complete the reported speech sentences.

- 1 Cathy said **she had too much responsibility** .
- 2 She said nobody _____ .
- 3 She told me _____ .
- 4 She said _____ .
- 5 She said _____ .
- 6 She told me _____ .
- 7 She said _____ .
- 8 She said _____ .
- 9 She told me _____ .

- 5 Read the messages and write reported sentences. Use *tell* and the correct object (*her, him* or *them*).

1 Vic told him she couldn't find his email about the conference.

2 Sally's husband _____

3 The receptionist _____

4 Cathy _____

5 Peter _____

1 **Message for:** Thomas

From: Vic

She can't find your email about the conference.

2 **Message for:** Sally

From: Your husband

He doesn't have to work tonight so he's going to pick up the children from school.

3 **Message for:** Simon

From: Receptionist (at the dentist's)

The dentist isn't well today so you must call to rearrange your appointment.

4 **Message for:** Kristan and Dan

From: Cathy

She'll be at home this afternoon if you want to ring her.

Message for: Pat and Wendy

From: Peter

He's not coming to the meeting today because his wife has just had a baby!

11B

How did it go?

Adjectives (3): jobs VOCABULARY 11.2

- 1 Read the description and choose the correct adjectives.

PEOPLE THINK that acting is a ¹ glamorous career - the travel, the fame, the parties and so on. And of course, film premieres are exciting evenings - it's incredibly ² _____ to see the results of all your hard work. But while filming, you have to wait around for long periods of time. It can actually be extremely ³ _____.

I'm just a ⁴ _____ actor. I'd like it to be my ⁵ _____ job, but I don't have enough work. The acting work I get isn't ⁶ _____, but I have to earn more money. So I also have a ⁷ _____ job in an office. The work isn't difficult. In fact, I wouldn't want anything too ⁸ _____ because I need to be awake in the evenings to learn my lines! I can't imagine a job like this being my ⁹ _____ job. It's too ¹⁰ _____ for me. For me, acting is always interesting and ¹¹ _____. It isn't ¹² _____ at all, but earning enough to live on can be!

- | | | | | | |
|------|-------------|---|------------|---|-------------|
| 1 a | glamorous | b | permanent | c | repetitive |
| 2 a | demanding | b | rewarding | c | stressful |
| 3 a | demanding | b | dull | c | lonely |
| 4 a | full-time | b | permanent | c | part-time |
| 5 a | full-time | b | temporary | c | well-paid |
| 6 a | badly-paid | b | rewarding | c | well-paid |
| 7 a | challenging | b | stressful | c | temporary |
| 8 a | badly-paid | b | demanding | c | dull |
| 9 a | part-time | b | well-paid | c | permanent |
| 10 a | repetitive | b | lonely | c | temporary |
| 11 a | temporary | b | repetitive | c | challenging |
| 12 a | rewarding | b | stressful | c | glamorous |



Reported speech:

questions GRAMMAR 11.2

- 2 a** Isabel has just had an interview for a job looking after a couple's children in Edinburgh. Match beginnings 1–10 to endings a–j of the questions she was asked.

- 1 How many jobs have i
- 2 Are you living _____
- 3 What will you do if _____
- 4 Did you _____
- 5 What was your _____
- 6 Have you ever _____
- 7 Does anyone in your _____
- 8 How many people _____
- 9 Will you email _____
- 10 How long are _____

- a us your referee's phone number?
- b in Scotland at the moment?
- c family live in the UK?
- d you planning to stay in the UK?
- e last job?
- f do you know in Edinburgh?
- g you don't get this job?
- h looked after twins before?
- i ~~you applied for?~~
- j look after children in Spain?

b Isabel is telling a friend about the interview. Read the reported questions and choose the correct words.

- 1 They asked me how many jobs I you had applied for.
- 2 They asked me *if I* was living in Scotland at the moment.
- 3 They wanted to know what I *will/would* do if I *didn't get/hadn't got* this job.
- 4 They asked me whether I *had looked/looked* after children in Spain.
- 5 They wanted to know what was *my last job/my last job* was.

- c** Write questions 6–10 in **2a** in reported speech.

6 They asked me if I had ever looked after twins before.

- 7 _____
- 8 _____
- 9 _____
- 10 _____

Reported speech: requests and imperatives GRAMMAR 11.3

- 3** Carlos has an English speaking exam. Look at the picture and write his teachers' and friend's sentences in reported speech.



1 She told Carlos not to chew gum.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Reporting verbs VOCABULARY 11.3

Verb patterns (2): reporting verbs

VOCABULARY 11.4

- 1 Read the review quickly and choose the best statement.

The reviewer thinks the show is ...

- a not original but entertaining.
- b dull but funny.
- c depressing but enjoyable.

- 2 Read the review again. Fill in the gaps with the correct form of the verb and, when necessary, the object in brackets.

- 3 Answer the questions.

1 Why is the programme called 'Secret Boss'?

2 Why did Amy become a waitress?

3 Why did Amy think she had an accident?

4 How does Amy describe some of the other waiters and waitresses?

5 Why did Amy smile when her manager suggested speaking to Head Office?

6 Which rule did Amy promise to change?

Last night's TV

Regular readers will know that I'm a fan of reality TV programmes, so it's no surprise that **Secret Boss** (Life Channel, Thursdays, 9-10 p.m.) caught my eye. The programme ¹invites company directors to spend (company directors; spend) a week working undercover in their own companies – as a new, completely inexperienced employee. Naturally, no one is told who the new person *really* is.

At the start of the programme, we met Amy Lowen, director of the multinational restaurant group, Caters. She had changed out of her designer suit and into the uniform of a waitress at one of Caters' restaurants in central London. After just a few hours of training, Amy was serving customers. However, anybody who has done the same job will know that a busy restaurant is a stressful place. Within minutes of starting on tables, Amy dropped a plate of food and her new manager ²threatened (make) her do the washing-up. "I haven't had enough training," Amy said, almost crying. Her manager simply ³warned (her; not do) it again.

The programme is not just about finding problems, though. Amy ⁴admitted (be) amazed at how hard-working some employees were. They worked long, unsocial hours, yet always stayed cheerful and polite to even their most 'difficult' customers. Some even ⁵offered (help) Amy practise her serving skills after they had finished work.

Soon, however, Amy's confidence was growing. And she was genuinely pleased when a customer left her a £20 tip for their meal for four. "If I could get five or six more of these a day," she said, "this wouldn't be a badly paid job." But minutes later, she was shocked when the restaurant's manager ⁶refused (let) her keep the money and told her to give it to the company. Amy was told that employees weren't allowed to keep tips over £10 at this restaurant. It was a company rule. Her manager ⁷suggested (speak) to Head Office if Amy didn't agree. Amy smiled and ⁸promised (do) that.

It isn't difficult to guess how *Secret Boss* ends. Amy reveals her true identity to her colleagues and gives her conclusions. Her first, of course, was to ⁹agree (allow) serving staff to keep all their tips.

Next week, it's the boss of the large hotel group, *Restwell*, which, from the clip at the end of the show, looks well worth a watch.



Checking information REAL WORLD 11.1

1 a Match sentences 1–6 to replies a–f.

- | | |
|---|----------|
| 1 Can you give that number to me again, please? | <u>a</u> |
| 2 And could you tell me your surname again? | _____ |
| 3 Is that spelt W–E–S–T? | _____ |
| 4 Is that spelt Steven with a V? | _____ |
| 5 Sorry, what did you say his name was again? | _____ |
| 6 Do you mean Terry Jones? | _____ |
- a Of course. It's 020 72809016.
 b That's it. As in North, South, etc.
 c No, Alex. Terry's younger brother.
 d Mine? It's Newman. N–E–W–M–A–N.
 e No, with a PH.
 f It's Jones. Terry Jones. I think he works in the finance department.

b Which conversations in 1a ask someone to repeat information and which ones check information?

Ask someone to repeat information: 1 , _____ , _____

Check information: _____ , _____ , _____

2 Put the conversation in order.

- a ☒ 1 PAUL I'm ringing about Mr Newman's lunch meeting with Ms Bennis. I'm afraid Ms Bennis has to cancel.
- b ☐ PAUL No, double T.
- c ☐ PAUL Sorry. I said Ms Bennis isn't well today.
- d ☐ PAUL Yes, it was today at 1 p.m. I'm sorry for the late notice. Ms Bennis isn't well.
- e ☐ PAUL My name? I'm Paul Cutt, Ms Bennis's personal secretary.
- f ☐ ROSE Oh, dear. I hope she's better soon. What did you say your name was again?
- g ☐ ROSE Is that spelt C–U–T?
- h ☐ ROSE Sorry, I didn't quite catch that.
- i ☐ ROSE Cancel? OK. Let me check Mr Newman's diary. Do you mean today's lunch meeting?
- j ☐ ROSE OK, thanks, Paul. I'll let Mr Newman know. Bye!

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

get all of that give it to tell me say that is that

BOB The address is 19 Sutherland Lane, Rainham, Kent ME16 8VD.

GILL Sorry, I didn't ¹ get all of that . Can you ² _____ me again? 19 South Land ...

BOB Sutherland Lane, Rainham, Kent ME16 8VD.

GILL Sorry, could you ³ _____ postcode again? Um, ⁴ _____ 8BD?

BOB No, 8VD. V for Victor.

GILL Thanks. And could you ⁵ _____ your name again?

BOB Yes, of course. It's Bob Smith.

GILL Thanks. That's nice and easy.

is that what did you say is your
do you mean are you talking I didn't

SARA Hi. It's Sara Caperski here. Can I speak to Alan David, please?

GILL Sorry, ⁶ _____ quite catch that. Was it Alan David?

SARA Yes. He's responsible for the conference.

GILL So ⁷ _____ about the London or the Birmingham conference?

SARA The London one.

GILL Oh, ⁸ _____ David Allen?

SARA Yes, of course. Sorry.

GILL That's OK. Sorry, ⁹ _____ your name was again?

SARA Sara Caperski.

GILL And ¹⁰ _____ Sarah with an H?

SARA No, no H.

GILL And ¹¹ _____ surname spelt C–A–P–E–R–S–K–I?

SARA That's right.

Informal words and phrases VOCABULARY 12.1

1 a Make sentences with these words.

1 you / Do / out later / going / fancy ?

Do you fancy going out later?

2 I'm / clubs / really into / not .

3 solution / reckon there's / simple / I / a .

4 no / of / sick / having / I'm / money .

5 it tonight / I / up / don't feel / to .

6 of the / month / broke until / I'm / the end .

b Fill in gaps a–f in the conversation with sentences 1–6 in 1a.

JESS ^a *Do you fancy going out later?* We're going to a club.

KIRSTY No, thanks. ^b

JESS What? Are you serious? You love clubs.

KIRSTY Not as much as I used to. Anyway, ^c

JESS That doesn't sound like you. What's wrong?

KIRSTY ^d

JESS Again? This happens every month.

KIRSTY I know. ^e

JESS ^f Spend less than you earn!



2 Replace the phrases in bold with the correct form of these informal expressions.

~~not be up to (someone)~~ be off hang around
could do with can't be bothered (to do something)

1 Well, it's **not my decision!**

Well, it's not up to me!

2 I'm **not interested in** doing the washing-up tonight.

3 **Are you going?**

4 Why **are you waiting around?**

5 I **need** a shower.

Wishes GRAMMAR 12.1

3 Fill in the gaps with the correct form of the verbs in brackets.

1 We don't feel up to going.

We wish we *felt* (feel) up to going.

2 It rains almost every day.

I wish it (not rain) so much.

3 Mo can't get to sleep.

She wishes she (can) get to sleep.

4 I'm badly paid.

I wish I (be) better paid.

5 They are leaving tomorrow.

I wish they (stay) longer.

6 We're doing dull jobs.

We wish we (do) more interesting and challenging work.

7 Tom and Kevin can't be here today.

I wish they (can) be here today.

8 I have to get up early tomorrow.

I wish I (not have to) get up early tomorrow.

4 a Write sentences with *wish* for these situations.

1 I have to work full-time.

I wish I didn't have to work full-time.

2 I can't get hold of my son.

I wish _____.

3 I'm going away next week.

I wish _____.

4 I don't know how to drive.

I wish _____.

5 I have to leave early.

I wish _____.

6 I'm so tired.

I wish _____.

b Choose the correct words.

a I saw/'d see more of my children if I *could/would be able to* work less.

b If I weren't on holiday, I *could/were able to* come to your wedding.

c I *met/would meet* you tonight if I *wouldn't/didn't* feel so exhausted.

d If I *would/could* stay later, we *could/would be able to* talk for longer.

e I *would be able/could* find out where the key is if I *could/would* speak to Mark.

f I *didn't/wouldn't* have to pay for taxis if I *were able to/would* drive.

c Match the wishes in **4a** to the sentences in **4b**.

1 a 3 _____ 5 _____

2 _____ 4 _____ 6 _____

12B

Important moments

Phrases with *get* VOCABULARY 12.2

1 a Match beginnings of sentences 1–9 to endings a–i.

- 1 My husband's Spanish, so he gets g
- 2 If I didn't have a smart phone, I would get _____
- 3 I don't know when he got _____
- 4 Can you do the washing-up when you get _____
- 5 During the day we get _____
- 6 If he doesn't have enough sleep, he gets _____
- 7 Is it tomorrow or Sunday that Simon gets _____
- 8 That sound means I've got _____
- 9 When I left my old job, I got _____

- a angry at the tiniest problem.
- b to work, but it must have been late.
- c a text message.
- d home from work this evening?
- e a lot of presents from my colleagues.
- f a lot of phone calls trying to sell us stuff.
- g ~~fed up with the weather in England.~~
- h lost all the time.
- i back from his holiday?

b Match the sentences in **1a** to the different meanings of *get*.

- a receive/obtain: 5 , _____ , _____
- b travel/arrive: _____ , _____ , _____
- c become: _____ , _____ , _____

2 Complete the sentences with the correct form of *get* and these words/phrases.

~~something to drink~~ into trouble around
here in touch with older rid of the job

- 1 It's so humid, isn't it? Gary's gone to get something to drink.
- 2 I haven't seen Jess since last December. I must _____ her soon.
- 3 I wouldn't touch that if I were you. Mark did, and he _____.
- 4 Will and Luke haven't arrived yet. In fact, if they _____ before seven, I'd be surprised.
- 5 I hardly ever take a taxi when I'm abroad. I prefer _____ by bus.
- 6 What does the letter say, Michelle? Have you _____ ?
- 7 I can't move as quickly as I used to. I guess I'm just _____.
- 8 We're _____ this sofa soon if you want it. You just have to pick it up.

Third conditional GRAMMAR 12.2

3 a Choose the correct words.

- If they *wouldn't have/hadn't* got lost, they'd *arrived/have arrived* on time.
- Ken *would have/had* rung her if he'd *have got/got* the message.
- If Tony *wouldn't have/hadn't* got to work late again, he *hadn't/wouldn't* have got sacked.
- Kat and Jo *hadn't/wouldn't* have gone to the film if they'd *have/'d* seen the review.
- If Sue *hadn't/wouldn't* have got in touch with me, I *wouldn't have/hadn't* known Valerie was ill.
- We *hadn't/wouldn't* have got home if he *hadn't/wouldn't* have given us a lift.

b Read the sentences in 3a again and answer these questions.

- a Did they get lost? Yes

b Did they arrive late?
- a Did Ken get the message?

b Did Ken phone her?
- a Did Tony arrive on time?

b Did he lose his job?
- a Did they read the review?

b Did they see the film?
- a Did Sue get in touch?

b Did Sue tell me Valerie wasn't well?
- a Did we get home?

b Did he give us a lift?

4 Fill in the gaps with the correct form of these pairs of verbs.

seere / not lose get / cancel leave / fail never met / not be
not see / not buy not be / let get / get not encourage / not become

- If I *had scored* the penalty, we *wouldn't have lost*.
- We if we on the same flight.
- If they to know each other, they on.
- I the job advert if I a newspaper that day.
- If my parents me, I a surgeon.
- I worried if you me know.
- If I your message, I the meeting.
- He university if he the exam.

5 a Fill in the gaps in the story with these verbs.

get asked took got split up had started went

Thirty years ago, Jodie was going out with a boy called Callum. On her birthday, Callum didn't ¹ *get* her a present. They ² a huge argument and ³ . That night, she ⁴ out with some friends. At the end of the evening, she ⁵ a taxi because the Underground had already closed. The taxi driver was really friendly so they ⁶ talking. They ⁷ on so well that the taxi driver ⁸ for her phone number. Who was Jodie? My mother! And the taxi driver? My father, of course!



b Read the story again and complete the conditional sentences.

- If Callum *had got* her a present, Jodie *wouldn't have got* really angry.
- They stayed together if they an argument.
- If she upset, she with her friends.
- If she home earlier, the Underground open.
- She a taxi if the Underground open.
- If the taxi driver so friendly, they started talking.
- The taxi driver her for her number if they so well.
- If she him her number, I never born!

Word building (3): word families (1) and (2)

VOCABULARY 12.3 VOCABULARY 12.4

1 Read the article and fill in the gaps with the correct form of the words in brackets. Use verbs, nouns or adjectives.

2 Read the article again and complete the table.

real-life superhero	country	mission
Shadow	1 <i>England</i>	2 _____
3 _____	4 _____	5 _____
Lion Heart	6 _____	7 _____

3 Choose the best answers.



- Ken Andre is a real-life superhero because he ...
 - is unemployed.
 - thinks the police don't do a good job.
 - wants to help people using his skills.
- Leigh thinks ...
 - Ken's hobby is harmless.
 - Ken will hurt himself one day.
 - Ken's an embarrassment to his children.
- The most successful of the real-life superheroes in the article is probably ...
 - Shadow.
 - The Good Samaritan.
 - Lion Heart.
- The police feel that real-life superheroes ...
 - should get real jobs.
 - could cause more problems than they solve.
 - encourage people to commit crimes.

REAL-LIFE Superheroes

What are you doing this weekend? Watching a few DVDs? Going out with friends? Fighting crime?!

Every weekend, Ken Andre changes out of his security guard uniform and into his black ninja suit. The married father-of-two is then Shadow, a real-life superhero whose mission* is to ¹ **protect** (protect) the 40,000 people of Yeovil, a town in the south of England.

Ken has ² _____ (enjoy) martial arts since he was young, and he was only 27 when he ³ _____ (create) Shadow. Since then, he believes he has stopped lots of crime in the town. "I don't look for trouble. But if there's a problem and I can help, I do it," he says.

Ken's wife, Leigh, is ⁴ _____ (relax) about her husband's unusual hobby. She knows he is ⁵ _____ (care). And if his sons were teenagers, they might find their dad, well, a bit ⁶ _____ (embarrass). However, at the moment, they're both young. To them, Shadow is more of a hero than anything they have ever seen on TV or in films.

Shadow is not alone. In the USA, it is estimated there are over 300 real-life superheroes. Many, like Shadow, are trying to keep the streets safer. Others, such as The Good Samaritan, are helping to look after the homeless by giving out food, clothes and even toothbrushes!

In Liberia, West Africa, there is Lion Heart. His mission is simple: to teach people about water. There is a high level of water ⁷ _____ (pollute) in many areas of Liberia and water can be extremely ⁸ _____ (harm). Lion Heart visits villages all over the country to help them use water safely, and has probably saved thousands of lives.

Clearly some real-life superheroes do good things for people, but what about crime fighters like Shadow? Are they just a bit of ⁹ _____ (harm) fun? Or could they be making things more dangerous for themselves and for other people?

"In general, our ¹⁰ _____ (prefer) is for these 'superheroes' to stay away from serious crimes," said one New York police officer. "People may find the idea of real-life superheroes ¹¹ _____ (entertain), but one day, something is going to go wrong and someone is going to get seriously hurt."

*mission = the reason someone does something

Describing a holiday

Reading an email about a holiday
Writing informal writing: ellipsis of words
Review Past Simple; likes and dislikes

1 Read the email quickly.

a Who is the email from?

b Who is the email to?

c What is the writer doing?

2 Read the email again and choose the best answers.

1 Who is Anna travelling with?

- ☒ a David and her children.
- b David's grandparents.
- c Her parents.

2 Which places have they been to so far?

- a New York.
- b New York and Boston.
- c New York, Boston and Province Town.

3 What annoys David?

- a He prefers cities.
- b His grandparents have dinner very early.
- c The traffic in New York.

4 When did they stay in New Hampshire?

- a Between Boston and Cape Cod.
- b Between New York and Boston.
- c Between Boston and Cambridge.

5 What have they done on holiday so far?

- a Had friends round for dinner.
- b Visited friends and relatives.
- c Both a) and b).

6 Why did the children stop exploring the woods?

- a Because they saw some bears in there.
- b Because their father told them to.
- c Because they were scared.

Cancel
New Message
Send

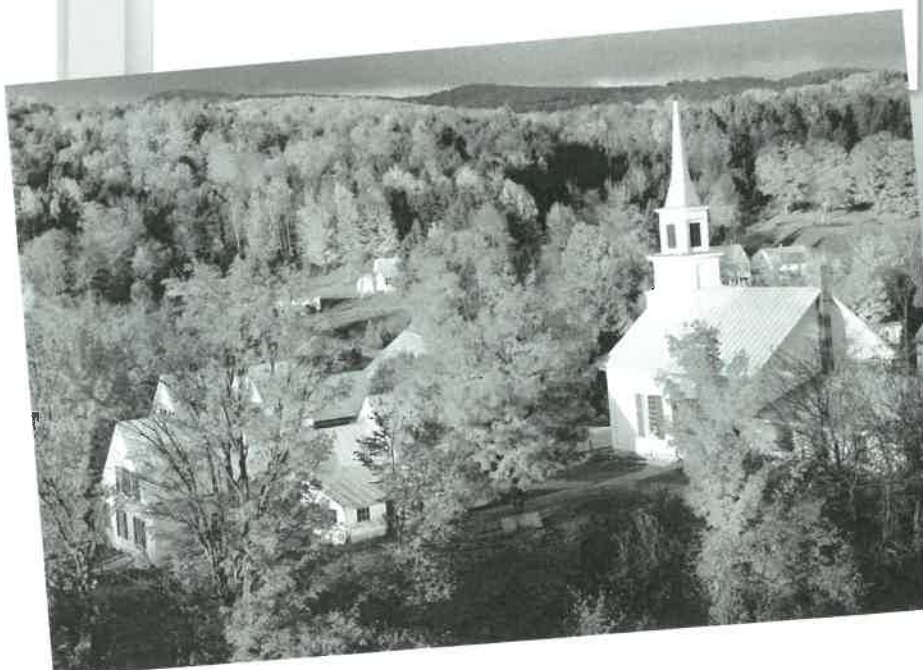
Hi! ¹**Writing this in the car.** We're driving to Province Town, a beach town near Cape Cod in Massachusetts. We're in the second week of our two weeks away. And so far, Mum, it's been really special. We spent two days in New York. ²**Hotel was a bit basic but it was safe and clean.** We went to a few exhibitions and Simon and Ailsa had us round for lunch – you remember our ex-neighbours from Oxford, don't you? NY is a wonderful place – really exciting. The traffic got on my nerves after a while – ³**worse than Cambridge!**

⁴**Tuesday we drove up to New Hampshire.** On the way, we said a quick 'hello' to David's grandparents in Boston. And we're going to go back and stay with them later in the week. They're well. They have dinner at about 4 p.m. these days – ⁵**drives David crazy!**

I can't normally bear the country, Mum. You know me – I'm a city girl. But **New Hampshire is so quiet and so green** – I fell in love with it. **We stayed in** a beautiful house there – some friend of David's grandmother owns it. Eve and Harry had a lot of fun exploring the woods at the back of the house – until David told them there might be some bears in there ... then they wouldn't go back again!

⁶**Will write again before we come home.**

Love,
 Anna, David, Eve and Harry



HELP WITH WRITING

Informal writing: ellipsis of words

- 3 a** We sometimes miss out words in informal writing when it is clear what or who we are talking about. Look at this sentence from the email.

1 ~~I'm~~ *Writing this in the car.*

What types of words are missed out in sentences 1–6 in bold in the email?

- 1 ***pronoun and auxiliary***
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____

b Match words a–f to answers 1–6 in **3a**.

- a I'm **1**
 b I _____
 c it's _____
 d The _____
 e it _____
 f On _____

- 4** Cross out the words you can miss out in these sentences.

- 1 ~~The~~ exhibition was interesting. (1 word)
 2 In August, Sally and I go to Antalya. (1 word)
 3 I can't find the map. (1 word)
 4 I have not got any money! (2 words)
 5 Have you had a lie-in today? (2 words)
 6 We have been out for dinner. (2 words)
 7 It is going to be sunny tomorrow. (2 words)
 8 We are going to Agnieszka's tonight. (2 words)

- 5 a** Imagine you are on holiday for two weeks. Write ideas in the diary.

- b** Write an email to a family member on Monday 8th.

- Use your notes from **5a**.
- Add information about what you liked and didn't like during the first week of your holiday.
- Organise your email into paragraphs.
- Use ellipsis of words where possible.
- 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.

Notices at work

Reading notices
Writing notices: abbreviations
Review modal verbs

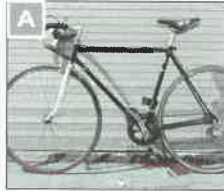
1 Read notices A–F and sentences a–e. Which notice(s) would each person be interested in?

- a TOM I ought to do more exercise. A,
b EVA I have to get a part-time job.
c MARK I found something in a meeting room recently.
d SALLY I lost something recently.
e VICTORIA I'd like to move out of my parents' house.


drummondwallis.net/staff

Drummond Wallis

STAFF NOTICES

For Sale
Man's bike, 6 months old – **vgc.**
£150 **ono** (for quick sale!)
Call Mike on 2365 or email
m.spencer@drummondwallis.net




Room to Let
In friendly shared house in Hackney.
Available from 1st October.
£175 **p/w** + bills **n/s** only
Call Tom on 1740 or email
t.patten@drummondwallis.net




Wanted
Cleaner for private house.
No experience necessary.
£10 **p/h**, 5 hours **p/w**
Call Lucy on 4156 or email
l.turnbull@drummondwallis.net




Pilates Class
8-week beginners' course in Main
Conference room.
6–7.30 p.m. Mondays and Thursdays.
Tel. no. 07700 900727 (**eves** only), or
s.asher@drummondwallis.net




Lost
Red bag in Meeting Room 7 on
Wednesday. **Pls** help. It has my diary in it.
Contact Carla at
c.santos@drummondwallis.net




Found
MOBILE PHONE (Motorola)
Last **Tues** in Meeting Room 4
Call Paul on 3471 or email
p.walton@drummondwallis.net

2 Are these sentences true (T), false (F) or the notices don't say (DS)?

- 1 ☒ **F** Mike is asking for more than £150 for his bike.
2 ☐ Anyone can apply for the cleaning job.
3 ☐ Carla is worried about losing her diary.
4 ☐ The cost of the room includes bills.
5 ☐ The pilates class has eight lessons every two months.
6 ☐ The mobile phone was found by Paul.

HELP WITH WRITING

Notices: abbreviations

- 3 a** We use some common abbreviations in notices. What do you think the abbreviations in **bold** mean in notices A–F?

Pls = Please

- b** Write the abbreviations in notices A–F next to their meaning.

- | | |
|-----------------------|------------|
| 1 per hour | <u>p/h</u> |
| 2 non-smokers | _____ |
| 3 very good condition | _____ |
| 4 or nearest offer | _____ |
| 5 per week | _____ |
| 6 evenings | _____ |
| 7 Tuesday | _____ |
| 8 telephone number | _____ |

- c** Write these words/phrases next to their abbreviation.

Street	for example	Avenue
including	minutes	April
as soon as possible		Road

- | | |
|--------|---------------|
| 1 St | <u>Street</u> |
| 2 Ave | _____ |
| 3 Apr | _____ |
| 4 e.g. | _____ |
| 5 asap | _____ |
| 6 incl | _____ |
| 7 Rd | _____ |
| 8 mins | _____ |

- 4** Write notices for information A–C. Use the abbreviations in **3** where possible.

- A** Alex is offering a cookery course. There are three-hour classes every week – on Saturday mornings. You can call him after 7 o'clock in the evening on 07900 900684.
- B** Margie wants to rent out a double room in her house. It's £200 a week but that includes bills. She doesn't want anyone that smokes, and you can email her at m.parks@drummondwallis.net.
- C** Tom is selling his television. It's nearly new – he won it in a competition two months ago. He wants about £250 for it. The buyer will have to pick it up. He lives in Carston Avenue. His phone number is 07900 900174.

A

B

C

- 5 a** Think of something you would like to sell. Answer these questions and make notes.

What is it?

Is it in good condition?

How much is it? Will you take a near offer?

How should a buyer contact you?

When can they contact you?

- b** Write a notice.

- Use your notes from **5a**.
- Organise your notice and make it interesting.
- Use abbreviations.
- Read and check for mistakes.
- Give your notice 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 3

Holiday arrangements

Reading a formal letter

Writing formal writing:

American and British English

Review phrasal verbs (1): travel

1 a Are these sentences about formal letters true (T) or false (F)? Correct the false sentences.

- 1 ☒ T You should put your address first, before the address of the person you are writing to.
- 2 ☐ A letter which starts *Dear Sir* or *Dear Madam* should end *Yours faithfully*. A letter which starts *Dear Mr/Mrs*, etc. + surname should end *Yours sincerely*.
- 3 ☐ The first paragraph of the letter should explain your reason for writing.
- 4 ☐ You should start a new paragraph for each sentence.
- 5 ☐ You should use contractions (*I'm*, *He's*, etc.).
- 6 ☐ You should write your signature above your name.

b Read letter A quickly. Which rule about formal letters in **1a** isn't used in this letter? Why?

2 Read letter A again and choose the correct answer.

- 1 Where is Mr Turnbull's holiday?
 - a Canada
 - b the USA
 - ☒ c The letter doesn't say.
- 2 Mr Turnbull will now set off ...
 - a earlier.
 - b later.
 - c at the same time.
- 3 Mr Turnbull is now staying at the hotel for ...
 - a seven nights.
 - b more nights than before.
 - c fewer nights than before.
- 4 He will now check out of the hotel on ...
 - a Friday.
 - b Saturday.
 - c Sunday.
- 5 Why has the hotel changed?
 - a The original hotel is full.
 - b The original hotel is closed for redecoration.
 - c The letter doesn't say.

A



COLOR BLUE TRAVEL
14-18 Summer Street
MA 00105

December 17th

15 Shaw Ave.
Bedford
MK40 2JA

Dear Mr Turnbull,

I am writing to inform you of some changes to your vacation booked with Color Blue Travel. This information has also been emailed to you at rturnbull@mailme.net

The flight will now leave at 10.15 am on Saturday March 14th, not Friday March 13th. The hotel booking is still for seven days and is therefore Saturday through Friday. The return flight is now Saturday March 21st.

The hotel will now be Hotel Atlas. This hotel is a five-star hotel rather than the original three-star hotel offered and is nearer the city center. Details of the hotel can be found on our website: www.colorbluetravel.com/hotelatlas.

Please note that all travelers will be taken from the airport to their hotel by a coach or taxi service.

We hope you are looking forward to your vacation with Color Blue Travel. We are very grateful for your cooperation with these changes and apologize for any inconvenience caused. Please contact us at the above address or by email with any queries.

Sincerely,

Terry Samuels

Terry Samuels

terry.samuels@colorbluetravel.com

- 6 What is different about the new hotel?
 - a It's not as good.
 - b It's better.
 - c It's nearer the airport.
- 7 How should Mr Turnbull get from the airport to the hotel?
 - a Someone will pick him up.
 - b He should get a taxi or coach.
 - c He should get a train.

HELP WITH WRITING

Formal writing: American and British English

- 3 a** Look at formal letter A in American English (US) and formal email B in British English (UK). Starting formal letters/emails in American and British English is the same. Complete the table with *US* or *UK*.

ending a letter/email if you:

know the person's name

1 _____ : Yours sincerely

2 _____ : Sincerely (yours)

don't know the person's name

3 _____ : Yours faithfully

4 *US* : Yours truly

- b** Complete the table with examples of American English from letter A.

	British English	American English
dates	14th March	1 <i>March 14th</i>
spelling	colour	2 _____
	apologise	3 _____
	centre	4 _____
	traveller	5 _____
prepositions	Saturday to	Saturday
	Friday	6 _____ Friday

- 4 a** Read email B. Richard Turnbull makes three formal writing mistakes in his reply. What are they?

- 1 _____
2 _____
3 _____

- b** Richard uses British English in email B. Find four examples of British English and change them to American English. Use the tables in **3** to help you.

1 *realise (UK), realize (US)*

- 2 _____
3 _____
4 _____

- 5 a** Look at the following holiday arrangements. Write your own ideas in the table.

	original	new
flight	31/10	
hotel	Hotel Luxor (***)	
other	pick-up service from airport	

- b** Write either letter/email a or letter/email b.

- a** A letter/email from a travel company explaining the change in holiday arrangements.
b A letter/email from a customer who has received these new arrangements but has a problem.
- Use your notes from **5a**.
 - Organise your letter/email correctly.
 - Use either American English or British English.
 - Read and check for mistakes.
 - Give your letter to your teacher next class.

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

B

From: rturnbull@mailme.net

To: terry.samuels@colorbluetravel.com

Subject: Changes to holiday arrangements

Dear Mr Samuels,

Thank you for your letter and email with details of changes to our holiday arrangements. We realise holiday arrangements sometimes have to change but the new flight times and hotel make our situation difficult. Firstly, we booked our original hotel to be near friends. Hotel Atlas is nearly 10 miles away from our original hotel. Secondly, we've got a relative's wedding in Boston on 14th March. We've been booking holidays with Colour Blue Travel for over three years and this is the first time we've been in this situation. I'd appreciate it if you could contact me on 00 44 20 7946 0669 to discuss this problem.

Yours faithfully,

Richard Turnbull

Reviewing a novel

Reading book reviews

Writing book reviews: organisation,
useful phrases

Review character adjectives; verb forms

- 1** Read these reviews quickly. What connects the two books?

They are both:

- a written by journalists.
- b based on true stories.
- c about real people.

- 2** Read the reviews again and choose the best answer.

- 1 Cameron Crowe ...
 - ☒ a was a journalist.
 - b was in a band.
 - c owned a magazine.
- 2 William goes on tour with ...
 - a a famous group.
 - b The Rolling Stones.
 - c a new group.
- 3 The reviewer of *Almost Famous* particularly liked ...
 - a the end of the story.
 - b the interview with Cameron Crowe.
 - c the title.
- 4 Henry James wrote ...
 - a *Author! Author!*
 - b *Portrait of a Lady*.
 - c a book about Nicole Kidman.
- 5 The reviewer thinks *Author! Author!* ...
 - a is a good play.
 - b should be made into a film.
 - c has a strange title.
- 6 On holiday, the reviewer is going to read ...
 - a *Author! Author!* again.
 - b some more David Lodge books.
 - c some more Henry James books.

Cameron Crowe: *Almost Famous*

QUICK REVIEWS

CAMERON CROWE was once a teenage reporter for *Rolling Stone* – the famous American music magazine. He uses his experiences in his novel *Almost Famous*. The main character is William Miller, a 15-year-old kid who is hired by *Rolling Stone* magazine to go on tour with an unknown band, Stillwater. Their adventures take place all over the USA, as William learns about life and love. Crowe's writing is both interesting and believable.

The book also includes an interview with Crowe about his adventurous life and he explains some of the more confusing parts of the story.

You will not be disappointed by this book. The ending is thoughtful and emotional and I'm going to remember it for a long time.

Culture > Books > Reviews

David Lodge *Author! Author!*

In 1915, Henry James, the famous author, was seriously ill in his home in London. He was waiting to die. And this is where David Lodge's historical novel *Author! Author!* begins. Lodge tells the story of Henry James' successes and failures in his novels and plays from *Portrait of a Lady* (recently a film with Nicole Kidman) to his disaster of a play, *Guy Domville*.

Author! Author! would make an interesting historical film. The title itself is fantastic and refers to what audiences used to shout if they liked a play. Lodge's novel is a sensitive story of an author who was never confident of his talent. And Henry James will get many more fans from people who read this book. I'm going to take a couple of his novels on holiday myself!

HELP WITH WRITING

Book reviews: organisation, useful phrases

- 3** Both reviews contain four parts, which each have a different function. Put parts a–d in the order they occur in the reviews.

- a Recommendation: 4
b Plot: _____
c Introduction to the story: _____
d General comments: _____

- 4** The reviews use different verb forms for the different parts. Match parts a–d in **3** to 1–3.

- 1 past verb forms: c
2 present verb forms: _____, _____
3 will/be going to: _____

- 5** The reviews contain some useful phrases for reviewing books. Match parts of phrases 1–6 to a–f and then find similar phrases in the reviews.

- | | |
|---------------------|---------------------------------|
| 1 The book tells | a character ... |
| 2 The main | b really good and refers to ... |
| 3 The title is | c a good film because ... |
| 4 The story takes | d is amazing/disappointing ... |
| 5 <i>The ending</i> | e <i>the story of ...</i> |
| 6 It would make | f place in ... |

- 6** Complete this review with the correct verb forms. Remember the four parts of a review in **3** and the different verb forms in **4**.

Reader review

About 10 years ago, I ¹ *went* (go) skiing in Lahti, Finland. And this was the reason that *The Lahti File* by Richard MacAndrew (Cambridge English Readers) ² _____ (attract) my attention. I ³ _____ also _____ (learn) English at the moment, and this book is written especially for students. The novel ⁴ _____ (take) place in Finland, and MacAndrew ⁵ _____ (describe) the town of Lahti very well. The main character ⁶ _____ (be) a spy called Ian Munro. He's sent to Lahti to investigate several strange deaths.

The audio version of the book ⁷ _____ (be) also available as an mp3 download. If you want to practise your English more, there ⁸ _____ (be) worksheets on the Cambridge University Press website.

If you like a good thriller, you ⁹ _____ (love) *The Lahti File*. The ending is very exciting and there are several other books featuring Ian Munro in the series. I ¹⁰ _____ (read) them all!

- 7** Rewrite these sentences using the word in brackets.

- 1 At the end, the story is amazing. (ending)
The ending is amazing.
2 The book is about a young boy who has no parents. (tells)

3 The most important person in the book is Jack. (main)

4 The story happens in Buenos Aires, Argentina. (place)

5 I think a film version would be good because the book is so exciting. (make)

6 The name of the book is *Loyal* because of the relationship between the man and his dog. (title; refer)

- 8** a Think about a book you have read recently and make notes in the table.

title of the book	
some background information	
takes place	
main characters	
general comments	
recommendation	

- b Write a review of your book.

- Use your notes from **8a**.
- Organise your review and use the verb forms in **4**.
- Use the phrases in **5**.
- 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.

Reading and Writing Portfolio 5

Emails with news

Reading an informal email

Writing short emails and notes: useful phrases

Review verb patterns; homes

1 Read the email and fill in gaps 1–8 with the correct words, a, b or c.

- | | |
|---|----------------|
| 1 ☒ a absolutely | 5 a enough big |
| b very | b big enough |
| c fairly | c enough room |
| 2 a more far | 6 a B&Bs |
| b more further | b airports |
| c further | c stations |
| 3 a read | 7 a flights |
| b 'd read | b planes |
| c 've read | c flying |
| 4 a to pack | 8 a thinks |
| b packing | b thinking |
| c pack | c think |

2 Read the email again. Are these sentences true (T) or false (F)?

- ☒ T Alex and Mark's cat had never been outside before.
- ☐ Alex wants to find out where Pat Austin lives.
- ☐ They didn't go to the party because they were tired.
- ☐ They're having a party at their new house next year.
- ☐ Their new house has enough space for some guests to stay.
- ☐ It's a good idea to book train or plane tickets to Edinburgh in advance.
- ☐ Alex and Mark moved because Mark has got a new job.

HELP WITH WRITING

Short emails and notes: useful phrases

3 a Find phrases 1–8 in the letter and underline them.

- We'd rather ...
- We're so sorry that ...
- Don't forget ...
- Can anyone tell me ... ?
- Hope you (all) have ...
- We're so grateful for ...
- What happened was that ...
- Would you (all) like ... ?

From: alex@newmail.com
Subject: Greetings from Scotland!

Hi everyone,

We've finally moved! The house is ¹ absolutely gorgeous – better than I remember it. And the cat's fascinated by the garden – she was born in our old flat and she's never been ² _____ than the balcony!

We're so grateful for all your cards and presents. I ³ _____ the cards again this morning and they made me cry! (Can anyone tell me what Pat Austin's email is? She sent some flowers to our new address.)

We're so sorry that we didn't come to Jackie and Bill's party on Saturday afternoon. What happened was that we were supposed to finish ⁴ _____ in the afternoon. But we quickly realised the lorry wasn't ⁵ _____. So in the end, we had to hire another van and Mark had to drive to Edinburgh in the evening.

Talking of parties, we're going to have a house-warming party on 3rd February. Would you all like to come? I know it'll be a long time after we've moved in, but we might have a chance to decorate first. We'd rather get organised before you come! I'm telling you about this more than three months in advance, so there are no excuses! There are lots of ⁶ _____ nearby and some of you can sleep here. Don't forget to book train or plane tickets soon if you're going to come! Superflights (www.superflights.com) are offering ⁷ _____ to Edinburgh for £30 at the moment, but they'll get more expensive soon.

Everything's still in boxes of course, but I don't start work for a week. Mark's got an interview next week, so ⁸ _____ of him on Wednesday.

Anyway, more news soon. Hope you all have a lovely break during the holiday!

Much love,

Alex (and Mark)

b Match phrases 1–8 in **3a** to meanings a–h.

- | | | | |
|--------------------------------|-------|----------------------------|-------|
| a apologising | 2 | e inviting someone | _____ |
| b reminding | _____ | f saying your preference | _____ |
| c wishing someone a good thing | _____ | g explaining what happened | _____ |
| d thanking | _____ | h asking for information | _____ |

c Which phrase or phrases in **3a** are often followed by:

- an infinitive? _____
- an infinitive with *to*? _____, _____

4 a Complete these sentences with phrases 1–8 in **3a**.

- 1 We're so sorry that we didn't do the washing-up. I promise I'll do it when I get home.
- 2 _____
a good time at the gig. I'd love to come, but I've got to work tonight.
- 3 _____
if this is rubbish? I'd like to get rid of it.
- 4 **A** Have you decided how you're getting to Alex's party?
B _____
fly than get the train.
- 5 _____
your help last Saturday. You must be as tired as we are today.
- 6 _____
to meet me for lunch tomorrow? I've got a meeting near your office and it finishes at about one o'clock.
- 7 I didn't tell you why we left early on Friday, did I?

I got a phone call from the babysitter.
- 8 _____
to ring your mum. She called yesterday.

b Read these situations and write sentences using the correct form of the phrases in **3a**.

- 1 You have just arrived at the cinema. You are meeting a friend and you are late because you couldn't find your keys. **Apologise** to your friend and **explain** what happened.
I'm so sorry that I'm late. What happened was that I couldn't find my keys.
- 2 It's your parents' wedding anniversary tomorrow. **Remind** your brother.

- 3 You are looking for the station, but you are lost. **Ask** a group of people.

- 4 You received a birthday present from friends who are going on holiday tomorrow. **Thank** them for the present and **wish** them a good time on holiday.

- 5 You want to go to a concert on Friday. **Invite** your friend and say you **prefer** going with someone rather than going alone.

5 a Match situations 1–3 to plans a–c for a short email.

- 1 You borrowed a friend's CD and broke it. _____
 - 2 You had dinner at a friend's house on Friday. _____
 - 3 Your boss is going on holiday next week. _____
- a**
- thank your friend.
 - invite your friend to go out next week.
 - remind your friend to bring your jacket you left at his/her house.
- b**
- say you'd prefer to work at home on Friday.
 - ask him/her for his mobile number in case of emergency.
 - wish him/her a good time.
- c**
- apologise for the accident.
 - explain what happened.
 - say what you're going to do.

b Write three short emails for situations 1–3 in **5a**.

- Use the plans in **5a**.
- Use the phrases in **3a**.
- Read and check for mistakes.
- Give your emails to your teacher next class.

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

Letters to a newspaper

Reading an article and two comments
Writing giving an opinion
Review conditionals; *make* and *do*

1 Read the article and comments quickly. Who:

- a thinks children should work for their pocket money?
- b isn't sure if children should work for their pocket money?
- c disagrees with a?

Home
World
UK
Business
Environment
Education
Lifestyle

Househusband

By Phil Marsden

Last updated 12:50

Pocket money – do your kids earn it?

I have three children who are 8, 10 and 12. They get pocket money every Saturday of between £4 and £6. This is about the national British average but according to a recent survey, British children receive the highest pocket money in Europe. And of course, they're absolutely convinced that their friends get at least twice as much as they do.

I've always felt that pocket money is a good idea. I have no doubt that it teaches children to think about money and to save up for things they want – appropriate training for adult life. However, recently we've started to ask our kids to earn their pocket money. They do the washing-up, for example, or do some cleaning. Or sometimes we pay them not to **make noise!**

They're not happy about it! They say that they don't have time. They say their friends don't have to do anything for their pocket money. My 12-year-old makes me laugh. As far as he's concerned, we pay less than the government's minimum wage! When he refused to help my wife do the shopping recently, we didn't give him his pocket money for a week. He was so upset that we had to have a family meeting to discuss the situation. (And then later I saw our eight-year-old give him half of *her* pocket money!)

So what do you think, readers? We're not being unfair, are we?

Comments

We've got two children. They started getting pocket money when they were about four. But it was always for helping or doing some work. Now, they're 14 and 16 and they volunteer to make dinner and do the housework. As they see it, they have to earn their pocket money. I'm positive that your own children will soon learn the same thing. And if they refuse, don't give them their pocket money! Children who are old enough – and yours are – have to learn that home is not a hotel!

Barry, North London

To me, children are becoming obsessed by money – just like their parents! If you give children money for helping at home, then they start thinking they should make money out of anything and everything they do. We have four boys (2, 7, 9 and 13). The three who receive pocket money get it every week on Saturday morning. It doesn't matter how much work they have done or what they have done at school. Of course, we ask them to help at home. And usually they do everything we ask them to do. And if they don't do it, there is usually a good reason. If there isn't one, we'll tell them that we're disappointed. We strongly believe that this is a much better idea than the threat of no pocket money.

Nicole, Glasgow



2 Read the article and comments again. Are these sentences true (T), false (F) or the text doesn't say (DS)?

- 1 ☒ F Phil has always asked his children to help around the house.
- 2 ☐ Phil thinks pocket money is important because children learn about saving money.
- 3 ☐ Phil's eldest child never helps with the housework.
- 4 ☐ Phil gives his children extra money for doing things in the house.
- 5 ☐ Barry's children expect to help at home.
- 6 ☐ Barry thinks Phil's children should help at home.
- 7 ☐ Nicole gives pocket money to her four children.
- 8 ☐ Nicole's children always help her when they can.
- 9 ☐ Nicole's children don't mind doing the housework.

HELP WITH WRITING Giving an opinion

3 a Read the article and comments again. Fill in the gaps in these phrases for giving an opinion.

- 1 I'm absolutely convinced that ...
- 2 _____ felt
_____ ...
- 3 _____
_____ doubt that ...
- 4 _____ far
I'm _____, ...
- 5 _____ I see _____, ...
- 6 _____ positive _____
- 7 _____ me, ...
- 8 I strongly _____

b Four phrases in **3a** are used to give stronger opinions. Which phrases are they?

1 , , ,

c You can change the pronoun in the phrases in **3a**. Underline four phrases in the article and comments that don't use the pronoun *I*.

4 Rewrite these sentences using the words in brackets and the phrases in **3a**.

- 1 We really think that he stole the money. (strongly)
We strongly believe that he stole the money.
- 2 She really believes she'll win. (convinced)

- 3 I believe everyone should be able to afford a house. (felt)

- 4 He thinks we will find life on other planets. (doubt)

- 5 I'm sure I saw him earlier. (positive)

- 6 She thinks that housework is a waste of time. (sees)

- 7 I think that children spend too much time in front of their computers. (me)

- 8 My brother thinks that children shouldn't get pocket money. (concerned)

5 a Write one sentence giving your opinion on these subjects.

1 Children and mobile phones

2 Shopping in supermarkets

3 Superstitions

4 Learning languages

5 Pocket money

b Choose one of the subjects in **5a**. What are your opinions on the subject? Make notes in the table.

opinion	reasons
<i>I think all children should have a mobile phone.</i>	<i>It's safer when they go out.</i>
_____	_____
_____	_____

c Write a short article giving your opinion on one of the subjects in **5a**.

- Use your notes in **5b**.
- Use the phrases in **3a**.
- 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 7

Giving instructions

Reading instructions

Writing connecting words (1); useful phrases

Review imperatives; computers

1 Read instructions A–D quickly. Which is probably:

- 1 an email to a friend? C
- 2 written on a food packet? _____
- 3 connected with computer software? _____
- 4 a note to a new flatmate? _____

2 Are these sentences true (T), false (F) or the instructions don't say (DS)?

- 1 ☒ F The washing machine is unreliable.
- 2 ☐ You shouldn't put too much washing powder in the machine.
- 3 ☐ The *face2face* DVD-ROM always starts automatically.
- 4 ☐ You need a mouse to start the DVD-ROM.
- 5 ☐ Thomas often forgets to put the rubbish outside.
- 6 ☐ Thomas shouldn't use the sink in the upstairs bathroom.
- 7 ☐ The dish in the recipe is suitable for vegetarians.
- 8 ☐ The recipe takes less than an hour.

HELP WITH WRITING

Connecting words (1); useful phrases

3 Tick the ideas that are useful when writing instructions.

- 1 ☒ Use numbers or bullet points to organise your instructions.
- 2 ☐ Add some jokes.
- 3 ☐ Use imperatives.
- 4 ☐ Write the stages in the order they should happen.
- 5 ☐ Give detailed technical information about something.
- 6 ☐ Use the passive more than the active.
- 7 ☐ Use illustrations.

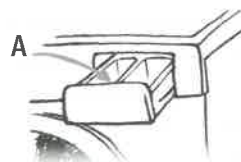
4 a Instructions also use connecting words. Look at the recipe (instructions D). Which five connecting words does it use?

First , _____ , _____ , _____ , _____

A

The washing machine looks old, but it still works. Use these instructions and you should be fine.

- 1 Put some washing powder or liquid in section A of the tray.
- 2 Make sure you don't put too much powder in the tray.
- 3 Choose a washing programme – I always use 3!
- 4 Press 'Start'.
- 5 It takes about 90 minutes on programme 3. Don't forget to switch the machine off when it's finished!



B

- First, insert the **face2face** DVD-ROM into your CD/DVD drive. Follow the installation instructions on your screen.
- If the DVD-ROM does not start, open **My Computer**. Then open your CD/DVD drive.
- Finally, double-click on the *CambridgeApplicationInstaller* file. Follow the instructions on your screen.

b Which word or words in 4a would you use:

- 1 in the middle of your instructions?
then , _____
- 2 at the end of your instructions? _____
- 3 meaning 'at the same time'? _____
- 4 at the beginning of your instructions? _____

5 a Look at these useful phrases for instructions. Underline them in instructions A–D.

- | | |
|---------------------|------------------------|
| 1 Make sure ... | 4 You'll need ... |
| 2 Don't forget ... | 5 Whatever you do, ... |
| 3 Remember that ... | 6 Try to avoid ... |

b Which phrase or phrases in 5a are:

- a followed by the infinitive with *to*? 2 , _____
- b followed by the verb + *-ing*? _____
- c a positive or negative imperative? _____
- d a clause? _____ , _____

C Hi Thomas,

Thanks very much for looking after the house and the dogs while I'm away. I left instructions on the kitchen table, but here are a couple of things I forgot.

Remember that the rubbish is collected early on Monday mornings. You'll need to put the bins outside on Sunday night. Whatever you do, don't use the sink in the upstairs bathroom. It's broken! Sorry.

See you in a couple of weeks. Call me if there are any problems.

Anya

- D**
- 1 First, chop up the onions and garlic.
 - 2 Then heat a little butter in a frying pan and cook the onions and garlic slowly for about 10 minutes. Try to avoid using too much heat, otherwise you will burn the onions.
 - 3 Next, add the beef and cook for 10 minutes or until the meat is brown.
 - 4 Add the tomato sauce, salt and pepper to the meat, onions and garlic. Leave on a low heat for 45 minutes.
 - 5 Meanwhile, boil 1.5 litres of water in a saucepan with a little olive oil. Add the spaghetti and cook for about 10 minutes.
 - 6 Finally, you can mix the sauce and spaghetti or serve them separately.

- 6 a** Read these instructions for using a PVR (Personal Video Recorder). Which of the useful ideas in **3** does the writer not use?

1 , , ,

Dad, I forgot to set the PVR to record *Have a go!* this evening and I'm going to be out. Can you do it for me? You probably know how, but just in case ... Just press the record button twice while watching the programme. (Obviously you have to change channel first if you're not watching it! I think it's on Channel 8, but pls check.) If it doesn't work, check the PVR is switched on. Thanks. See you about 11 – if you're still up.

- b** Write the instructions in **6a** again as clearly as possible. Use connecting words from **4a**.

Dad,
Pls can you record *Have a go!* for me this evening? Here are some instructions for the PVR in case you need them.

- 1 Switch on the PVR.
- 2 Check
- 3 Change
- 4 Press

- 7** Complete sentence b so it has the same meaning as sentence a. You can use one, two or three words. You must use the word in brackets.

- 1 a If you want to eat there on Saturday, I think it's a good idea to book a table. (need)
b If you want to eat there on Saturday, you need to book a table.
- 2 a Don't forget to lock all doors and windows. (sure)
b _____ you lock all doors and windows.
- 3 a Don't forget that the oven will stay hot for up to 30 minutes. (remember)
b _____ the oven will stay hot for up to 30 minutes.
- 4 a Don't use the phone in heavy rain. (avoid)
b _____ the phone in heavy rain.
- 5 a Remember to take your suit to the dry cleaner's. (forget)
b _____ take your suit to the dry cleaner's.
- 6 a The only thing you shouldn't do is press the button on the left. (whatever)
b _____, don't press the button on the left.

- 8 a** Choose one of these ideas. Make notes on your instructions in the table.

- You are going on holiday and a friend is going to feed your cats. Write instructions on how often your friend should feed them, where the food is, etc.
- Write instructions for a computer program you know.
- You have a new flatmate. He/She is moving in while you are on holiday. Write some instructions about general things he/she needs to know.

stages of instructions

useful phrases

other useful points, for example illustrations

- b** Write instructions for one of the ideas in **8a**.

- Use your notes in **8a**.
- Use the useful ideas for writing instructions in **3**.
- Use connecting words and phrases in **4** and **5**.
- Read and check for mistakes.
- Give your instructions 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 8

Problems and solutions

Reading letters to an online newspaper

Writing organising a letter/email:

connecting words (2), the passive

Review Present Simple; Present Perfect

Simple; the passive

- 1 a Put paragraphs A–F in the correct order to make two letters to an online newspaper about problems in Bristol.

Letter 1: B , , Letter 2: , ,

b Which letter is about:

a a pollution problem?

b a safety problem?

B

Your article (Green Bristol, 7 March) correctly points out that Bristol has got some fantastic parks, but they are certainly not perfect. I work in the centre of the city and, like many other people, live on the other side of Victoria Park. My journey home is about 15 minutes shorter if I cycle through the park, but at night I prefer to cycle on the road. It is simply too dangerous to go through the park.

Your letters about ... Green Bristol



C

It is time that both the school and the council took some action about this problem. For example, students should be told that it can take up to 12 years for a cigarette stub to decompose*. **In addition**, just three or four bins, which are emptied regularly, would help the problem enormously. Bristol is a beautiful city. We should keep it like that.

George Blakelock,
Clarendon Road

*decompose = gradually become worse in condition

F

There are only about two working lights and it is impossible to see anything at night. **Moreover**, when I am not worrying about hitting a pedestrian or being attacked, I am worrying about falling off my bike. The path is in a terrible condition, with several dangerous potholes. Nothing has been done about this, **even though** I have phoned the council several times.

A

Although I feel that children should understand that the street (or my garden) is not a litter bin, I do not think we help them. There are no bins in front of Bristol High. And I have never seen any of the teachers, who drive down the road on their way home, speak to any students about their behaviour.

D

It would be simple and inexpensive to repair the path and replace some of the lights. Furthermore, it would encourage people to walk or cycle to work rather than drive on our already busy roads. If the council do not want to do this, the park should be closed at night and they should lock the gates. It would be very inconvenient for everyone who lives in my area, but at the moment it is simply not safe.

Anna Raphael, St John's Lane

E

I enjoyed your article about the environment and our city on Tuesday. **However**, you failed to mention the most obvious problem in Bristol: litter. I live opposite Bristol High Secondary School. Every evening when I come home from work, I pick up a collection of crisp and sweet packets that have been left in my front garden. **Furthermore**, I am not alone. My neighbours have to do the same thing. In the street, it is even worse, with old cigarette stubs and chewing gum stuck to the pavement.

- 2 Read the letters again. Are these sentences true (T), false (F) or the letters don't say (DS)?

In letter 1, the writer ...

- 1 ☒ **F** often cycles through the park.
2 ☐ has fallen off his/her bike before.
3 ☐ has tried contacting the council about the lights.
4 ☐ thinks the park should be closed at night.

In letter 2, the writer ...

- 5 ☐ is a teacher.
6 ☐ thinks children should be more responsible about litter.
7 ☐ believes teachers could help more with the problem.
8 ☐ thinks that some more bins would completely solve the problem.

The writers of both letters ...

- 9 ☐ live in the same town.

HELP WITH WRITING

Organising a letter/email:
connecting words (2), the passive

- 3** Each letter in **1** is organised into three paragraphs. Match paragraphs A–F to functions 1–3.

1 Further details about the problem:

A , _____

2 Suggestion of a solution:

_____, _____

3 Introduction to the problem:

_____, _____

- 4 a** The letters in **1** use connecting words. Which connecting words in **bold** are similar in meaning to *and* or *but*?

1 **and**: In addition , _____ , _____

2 **but**: _____ , _____ , _____

b Complete these rules with the connecting words in **4a**.

- We use although or _____ to contrast two clauses in the same sentence.
- We use _____ to contrast two sentences. (We always put a comma after this word.)
- We use _____ , _____ or _____ at the beginning of sentences to add more information.

- 5 a** Formal writing often uses the passive. Underline examples of the passive in the letters in **1**.

b Why is the passive used in the letters? Tick the correct reasons.

- ☐ The subject isn't important.
- ☐ We want to keep the subject secret.
- ☐ The subject is obvious.
- ☐ We don't know the subject.

- 6** Choose the correct words. Sometimes both answers are possible.

- The park is empty in the week. *Moreover/However*, it is quite crowded at weekends.
- Even though/However*, there is a lot of traffic, I love where I live.
- Schools are not teaching students about recycling. *Furthermore,/Even though* there are very few recycling bins in our town.
- Even though/Although* I recycle a lot of rubbish, I know I could do more.
- There is nothing to do in our town at weekends. *Moreover/However*, there are very few places to go at night.
- There aren't many places to park here. *In addition/Furthermore*, the car parks we have are incredibly expensive.
- The British recycle about 12% of their rubbish. *Furthermore/However*, the Japanese recycle over 40% of theirs.

- 7** Write these sentences in the passive.

- They've put in more cycle lanes. More cycle lanes have been put in.
- They must repair the road. _____
- People don't use recycling bins regularly. _____
- No one ever empties the bins. _____
- They recycle a lot of glass. _____
- They told me that they would replace the lights. _____

- 8 a** Make notes in the table about a problem in your town or city.

describe the problem	
further details about the problem	
possible solutions	
possible results	

- b** Write a formal letter to a local online newspaper about the problem you chose in **8a**.

- Use your notes from **8a**.
- Use the organisation of the letter in **3**.
- Use the connecting words in **4** where possible.
- Use the passive if appropriate.
- Read and check for mistakes.
- Give your letter 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 9

Applying for a job

Reading a job advertisement; an application email

Writing application emails: organisation, useful phrases

Review work collocations

- 1** Read the advertisement below. Tick four more qualities you think an applicant for this job should have.

- a ☒ organised
- b ☐ speaks foreign languages
- c ☐ gets on well with people
- d ☐ ability to work overtime
- e ☐ good computer skills
- f ☐ non-smoker
- g ☐ ability to make quick decisions
- h ☐ ability to drive

FITNESS TRAINER

We require an experienced fitness trainer for the Well Retreat Centre. As part of a team, you will develop training programmes for our customers. You will travel to several of our centres and give advice and training to other Well Retreat Centre instructors. This position is based at our centre in North London, but involves extensive travel and flexible working hours.

Please apply with a recent CV to: Well Retreat Centre, 18 Jackson Lane, London H12 7AE or by email to vacancies@well-retreat.com.

- 2** Read the email and answer the questions.

- 1 Where did Christine see the advertisement?
On The Guardian newspaper website.
- 2 Does Christine ever teach at the Black Lion?

- 3 What information in the advertisement does Christine talk about in her email?

- 4 Why does she want a new job?

- 5 How do we know Christine likes doing sport?

- 6 What has Christine sent with her application email?

- 7 What kind of person do you think Christine is?

Dear Sir/Madam,

A ¹I am writing in reply to your advertisement on *The Guardian website* for a fitness trainer at the Well Retreat Centre.

B ²At the moment, I am working as the Health and Fitness assistant manager at the Black Lion Sports Centre in Kent. ³My responsibilities range from organising timetables and managing instructors to giving classes. I also offer specialised fitness training advice for several gyms in London and in the Southeast. This role involves working with instructors and customers to plan diets, fitness and lifestyle programmes, according to their needs. I work long hours, but I enjoy my work.

C I have been working at the Black Lion and for other gyms for three years and both jobs have taught me a wide range of skills that are valuable in my work. However, I would now like the opportunity to develop these skills in a full-time position with more responsibility. Furthermore, I would also like to work in more of a team environment. For these reasons ⁴I am very interested in working for the Well Retreat Centre.

D ⁵As you will see from my attached CV, fitness is also one of my main interests. When I have time to relax, I go running. I recently participated in this year's London Marathon. I have also written several articles for fitness training magazines in the UK and the USA.

E ⁶I look forward to hearing from you.

Yours faithfully,
Christine Paine

- 3** Read the email again. Match paragraphs A–E to functions 1–5.

- 1 Further information about yourself: D
- 2 What you are doing at the moment: _____
- 3 Conclusion: _____
- 4 Why you are writing: _____
- 5 Why you are applying: _____

HELP WITH WRITING

Application emails:
organisation, useful phrases

- 4 a** Look at formal phrases 1–6 in bold in Christine's email. Match them to informal sentences a–f.

- a There is some information about this on my CV. **5**
- b I saw your advert on the website so I thought I'd write. _____
- c I really want to work for your company. _____
- d These are the things I have to do at work. _____
- e Please write soon. _____
- f This is what I do now. _____

- b** Complete phrases 1–6 from the letter with these words.

in at as (x 2) from (x 3)
in to (x 3) for (x 2) on

- 1 I am writing **in** reply _____
your advertisement _____ *The Guardian* website _____ a ...
- 2 _____ the moment, I am working _____ a/the ...
- 3 My responsibilities range _____ ...
- 4 I am very interested _____ working _____ ...
- 5 _____ you will see _____ my CV, ...
- 6 I look forward _____ hearing _____ you.

- 5 a** Read this email. Put paragraphs A–E in the correct order.

D , _____ , _____ , _____ , _____

A At the moment I am working full-time at a receptionist for a large American bank in London. My responsibilities range of meeting visitors to answering phones and taking messages.

B I look forward to hearing of you.
Yours sincerely,
Elizabeth West

C I am interested of medical issues and three years ago, I had a temporary position with a secretary on the Wellington Hospital. I believe my experience, interest and enthusiasm would be excellent for your position.

D Dear Mrs Crouch,
I am writing the reply to your advertisement in *The Times* website of a receptionist at St John's Wood Surgery.

E As you will see on my CV, I have over nine years of experience. In this time, I have learned a wide variety of skills connected with my work. I have also realised that I particularly enjoy the personal contact that receptionists have with people. Therefore I would like the opportunity to work in a smaller office environment.

- b** Read the email again. Find ten mistakes and correct them.

- 6 a** Choose one of these advertisements or your own idea. Make notes for an email in the table below.

PERSONAL TRAINER

Our agency has a personal trainer position available. You will be working with musicians on tours all over the world. You should have at least five years of experience of fitness training and diet planning.

COOK

We are looking for a cook for our Santé Health Centre in Wallingford, near Oxford. We run courses for people who are following special diets as part of a health programme. You should have experience and lots of ideas about cooking for special diets.

where you saw the advertisement	
what you are doing at the moment	
why you are applying	
further information about yourself	

- b** Write an application email.

- Use your notes from **6a**.
- Use the organisation of the email in **3**.
- Use the formal phrases in **4**.
- 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.

Describing people

1 Read the description quickly. Tick the things 1–5 that Fiona mentions.

- 1 ☐ Kate's boyfriend.
- 2 ☒ How Fiona met Kate.
- 3 ☐ Kate's personality.
- 4 ☐ Kate's appearance.
- 5 ☐ Kate's favourite hobbies.



TRUE STORIES

Reading a description of a friend

Writing describing people: organisation, useful phrases

Review physical descriptions, character adjectives; adjectives to describe behaviour

2 Read the description again and answer these questions.

- 1 Where did Fiona meet Kate?
At an old school friend's wedding.
- 2 Why did they start talking?

- 3 What kind of things do they both like?

- 4 How are they different in appearance?

- 5 How are they different in personality?

- 6 Why does Fiona think Kate is kind?

Nice shoes!

About six years ago, I was invited to an old school friend's wedding. We had been really good friends once, but I hadn't seen her for a few years. So I was a bit surprised to get an invitation. At the wedding, when I realised I knew no one else there, I thought it was going to be a long day ... But then I met Kate. And I guess she's my best friend now.

The first thing I noticed about Kate was her shoes. In fact it was difficult to miss them! They were bright red and they were the only thing I could see – she was under a table looking for her contact lens! As I walked by, I said "Nice shoes!" I heard her say "Thanks!" Then, when she came out from under the table, we looked at each other and laughed! We had exactly the same dress on! We have a very similar taste in clothes, in fact – we like bright clothes – striped and flowery dresses and tops. But

we look completely different. She is tanned and looks Spanish or Italian. I look typically English! We're both in our mid-20s, but my hair is long and blonde and hers is short and dark. I'm not very tall, but she's taller than most men I know. In fact, she looks like a model and I ... well, I don't!

Our personalities are very different, too. She's much more confident than I am. But she can be so disorganised at times. I can't remember the number of times we've missed the start of a film, play or concert because Kate was late! However, she's funny, warm and the most considerate and unselfish person I know. She's always ready with a cup of tea and some good advice when I have a problem.

I've learned so much from Kate. And I was so lucky to meet her. I'm sure we'll be friends for life. And all because of those lovely red shoes!

HELP WITH WRITING Describing people: organisation, useful phrases

3 Fiona's story contains four parts, which each have a different function. Put parts a–d in the order they occur in the description.

- a Her feelings now: 4
- b Character: _____
- c Introduction/How they met: _____
- d Physical appearance/Clothes: _____

4 a Read the description again. Underline these useful phrases for describing people.

- 1 We have a similar taste in ...
- 2 I/We look ...
- 3 She looks like a ...
- 4 She's the ... (person) I know.

b Which phrase or phrases in 4a:

- a are followed by a noun? 1 , _____
- b contains a superlative? _____
- c is followed by an adjective? _____

5 a Complete sentence b so it has the same meaning as sentence a. Use the phrases in 4a.

- 1 a She has a worried expression on her face.
b She looks worried.
- 2 a People think I'm intelligent because I wear glasses!
b I _____ because I wear glasses!
- 3 a We like the same kind of music.
b We have _____ music.
- 4 a Can you tell me about her appearance?
b Can you tell me what she _____ ?
- 5 a I don't know anyone more talented than Paul.
b Paul is _____ person I know.
- 6 a Jean and Kate enjoy the same type of films.
b Jean and Kate have _____ films.
- 7 a I have a similar face to my sister.
b I look _____ sister.
- 8 a I don't know anyone worse at driving than him.
b He _____ driver I know.

b Correct the mistakes in these sentences.

angry

- 1 They look ~~angrily~~, don't they?
- 2 My brother and I have a similar taste on cars.
- 3 People think I look like Swedish but I'm actually Brazilian!
- 4 My dad is one of the most funny people I know.
- 5 He looks likes his father, doesn't he?
- 6 She looks well in that dress.

6 a Think about someone you know well. Make notes in the table.

how you met

physical
appearance

personality

what you think of
the person now

b Write a description.

- Use your notes from 6a.
- Use the organisation of the description in 3.
- Use the phrases in 4.
- 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.

Telling a story

Part A

- When Jamie walked into the offices of the Charlton Corporation, he was feeling absolutely terrified. He'd never been in such a large building before. Everything looked so clean, so organised, and even quite glamorous.
- It didn't help, of course, that he was late. He'd decided to go by Underground rather than the bus and it'd been delayed. He'd sat in a tunnel near Paddington Station. He hadn't even been able to call them to say he'd be late.
- It was now 9.25 and his interview was supposed to start at 9.00.
- He told the receptionist his name and apologised for being late. The receptionist told him not to worry. In fact, the receptionist told Jamie, one of the interviewers hadn't arrived yet. So it didn't matter. Jamie sat down in one of the large armchairs in reception and picked up a newspaper. But he couldn't concentrate on any of the stories.
- "Relax, Jamie. Relax," he told himself.
- About five minutes later, a woman sat down beside Jamie. She was wearing a suit and carrying a leather bag that looked expensive. She looked nervous, too.
- "Nice bag," Jamie said.
- "Thank you," she replied. "Are you here for an interview?"
- Jamie suddenly felt a lot better. She was obviously in the same situation as he was. And she was quite good-looking, too.
- "Yes," he said.
- "Are you feeling nervous?" she asked.
- "No, not really," Jamie lied. "Although, an old school friend of mine works here and he says that my interviewer is really bad-tempered and rude. She works in a different office and every time he's met her, she's been really arrogant. So I'm not looking forward to that!"
- The woman laughed. She had a beautiful laugh, Jamie thought. They started chatting about interviews. Jamie told her about the time he'd gone for an interview and realised he still had a piece of chewing gum in his mouth. He'd been so nervous that he'd put it under his chair in the interview room. She laughed again. She likes me, Jamie thought.
- He told the woman some more stories about himself. He lost his last permanent job, he told her, when he fell asleep at his desk the day after a big party. He hadn't really cared as he thought the job was too stressful anyway. She laughed again. Maybe he should ask her for her phone number, Jamie thought.



Reading a story about an interview

Writing verb forms in stories

Review Past Simple; Past Continuous; Past Perfect

- 1 Read Part A of the story and put events a–h in the correct order 1–6. There are two extra events that do not happen in the story.
 - a ☒ 1 Jamie put some chewing gum under a chair.
 - b ☐ Jamie said sorry to the receptionist.
 - c ☐ The woman and Jamie talked about interviews.
 - d ☐ Jamie caught an Underground train.
 - e ☐ The woman told Jamie she had an interview too.
 - f ☐ Jamie asked the woman for her phone number.
 - g ☐ Jamie arrived at the Charlton Corporation.
 - h ☐ Jamie met the woman.
- 2 Read Part A again and choose the best answers.
 - 1 Why was Jamie nervous?
 - a Because he had an interview.
 - b Because he was late.
 - c ☒ Both a and b.
 - 2 How was Jamie lucky?
 - a One of his interviewers was also late.
 - b His Underground train wasn't delayed for long.
 - c No one else had applied for the job.
 - 3 Why did Jamie lie to the woman?
 - a Because he was feeling more relaxed.
 - b Because he thought the woman was nervous.
 - c Because he thought she was attractive.
 - 4 How did Jamie know something about his interviewer?
 - a He had worked with her before.
 - b One of his friends knew her.
 - c He had been at school with her.
 - 5 Why did Jamie think the woman liked him?
 - a Because she laughed at all his stories.
 - b Because she told him she did.
 - c Both a and b.

HELP WITH WRITING Verb forms in stories

3 a Underline the first example of each of these verb forms in Part A of the story.

- 1 Present Perfect Simple he's met (line 32)
- 2 Past Simple
- 3 Past Continuous
- 4 Past Perfect
- 5 Present Simple
- 6 Present Continuous

b Look at where the verb forms are used and choose the correct word in the rules.

- 1 We usually use *present/past* verb forms in direct speech in stories.
- 2 We usually use *present/past* verb forms in stories when we describe things that happen.

c Look at Part A again. Which verb forms are used most often in the story?

4 a Read and complete Part B of the story with the correct form of the verbs in brackets.

Part B

At that moment, a man appeared and Jamie's new friend

¹ stood (stand) up. The man ² _____ obviously
(meet) the woman before. They kissed each
other on the cheek and Jamie, stupidly, felt a bit jealous. But while
they ³ _____ (walk) towards the lift, the woman
looked back, ⁴ _____ (smile) and said "Good luck!"

A few minutes later, the receptionist told Jamie that his
interviewers were ready now. He took Jamie to a room at the end of
a long corridor and ⁵ _____ (knock) on the door.

Two people ⁶ _____ (talk) in the room and Jamie
heard someone laugh.

Jamie's face ⁷ _____ (be) white. He suddenly felt sick.

The receptionist opened the door and looked at Jamie.

"⁸ _____ you _____ (feel) OK?"
he asked.

Jamie ⁹ _____ (hear) that laugh before. And although
he ¹⁰ _____ (not can) see the interviewers yet, he
could see a familiar expensive leather bag on the table ...

b Why didn't Jamie feel very well when he arrived at the interview room?

5 a Think about a time you felt very nervous about something (for example, an interview or your first day at a new school or work place). Make notes in the table.

What was the day?

How did you feel?
Why?

Did you meet anyone
who helped you feel
less nervous?

What happened in
the end?

b Write a story about your experience.

- Use your notes from **5a**.
- Use past verb forms (Past Simple, Past Perfect, etc.) to describe the things that happened and, if necessary, present verb forms (Present Simple, etc.) for direct speech.
- Remember that you can invent some or all of the story if you want to.
- Read and check for mistakes.
- Give your story to your teacher next class.

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

Life changes

Reading descriptions of important moments
Writing common mistakes; an important moment
Review work collocations; phrasal verbs (2): travel

The day that changed my LIFE

ALL WEEK, we've been collecting your stories about important moments. We've had stories from all over the world – some romantic, some funny, some sad.

^aHere are a few of the best.

TEN YEARS AGO, I was in my final year at university. During the holidays, I decided to visit my grandparents, who live in Boston, USA. ^bI was waiting in the queue at Heathrow check-in when a woman approached me. She worked for the airline and she told me that they had overbooked the flight. She offered me a flight anywhere in Europe if I agreed to take a later one to Boston. My grandparents wouldn't worry and I wasn't in a hurry, so I agreed.

When I got home from my grandparents, I started thinking about my free flight. Paris, perhaps? A weekend in Venice or Barcelona?

A few nights later, I got a phone call from an old friend, Owen. We'd known each other at university, but he was a year older than me. When he'd left university, we'd lost touch. Anyway, he was teaching in Lisbon, Portugal. We chatted for a long time, so I decided to go and see him.

He had only been in Lisbon for a year, but his Portuguese seemed really good. I was impressed. ^cAnd I don't know if it was his language skills, the sunshine or Lisbon itself. But on that short visit I fell in love with him. Three years ago we got married. And in November, we're going to have a baby. ^dIf I hadn't agreed to take a later flight, I might never have met Owen again!

Mia, Maida Vale, London

FIVE YEARS AGO, I was working in an office. ^eMy life was all about dealing with complaints, meeting deadlines and writing reports.

I wasn't completely bored, but it didn't excite me. One lunchtime, I went out to buy a sandwich. It was sunny and I wasn't busy at work so I decided to eat it in the park. I could see a group of people filming a TV programme nearby. They seemed to be arguing about something and everybody looked very stressed.

Suddenly I realised ^feveryone was looking at me. And then two of them started walking over – towards me! They explained that they were making a short film and one of their actors hadn't turned up. He only had one line in the story, they said. Would I mind saying the line?

I could tell they were desperate and although I'd never done any acting in my life, for some reason I agreed.

An hour later we had finished. ^gIt had been an amazing experience. The people were very grateful and paid me for my time. However, as I was leaving, the director of the film came over and gave me his card. He thought I'd been brilliant and was naturally talented as an actor. I laughed but promised to call him some time.

Well, I did call him. And I went for an audition for another short film with the director. And I got the job. Two years later I left my office job and I'm now working almost full-time as an actor. ^hI love the work and I'm going back to college next year to study drama. My life is now completely different. And all because of lunch in the park!

Steven, St John's Wood, London

1 Read the two stories from the article quickly. Whose story is connected with:

- a his/her career? _____
b a relationship? _____

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

- 1 ☒ F Mia was offered a free flight because the flight to Boston was cancelled.
2 ☐ Owen and Mia went out at university.
3 ☐ Owen wasn't Portuguese.
4 ☐ Mia was still studying at university when she first went to Portugal.
5 ☐ Steven hated his old job.
6 ☐ Steven had always wanted to be an actor.
7 ☐ He got some money for his first job as an actor.
8 ☐ He left work because he had too much acting work.

3 Choose the reasons which probably led Mia or Steven to the decision that changed their life. Write M (Mia), S (Steven) or B (both) next to each reason.

- a family M
b the weather _____
c time _____
d something free _____
e boredom _____

HELP WITH WRITING

Common mistakes; an important moment

- 4 a** Students often make mistakes in language areas 1–8 when they write. Look at phrases a–h in bold in the article. Match them to 1–8.

- 1 same sound but different spelling (*here/hear, they're/there, you're/your*, etc.) **a**
- 2 Present Simple/Present Continuous with state verbs (*like, hate*, etc.): **_____**
- 3 Past Simple/Past Continuous in sentences with *when/while*: **_____**
- 4 *everyone* + third person: **_____**
- 5 reflexive pronouns: **_____**
- 6 commonly confused nouns or verbs (*experience/experiment, argue/discuss, make/do*, etc.): **_____**
- 7 verbs + prepositions (*deal with*, etc.): **_____**
- 8 conditional sentences: **_____**

b Match language areas 1–8 in **4a** with these examples of correct and incorrect sentences.

- a **5** *I'm teaching myself to play the piano.*
not ~~I'm teaching me to play the piano.~~
- b ☐ *I heard you're getting married soon.*
not ~~I heard your getting married soon.~~
- c ☐ *If I'd been on time, we wouldn't have been late.* not
~~If I wouldn't have been late, ...~~
- d ☐ *Can you deal with a customer complaint?* not
~~Can you deal of a customer complaint?~~
- e ☐ *I was waiting for a bus when I met her.*
not ~~I waited for a bus when I met her.~~
- f ☐ *Everyone wants to meet you.* not
~~Everyone want to meet you.~~
- g ☐ *My brother and I very often argue.* not
~~My brother and I very often discuss.~~
- h ☐ *I love my job.* not ~~I'm loving my job.~~

- 5** Read these descriptions of important moments. Find four more mistakes in each one and correct them.

A

myself

I hate writing about ~~me~~ but I wanted to say something on this topic. The day that changed my life is not connected with luck or serendipity. It's simply the day my daughter was born. Everyone say that babies change your life. And there right! I don't get as much sleep as I used to. And I don't go out as much. But every day I'm thinking how lucky I am to be a father. And I can't believe that I didn't do this decision years ago.

Pete Kenny, West Hampstead, London

B

My moment is rather silly, really. But it's important to me. About five years ago, I woke up one morning and decided I couldn't go to work that day. I phoned my boss and told her I wasn't well. Then, I lay in bed, thinking in my life. "You need a cup of tea," I told myself. But while I made it, I knocked over the milk. If there is one thing I can't stand, it's tea without milk. So I walked, in a miserable mood, to the corner shop to buy some. Back at home, I noticed a competition on the outside of the milk carton. I can't even remember what I had to do now. Anyway, I entered the competition and ... I won! Two weeks' holiday for myself and a friend in the Caribbean. Not much, I know, but at the time I really needed that holiday. And if I wouldn't have had it, I wouldn't have made several important decisions that changed my life.

Kate Barker, Kilburn, London

- 6 a** Think about an important moment in your life so far. Make notes in the table.

What happened?

What were you doing at the time?

How did it change your life?

- b** Write a description about your important moment.

- Use your notes in **6a**.
- Remember that you can invent some or all of your description.
- Read and check for the common mistakes in **4**.
- Write your description again if you need to.
- Give your description to your teacher next class.

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

Intermediate Reading and Writing Progress Portfolio

Tick the things you can do in English.

Portfolio	Reading	Writing
1 p64	☐ I can understand a simple personal email talking about a holiday. ☐ I can understand descriptions of events in private emails.	☐ I can write an email expressing my experiences and feelings about a holiday. ☐ I can use and understand ellipsis of words in informal writing.
2 p66	☐ I can understand notices and common abbreviations used in them.	☐ I can write a detailed notice using appropriate abbreviations.
3 p68	☐ I can understand formal letters and detailed information given in them.	☐ I can write a formal letter or email and use simple British or American English appropriately.
4 p70	☐ I can read a book review and understand the main information and the reviewer's opinion.	☐ I can write a book review that is clearly organised and uses appropriate language.
5 p72	☐ I can read emails which talk about everyday life, and understand the facts and the reasons why people are writing.	☐ I can write a detailed personal email describing experiences, feelings and events. ☐ I can use appropriate language for a wide variety of functions, including apologising, thanking and asking for information.
6 p74	☐ I can read articles in which someone has an opinion on a topic.	☐ I can write an article which expresses my opinion on a subject using appropriate language.
7 p76	☐ I can understand simple technical instructions for everyday equipment and procedures.	☐ I can write clear, organised instructions and use appropriate connecting words.
8 p78	☐ I can understand the main points in short letters to a newspaper website about current and familiar topics.	☐ I can write a letter on a problem in my local area. ☐ I can use appropriate connecting words for linking sentences and paragraphs.
9 p80	☐ I can read and understand the most important points in a job advertisement. ☐ I can understand detailed information in a job application email.	☐ I can reply in written form to job advertisements using appropriate organisation, language and style.
10 p82	☐ I can understand a detailed description of a person's appearance and personality.	☐ I can write a description of a friend using appropriate language and phrases.
11 p84	☐ I can understand the plot of a clearly organised story and recognise what the most important events are.	☐ I can write about real or fictional events and experiences using appropriate verb forms.
12 p86	☐ I can understand in a story the reasons for characters' actions and their results.	☐ I can write a description of a real event. ☐ I can monitor and correct common mistakes in my writing.