Caroline Krantz and **Julie Norton**
Series Adviser **Catherine Walter**

Navigate

Coursebook

with video and Oxford Online Skills

B1 **Pre-intermediate**

OXFORD

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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1 Time

1.1 Do you live in the past, present or future?

GOALS ■ Talk about your daily life ■ Ask questions

Vocabulary & Speaking daily life

1 Which sentence below best describes your life? Why? Compare your answers with a partner.

1 My life is too busy. I need more time.
2 I'm quite busy, but I have time to do everything I want.
3 I have too much time and not enough things to do.

2a Work with a partner. Match the verbs to the nouns and noun phrases.

spend	some exercise housework
do (x5)	time with relatives the shopping
stay	in for the evening future plans
make (x2)	a to-do list some work
	homework
eat	an early night to bed late fun
have (x5)	a good time a family meal
go (x3)	a lie-in healthy food on a trip
chat	with friends online shopping

b 1.1 Listen and check your answers.

c 1.2 Listen and repeat the phrases.

3 Tell your partner about things you would like to do, things you need to do and things you don't need to do this weekend. Use the vocabulary from exercise **2a**.

Grammar & Speaking question forms

4 The article and questionnaire are from a psychology magazine website. Read the article and find one positive and one negative thing about each type of person – past, present and future.

5 Choose two activities from exercise **2a** which are typical for each of the three types of people. Compare your ideas with a partner.

future type → make a to-do list

Psychology

Home Psychology tests Time type

The secret powers of time

Do you often think about the past? Can you enjoy the present time, or do you worry about the future? The psychologist Professor Philip Zimbardo describes three types of people: past, present and future people.



What time type are you?

Past types
You enjoy remembering the past and sometimes you miss 'the good old days'. You worry about making changes or trying new things. You spend a lot of time with your family.

Present types
The most important thing is to feel good now. You like doing fun things with fun people. You don't have a healthy lifestyle. You avoid doing difficult or boring things.

Future types
You spend most of your time working, saving and planning for a better future. You eat well and exercise regularly. You can say 'no' to immediate pleasures. You don't mind waiting for the good things in life. Future people are usually more successful in work and study. But they often don't enjoy their free time because they are busy thinking about the next thing.

According to Zimbardo's research, most people are mainly a past, present or future type, although everybody is sometimes the other types. Ideally, we should try to have an equal balance of all three to be happy and successful, and to have good relationships.

Take the test

6a Work with a partner. Do the questionnaire together and make a note of your partner's answers.

b Read the results of the questionnaire. Who is more past-focused, you or your partner? Do you agree with the results?

How past-focused are you?

1 How often do you look at old photos or videos?
- a often
- b sometimes
- c never

2 Who do you prefer to spend time with?
- a friends I met a long time ago
- b new friends
- c both old and new friends

3 Are you interested in your parents'/ grandparents' stories about the old days?
- a yes, very interested
- b quite interested
- c no, not at all

4 Do you enjoy family events, like birthday parties?
- a I love them
- b they're OK
- c not really

5 Where do you go for your summer holiday?
- a the same place every year
- b a different place every year

6 When did you last see your older relatives?
- a very recently
- b quite recently
- c a long time ago

Results

If you have 3–6 **'a'** answers, you're very past-focused. If you have 0–2 **'a'** answers, you're not very past-focused.

7 Look at the word order of questions in the Grammar focus box, then choose the correct option to complete the rules.

GRAMMAR FOCUS question forms

Questions with *do* and *did*

Question word	Auxiliary	Subject	Main verb
	Do	you	enjoy family events?
When	did	you	(last) see your older relatives?
Who	do	you	spend time with?

Questions with *be*

Question word	*be*	Subject	Adjective/Noun/Verb
	Are	you	interested in your parents' stories?
Who	is	your	favourite relative?

- We put auxiliaries (*do/does/did*) [1] **before / after** the subject.
- We put the verb *be* (*am/is/are/was/were*) [2] **before / after** the subject.
- We put prepositions (e.g. *to, with*) at the [3] **beginning / end** of the question.

→ Grammar Reference page 134

8 Match the question words and answers.

1 How much ...?	a every day
2 How often ...?	b $30
3 How many ...?	c action films
4 What kind ...?	d six o'clock
5 What time ...?	e five

9a Put the words in the right order to make questions.

1 do / live / who / you / with ?
2 music / you / what / to / listen / do / kind of ?
3 you / for / appointments / how often / are / late ?
4 museums / enjoy / do / going / you / to ?
5 to / did / what / last night / time / go / you / bed ?
6 you / are / today / tired ?
7 spend / how much / on Facebook / do / you / time ?
8 have / fun / when / you / did / last ?

b 1.3 Listen and check your answers. Then ask and answer the questions with a partner.

10a TASK Work with a partner. Write five questions for a questionnaire with the title 'Are you more present-focused or future-focused?' Use different question words and give two or three possible answers. Use the topics below or your own ideas.

How often do you do exercise?
a never b sometimes c often

- to-do lists?
- healthy lifestyle?
- keep fit?
- late for appointments?
- go to dentist?
- stay out until late?
- save money?
- plan things in advance?
- have a good time

b Work with another pair and answer both quizzes. Who is the most present-focused and future-focused?

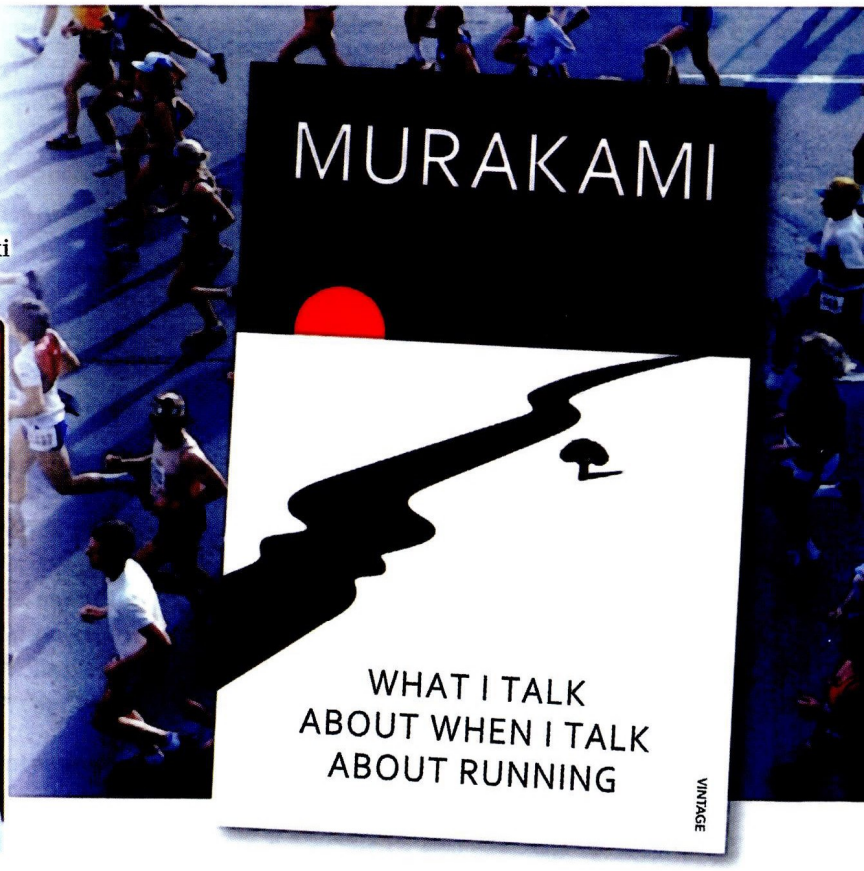
VOX POPS VIDEO 1

1.2 Free time

GOALS ■ Talk about how often you do things ■ Talk about your free time

Grammar & Speaking present simple and adverbs of frequency





1 Work with a partner and discuss the questions.

1 Do you ever go running? Why/Why not?
2 Why do you think some people enjoy running?
3 Look at the photos. Do you know the author Haruki Murakami? Would you like to read the book?

2a You are going to listen to a review of the book in the photo. Before you listen, write questions using the prompts.

1 why / Murakami / run ?
2 how often / he / go running ?
3 how many miles / he / run / every week ?
4 he / do / any other sports ?

b 1.4 Listen and answer the questions in exercise **2a**.

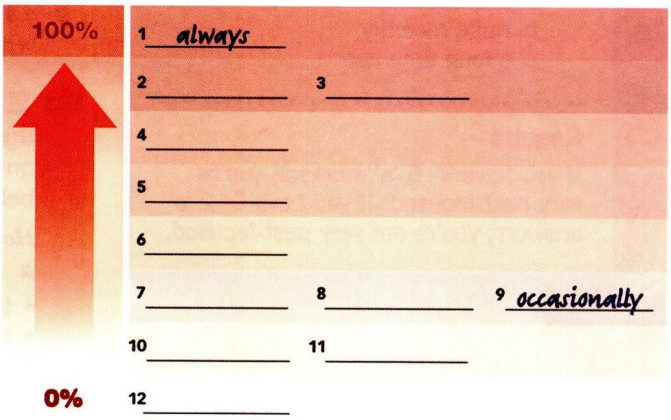
3 1.4 Listen again and complete the sentences with an adverb or frequency expression from the box.

most days sometimes usually never often occasionally nearly always

a It is _____ about getting better at something.
b He's _____ worried about beating other people.
c He runs _____.
d He _____ thinks about the weather.
e He _____ gets an idea for a book.
f He doesn't _____ think about anything.
g He _____ listens to rock music.

4 Work with a partner. Add the adverbs and frequency expressions from exercise **3** and the ones in the box to the table. Which ones have similar meanings?

every now and then rarely hardly ever
once or twice a day/week/month, etc.



5 Look at the sentences in exercise **3.** Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS present simple and adverbs of frequency/frequency expressions

- We use adverbs of frequency and frequency expressions to talk about how often we do things.
- An adverb of frequency usually goes [1] **after / before** the main verb.
  He nearly always listens to rock music.
- An adverb of frequency usually goes [2] **after / before** the verb *to be*.
  He's never worried about beating other people.
- An adverb of frequency usually goes [3] **after / before** the auxiliary verb (*do/does*) in negative sentences.
  He doesn't usually think about anything.
- Frequency expressions can go at the beginning or end of a sentence.
  He runs most days.

→ Grammar Reference page 135

PRONUNCIATION stress

6a 1.5 Listen to these sentences and notice which words and parts of words are stressed.

1 He **some**times **thinks** about the **wea**ther.
2 **Once** or **twice** a **year** he does a tri**ath**lon.
3 It is **often** about getting **bet**ter at **some**thing.

b 1.6 Listen again and repeat the sentences.

7 Put the adverbs of frequency or frequency expressions in the correct place in the sentences. Some can go in more than one place.

We spend time with relatives. (occasionally) →
We occasionally spend time with relatives.

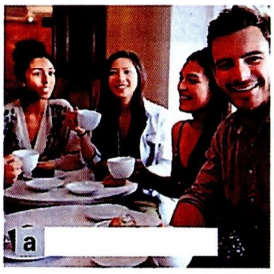
1 We spend time with relatives. (occasionally)
2 My best friend does some exercise. (most days)
3 We watch films. (hardly ever)
4 My family go out for a meal. (once or twice a week)
5 I'm in bed by 11 p.m. (nearly always)
6 We don't go abroad on holiday. (usually)
7 I chat with friends online. (every now and then)
8 I have a lie-in at the weekend. (rarely)

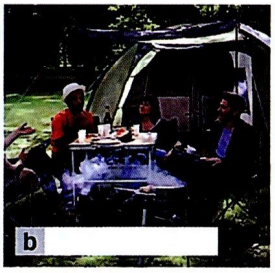
8a Rewrite the sentences in exercise **7** to make them true for you.

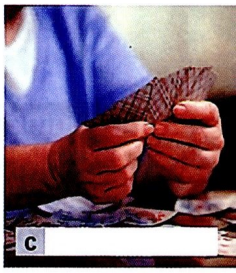
b Work with a partner. Ask each other questions to find out more information.

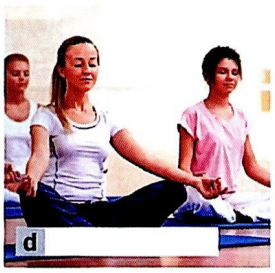
A *We hardly ever spend time with relatives.*
B *Oh? Why not?*
A *Because they live too far away.*

Vocabulary & Speaking free-time activities

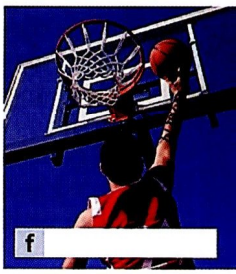

a


b


c


d


e


f

9a Work with a partner and put the sports and free-time activities into the correct group.

out for a coffee/meal football computer games karate camping swimming on Facebook exercise to the gym for a walk running ~~yoga~~ chess ~~clubbing~~ cards aerobics ~~golf~~ basketball

a play *golf*
b do *yoga*
c go *clubbing*

b Label the photos with phrases from exercise **9a**.

c Can you add any more words to each group above?

10 Find two examples from exercise **9a** of activities that ... .

1 you usually do on your own
2 you usually do with other people
3 people do outdoors
4 people do indoors
5 you do when you are feeling lazy
6 you do when you are feeling full of energy

11a TASK Work in a group. Ask each other questions about some of the free-time activities in exercise **9a** and make a note of the answers.

How often do you go running?

b Tell the class what you found out. Who spends a lot of time doing one sport or activity in their free time and who doesn't?

Haiyan goes running most days.
Mehmet never goes running, but he plays chess once or twice a week and is a member of a chess club.

1.3 Vocabulary and skills development

GOALS ☐ Predict before you read a text ☐ Understand and use nouns and verbs with the same form

Reading & Speaking predicting before you read a text

1 Work with a partner. Look at the photos and discuss the questions.

1 What do the photos show?
2 Why do you think people do this?
3 What do you think about it?

2a Look at the photos, title and subheading. What do you think the blog is about? Is it positive or negative about taking photos?

b Write down five words or phrases that might be in the blog and compare your ideas with a partner.

c Read the information in the Unlock the code box about predicting.

UNLOCK THE CODE
predicting

- Predicting or guessing before you read can help you understand a text better. Before reading, you can ask yourself: What do I already know about this topic?
- Use photos, the title and the subheadings to predict what the text is about and what type of text it is, e.g. a newspaper article.
- You can also predict some of the key vocabulary in the text.

3 Read the blog. Were your predictions in exercise 2a correct? How many of your five words or phrases were in the blog?

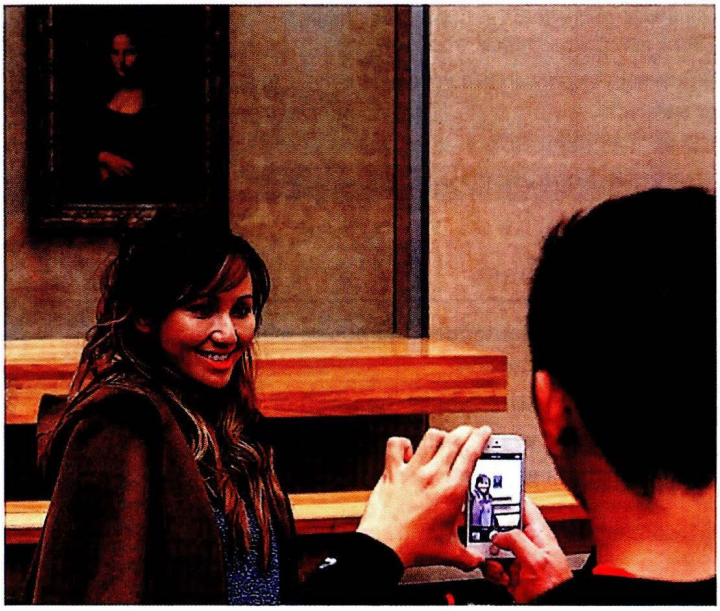
4 Answer the questions with a partner.

1 What two events does the writer describe?
2 What's the problem at both events?

5 When you go to a concert or exhibition, what do you photograph? Give your reasons.

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September 18





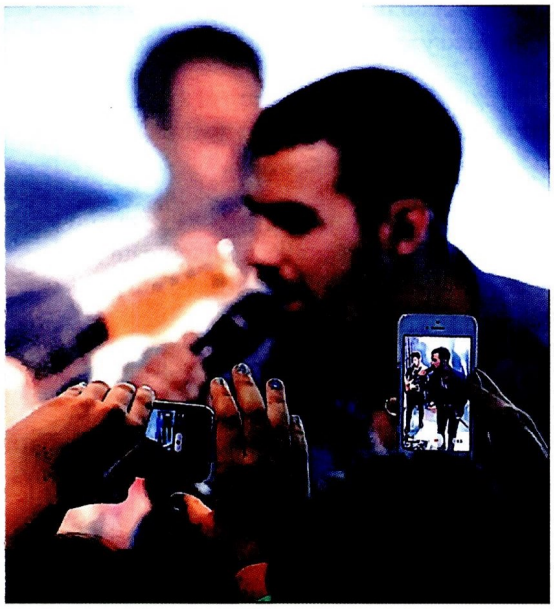
'Take a photo of it and I'll look at it when I get home!'

THIS BLOG IS ANGRY!

So … I'm in the Louvre Museum in Paris and I'm looking at one of the most famous paintings in the world, *Mona Lisa* by Leonardo da Vinci. But I can't actually see it very well, because there are two tourists standing in front of it, and they are taking photos of the painting. But wait … no, it's not a photo … it's a film. They're filming the painting! And then one stands next to the *Mona Lisa* as the other films her.

As they go off, one says, 'We'll post that on Facebook and have a look at it back at the hotel'. Another tourist arrives, looks at the painting for a second, takes a photograph of it and moves on.

But isn't the whole reason for going to the gallery to see the paintings 'live'? OK, you can look at them on the museum website. But seeing them actually in front of you is a different experience. That's why I went – to see the real thing. Why look at it on a tiny screen when the whole wonderful thing is there in front of you? But really these



tourists are not looking at the painting at all – they're recording their own lives.

Now to a rock concert in London – it's Muse, my favourite band. I'm close to the stage, but even so my view is blocked by a hundred mobile phones filming. And not just one song, the whole concert. These will be on YouTube within an hour – poor quality, terrible sound. Why do they do it? Why don't they look at the band?

We don't live our lives any more, we simply record them, post them on Facebook and look at them later.

Vocabulary & Speaking nouns and verbs with the same form

6a Look at the highlighted words in the blog. Are they nouns or verbs? Write N or V next to each word in the box.

blog	photograph	film	look	experience	record	post

b Read the information in the Vocabulary focus box about nouns and verbs with the same form.

VOCABULARY FOCUS nouns and verbs with the same form

Some words can be both a noun and a verb with similar meanings, e.g. *look*. When you use these words as nouns, you need to know which verbs to use with them, e.g. *to have a look*.

c Put the nouns from exercise **6a** with the correct verb in the table. Sometimes a noun can go in more than one column.

make	have	take	write

d Add the words in the box to the correct column in the table.

text	plan	promise	dream

7a TASK Complete the questions using the verb + noun phrases in exercise **6**.

1 Do you ever _____ about flying?
2 When did you last _____ at your phone?
3 When you go on holiday, do you _____ for what you are going to do every day?
4 When somebody _____ of you, do you smile or stay serious?
5 Do you ever _____ to someone and then change your mind?
6 Would you like to _____ about your daily life? Do you think people would read it?
7 When you _____, do you use special language like LOL or BTW?
8 Do you ever _____ and then post it on YouTube?

b Work with a partner. Take turns to ask the questions in exercise **7a**. Ask more questions to find out extra information.

A *Do you ever have dreams about flying?*
B *Yes, often.*
A *When did you last have one?*
B *Last week. I dreamt I was flying over the sea.*

c Tell the class two interesting facts about your partner.

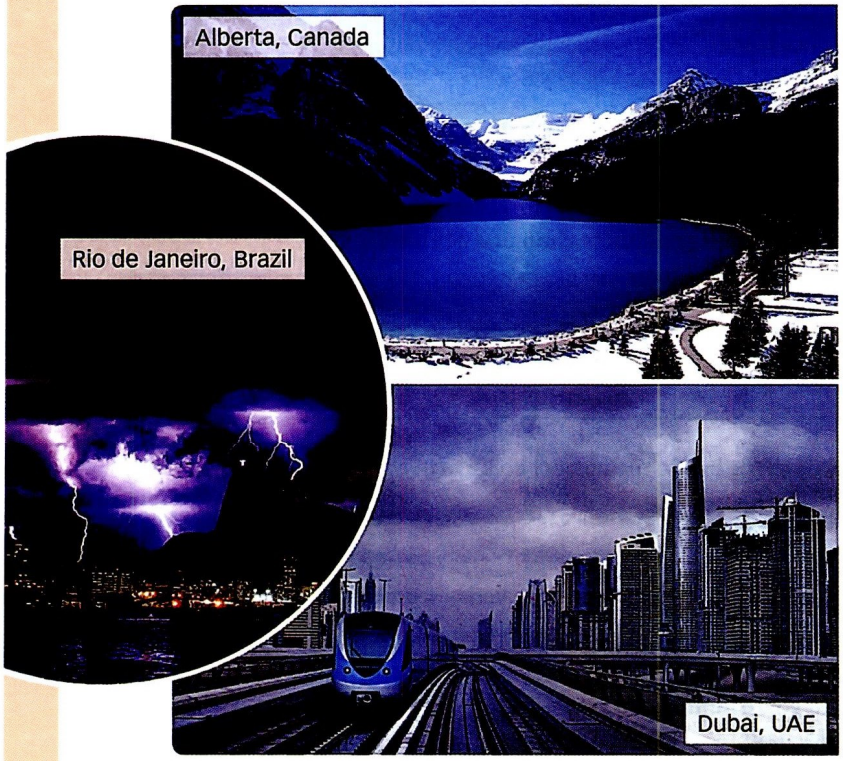
is that some of the shops and restaurants are

1.4 Speaking and writing

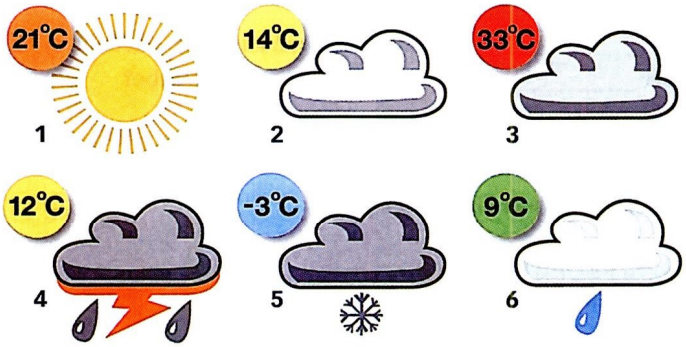
GOALS ☐ Talk about the weather ☐ Talk about your likes and dislikes ☐ Write a web post

Speaking & Vocabulary talking about the weather; talking about likes and dislikes

1 Work with a partner and describe the weather in the photos.



2a Match the symbols and temperatures to the weather headlines.



a hot, cloudy and **humid**
b cloudy and **mild**
c sunny, dry and **pleasant**
d cold and **damp** with a few **showers**
e heavy rain, a **thunderstorm**
f light snow, temperature below zero

b Replace the words in *italics* with a **bold** word from exercise **2a**.

1 If it's a *nice* evening, we can eat outside.
2 I hate this *warm, wet and uncomfortable* weather.
3 The air's *cold and a bit wet* this morning.
4 There are going to be some *short periods of rain* later.
5 Yesterday it was really cold, but today it's *not too cold*.
6 Did you hear the *heavy rain, thunder and lightning* last night?

3 Work with a partner and describe today's weather. Do you think it's typical for the time of year?

4 1.7 Listen to Faisal from Dubai, Marek from Alberta and Gina from Rio de Janeiro talking about their favourite season. Who talks about these topics? Write F, M or G.

1 an exciting celebration
2 eating outside
3 enjoying the colours of nature

5a 1.7 Listen again and complete the sentences.

1 I'm not keen on _____ in the sea in the summer.
2 My favourite winter activity is _____.
3 I really love catching fish in the _____.
4 I'm really interested in _____.
5 I'm really into watching _____.
6 I don't mind _____ weather.
7 I prefer _____ weather to summer weather.
8 I quite like watching _____.
9 I can't stand large _____.

b 1.8 Listen and check your answers.

c 1.9 Listen and repeat the sentences.

d Which of the expressions in exercise **5a** mean the following?

a you don't like something
b you hate something
c you like something a lot
d something isn't a problem for you
e you like one thing more than another thing
f you like something, but not a lot

6 Complete these sentences so they are true for you.

1 I really love ...
2 My favourite summer activity is ...
3 I don't mind ...
4 I can't stand ...

7a TASK You are going to do a short presentation about your likes and dislikes. Turn to page 126 and choose one of the three options. Make some notes. Use the Language for speaking box to help you.

b Work in groups and take turns to give your presentations. Ask each other questions to find out more.

LANGUAGE FOR SPEAKING talking about likes and dislikes

I'm not keen on ...
I really love ...
I'm really into ...
I prefer ...
I can't stand ...
My favourite ... is ...
I'm really interested in ...
I don't mind ...
I quite like ...

We generally use a noun or a verb + *-ing* after the likes and dislikes phrases.
I like swimming in the sea.

Reading & Writing a web post about the best time to visit your country

8 Read these two posts on a travel forum and answer the questions.

1 Where does Jean-Luc want to go?
2 What is Varsha's answer to his question?
3 What does she say about **a)** the weather, **b)** the crowds, and **c)** the facilities (shops, etc.) at this time of year?

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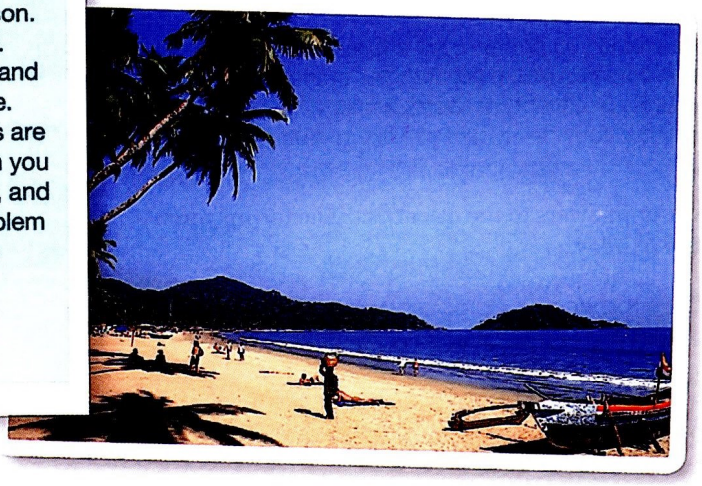
Search thread | Post a new thread

Yesterday 15:23
Jean-Luc My wife and I would like to go on holiday to southern India next year, to Goa. When is the best time to go?

Today 09:17
Varsha The most popular time to come to Goa is November to March. This is our winter season. In these months, the weather is very pleasant. It's not too hot or too rainy and the sea is nice and calm. But there are a lot of tourists at this time. The beaches are very crowded and the prices are high. So I think the best time is October. Then you can have good weather and avoid the crowds, and the hotels are not too expensive. The only problem is that some of the shops and restaurants are not open.

I hope that helps.

Enjoy your trip!



9a Read the Language for writing box about linking ideas.

LANGUAGE FOR WRITING linking ideas with *and*, *but* and *so*

- We can join sentences using the linkers *and*, *but* or *so*.
  The weather is good. There aren't too many people. → *The weather is good and there aren't too many people.*
- In informal writing, e.g. web posts and informal emails, we often use these linkers at the beginning of the sentence.
  ... the sea is nice and calm. But there are a lot of tourists at this time.

b Rewrite the sentences below. Make each neutral (= not formal or informal) pair of sentences into one sentence, using *and*, *but* or *so*. For each informal pair, begin the second sentence with *And*, *But* or *So*.

1 It rains every day. It's not heavy rain. (neutral)
2 The restaurants are great. They're not too expensive. (neutral)
3 It's a very interesting street. It can be a bit dangerous at night. (informal)
4 The temperature reaches 40°C. People go to the mountains where it's cooler. (neutral)
5 All the children are on holiday at this time of year. The beaches get crowded. (informal)
6 There's an excellent museum. It's free to enter. (neutral)

10a TASK Write a post for a travel forum about the best time to visit your country or town. Choose two or three topics from the box to write about or use your own ideas. Use the phrases below.

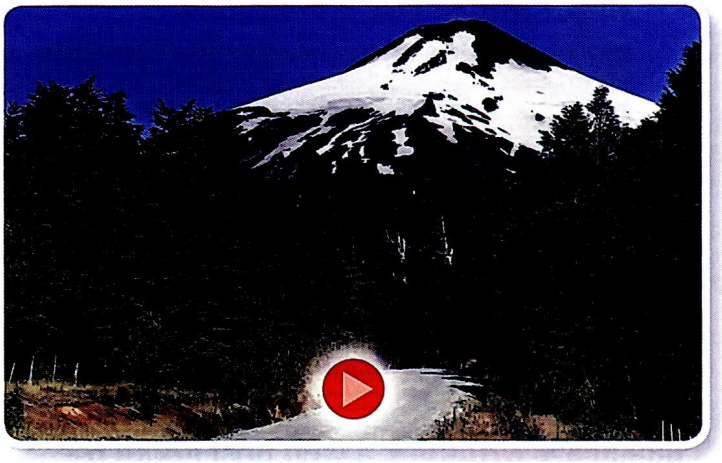
The best/most popular time to ...
... too expensive/hot/rainy/crowded
The only problem is ...

the weather | crowds | special festivals | prices | facilities

b Swap your post with a partner. If you are from the same place, do you agree with the post? If you are from a different place, ask questions to find out more.

1.5 Video

Adventure sports in Chile



1 Match the words to the definitions.

1 to walk for a long distance, especially in the country
2 parts of a river where the waters go fast
3 parts of a hill or mountain, especially for skiing
4 to go or come up a hill, mountain or stairs
5 the pointed top of a mountain

2 These photos are of Pucón, Chile's adventure capital. Describe the photos and guess what people do there.



3 Watch the video. Which sports did the speaker talk about?

a hiking up the volcano
b sailing and waterskiing on the lake
c scuba-diving in the lake
d kayaking down the rapids
e skiing or snowboarding down the mountain
f visiting Pucón by helicopter

4 Watch again and answer the questions.

a What kinds of landscape make Chile popular with tourists?
b How many people live in Pucón?
c What kinds of activities do people do in the summer? Name two.
d How tall is Villaricca Volcano?
e What kinds of activities do people do in the winter? Name two.
f How many metres do the slopes of Ski Pucón cover?



5a TASK Work with a partner. Read the situation below.

> You have won an adventure sports holiday! You must choose from the following options.
> - Where would you prefer to go: a lake or the mountains?
> - When would you like to go: summer or winter?
> - What kinds of adventure sports would you like to do?
> - What other activities would you like to do?

b Discuss your answers to the questions. Decide on your adventure holiday.

c Work with another pair. Compare your adventure holidays. Did you choose similar activities?

Review

1a Write the questions for the answers.

1 How many people _____?
Five. My parents, my two sisters and me.

2 _____?
Twenty-four. I'm twenty-five in February.

3 _____?
Nothing special. On Saturday I went into town and on Sunday I stayed in.

4 _____?
In a flat. I'd like to live in a house, though.

5 _____?
All sorts, really. Dance, Latin, R&B.

6 _____?
About once a month. In fact I went last night. I saw a really good film.

b Work with a partner and ask and answer the questions.

2a Choose the correct option in these sentences.

1 I go to the gym *hardly ever / never / every now and then.*
2 I *most days / rarely / once a month* have a lie-in.
3 We have a family meal *most days / nearly always / always.*
4 My cousin and I *once a week / every now and then / sometimes* chat online.

b Write five sentences about your free time. Use the frequency words in **A** and the activities in **B**.

A (nearly) always every now and then hardly ever
once or twice a week/month never rarely
most days occasionally sometimes often

B go online go out for a meal do aerobics play cards
go swimming go camping go to the gym play golf
go clubbing play computer games do yoga

c Ask your classmates questions about their free time. Find two people who do the same free-time activities as you and two people who do different activities.

How often do you ...? Do you usually ...? Do you ever ...?

3 1.10 Listen to eight questions. For each question, write down a one-word answer.

4a Decide which word or phrase doesn't go with the verb in the first column.

1 **make**	a to-do list	time with relatives	future plans	a cake
2 **do**	fun	exercise	housework	the shopping
3 **have**	an early night	a lie-in	a family meal	shopping
4 **play**	yoga	basketball	cards	computer games
5 **go**	on a trip	a family meal	running	out for a coffee

b Work with a partner and ask and answer the questions.

1 What kind of exercise do you do?
2 When was the last time you went on a trip?
3 How often do you have a family meal?
4 Who in your family does most of the housework?
5 Where do you usually go shopping for clothes?



5a Rewrite the questions, changing the underlined verbs into verb + noun expressions.

Do you text with one hand or two? → Do you write texts with one hand or two?

1 Do you know anyone who blogs about their life?
2 Do you ever photograph yourself?
3 How often do you post on social network sites?
4 Do you ever look at language learning websites?
5 Do you ever dream about falling?

b Work with a partner and ask and answer the questions.

6a Work in a group. On your own, make guesses about the likes and dislikes of the students in the group. Write the name of a student and continue the sentence.

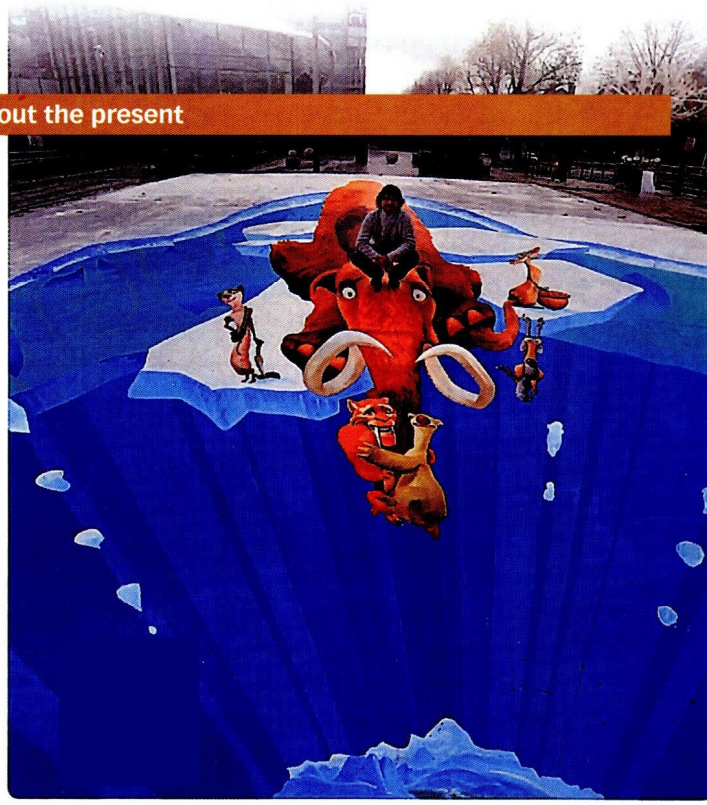
I think Carlos is really into sport.

1 I think _____ loves ...
2 I don't think _____ is very keen on ...
3 I imagine that _____ doesn't mind ...
4 I'm sure _____ is really into ...
5 My guess is that _____ can't stand ...

b Compare your guesses together.

2 Inside outside

2.1 Street life



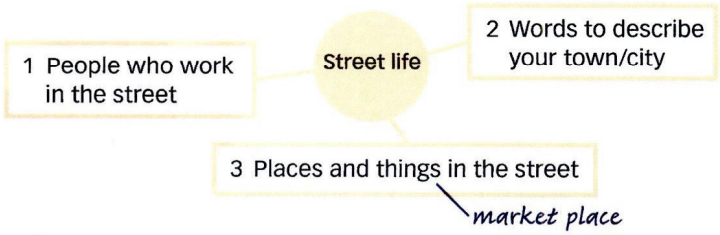
GOALS ☐ Talk about where you live ☐ Talk about the present

Vocabulary & Speaking street life

1 Work with a partner and discuss the questions.

1 What can you see in the photo?
2 Do pavement artists work in your town or city?
3 What other jobs do people do outside?
4 Would you like to work outside? Why/Why not?

2a With your partner, add the words in the box to the mind map.



souvenir seller stall safe crowded statue dirty huge pavement artist ~~market place~~ pedestrian area rubbish lively dull street cleaner street performer parking space

b Match words 1–5 to words a–e to make compound nouns. Sometimes there is more than one possible answer.

1 pavement	a seller
2 newspaper	b area
3 play	c café
4 flower	d bin
5 rubbish	e stall

PRONUNCIATION compound nouns

3a 2.1 Listen to the compound nouns in the box and underline the word we stress.

market place

market place souvenir seller pavement artist parking space street cleaner pedestrian area street performer

b 2.2 Listen again and repeat the compound nouns.

4a Use these sentences, or change them to make them true for your town or city. Write another sentence to give more information. Try to use some of the words from exercise **2a**.

The nightlife is lively → The nightlife is dull. There aren't any good restaurants or clubs.

1 The nightlife is lively.
2 It's famous for its statue of a lion.
3 The market has all kinds of stalls.
4 The pedestrian area is good for shopping.
5 It's difficult to find a parking space.
6 There's a huge problem with rubbish in the city centre.
7 There are lots of souvenir sellers in summer.
8 The city centre is safe at night.

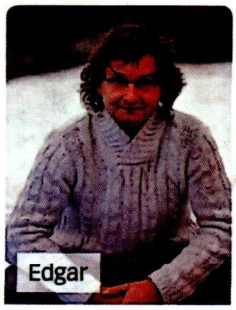
b Compare your answers with a partner.

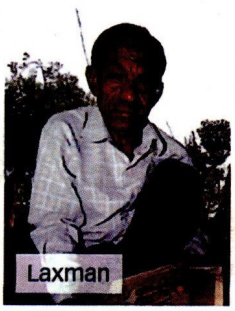
5 Work in a group. Describe your town or city using the prompts below.

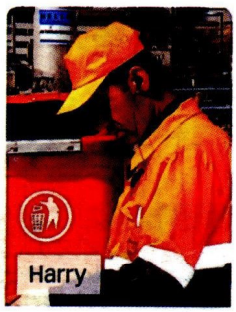
- There's plenty/nothing to do ...
- It's good for ...
- It's famous for ...
- There's a huge problem with ...
- There are all kinds of ...

Grammar & Speaking present simple and present continuous

6 2.3 Listen to a radio programme in which three people, Edgar, Laxman and Harry talk about their work in the street. Match the notes to the people (E, L or H).







1 a tea-seller and a writer
2 knows everyone
3 holds a world record
4 a street cleaner
5 a 3D pavement artist
6 thinks his luck is changing

7 2.3 Listen again and complete the sentences with one or two words.

1 The art _____ outside.
2 They _____ getting close to the art.
3 More and more people _____ books and newspapers in Hindi these days.
4 My luck _____ now.
5 Every now and then, my boss _____ my work.
6 What hours _____ you _____ today?
7 Today I _____ from 7 a.m. to 3 p.m.

8 Write present simple (PS) or present continuous (PC) next to sentences 1–4 in the Grammar focus box. Then complete the rules using the words *simple* or *continuous*.

GRAMMAR FOCUS
present simple and present continuous

1 The art happens outside. _____
2 My luck is changing now. _____
3 What hours are you working today? _____
4 Every now and then, my boss checks my work. _____

- We use the present [5] _____ to talk about routines and things that are always true.
- We use the present [6] _____ to talk about things that are happening now or around now.
- We do not usually use the present continuous to talk about states, verbs like: *know, like, love, prefer, understand, want,* etc.

→ Grammar Reference page 136

9 Read the text and underline the correct form of the verb.

Dustbot, the Street Cleaning Robot



Rubbish is a big problem for all of us, but in Italy, scientists [1] **are developing / develop** a new and very different way to collect rubbish.

Dustbot is a friendly-looking robot with maps and GPS navigation. You simply [2] **are calling / call** Dustbot on your mobile and it [3] **is coming / comes** to your house and [4] **is taking / takes** your rubbish away whenever you [5] **are wanting / want.** In many Italian towns with small or narrow streets, rubbish trucks [6] **aren't finding / don't find** it easy to get around. With Dustbot, this is not a problem.

These days, we [7] **are trying / try** to improve the ways we deal with rubbish and [8] **are recycling / recycle** more and more. Dustbot is a fun idea, so let's hope it helps!

■ **Global Positioning System (GPS) navigation** tells you where you are, gives directions and helps you find your way

10 Put the time expressions in the box into the correct group.

a present simple
b present continuous

always at the moment usually occasionally right now every Sunday never

11a Write present simple or present continuous questions using the prompts.

1 what / do / every Sunday ?
2 how often / go into / the city centre ?
3 what / tourists / usually / visit / in your town ?
4 how / your life / change / at the moment ?
5 what / like / about your home town ?
6 what / happen / outside / right now ?

b Work with a partner and ask and answer the questions.

12a TASK Work in a group and discuss the questions.

1 How is your city changing at the moment?
2 What general changes are taking place in your country right now?
3 Do you feel positive or negative about these changes?

b Decide which are the three most positive changes and the three most negative ones.

2.2 Home life

GOALS ■ Identifying things and people ■ Talk about things in your home

Grammar & Reading identifying relative clauses

1 Work with a partner. Look at the photo and answer the questions.

1 What does the photo show?
2 Why do you think the photographer took it?

2 Read the article and match topics a–d to paragraphs 1–4.

a what the photos show
b the challenges of the project
c who this man is and what he does
d how people feel about the project

3a Complete the sentences so they are true for you.

1 I'm *interested / not interested* in Huang Qingjun's work because ...
2 I *would / wouldn't* want to be in a photo with my possessions because ...
3 I *think / don't think* people have too many possessions now because ...

b Work in a group and compare your answers. Does anyone have the same opinions as you?

4a Look at the example sentences in the Grammar focus box. Then complete the rules with *who, which, that* or *where*.

GRAMMAR FOCUS identifying relative clauses

- Identifying relative clauses give us information about the person, place or thing we are talking about. We can't understand what the sentence is about without this information.
- We use [1]_____ or [2]_____ to talk about people.

  Huang Qingjun is a photographer who travels around China and takes photos of people that are standing outside their homes ...
- We use [3]_____ or [4]_____ to talk about things.

  The photos show the huge changes which are taking place in China.

  Huang's photos are a simple idea that shows how people's lives are changing.
- We use [5]_____ to talk about places.

  He visited one location where a couple had to move ...

→ Grammar Reference page 137

b Read the article again and underline all the identifying clauses.



Our possessions

1 Huang Qingjun is a photographer who travels around China and takes photos of people that are standing outside their homes with their household possessions. Huang started taking photos when he was a teenager and then worked for the magazine *Chinese National Geography*. In 2006 he began this project.

2 The photos show the huge changes which are taking place in China. For example, the photo of elderly farmers who are standing outside their house shows a satellite dish, a DVD player and a phone. Huang's photos are a simple idea that shows how people's lives are changing.

3 At first, some people feel it is strange to take all the things which are in their house outside for a photograph, but they mostly say yes when they understand why.

4 It is easier to take the photos in places where people don't have many possessions. Some photographs take him a couple of days and others several months. He visited one location where a couple had to move because of plans to build tower blocks and offices. In the photo, the couple are sitting on their bed and you can see the Chinese word which means 'destroy' on the wall behind them. But the couple are happy because they got money for moving.

■ **household possession** something a person owns and keeps in their house

5 Complete the text with *who*, *which* or *where*. Which ones could be replaced by *that*?

China: Living together in a circle

Deep in the mountains in the Fujian region of China, there is a large, round building called a *tulou* [1]_____ about 300 people live together. The tulou has four floors, four staircases and over 200 rooms. Step inside and you will hear people [2]_____ are calling you to stop for tea. In the middle is the hall [3]_____ people pray. On the first floor, there are kitchens [4]_____ people prepare food and cook, and there are also areas [5]_____ people can cook outside. The children [6]_____ live here play in the long hall and their bedrooms are on the third and fourth floors. There are animals [7]_____ live here too, so the tulou is certainly a lively place. The tulou [8]_____ is in the photo is one of several tulous in this part of China.



PRONUNCIATION *that* in relative clauses

6a **2.4** Listen to the sentences. Notice the words in **bold** that are stressed and the pronunciation of *that*.

1 It's **something** that you **see** in the **street**.
2 It's **something** that **doesn't move**.
3 It's **something** that **birds sit on**.

b **2.5** Listen again and repeat the sentences. What thing do you think these sentences describe?

7a Work with a partner. Think of two things and write three sentences like the ones in exercise **6a** to describe each thing without saying its name.

b Work with another pair. Take turns to read your sentences and guess what the things are.

Vocabulary & Listening household objects

8 **2.6** Listen to three people talking about staying at someone else's home or living away from home. Match speakers 1–3 to situations a–c.

Speaker 1	a is living in student accommodation.
Speaker 2	b is doing a house swap with a family in the USA.
Speaker 3	c is house-sitting for a friend.

9 **2.6** Listen again and match speakers 1–3 to a–f.

Which speaker ...?

a loves the candles, towels and sheets
b dislikes the white rugs
c is disappointed because there is only a microwave oven
d misses their sofa and satellite TV
e couldn't work the taps
f hates not having their own washing machine, dishwasher and fridge

10a Look at the household objects below and underline the one which is different in each group. Why is it different?

1 towel, duvet, sheet
2 mirror, carpet, rug
3 cloth, candle, dustpan and brush
4 cooker, dishwasher, microwave oven
5 tap, wash basin, satellite TV
6 chest of drawers, wardrobe, pan

b Put the words from exercise **10a** in the groups below.

1 things that you put on a bed
2 something that you light when it gets dark
3 things that you find in a bathroom
4 things that you find in a sitting room
5 things that you use to cook
6 places where you keep your clothes
7 things that you use when you clean

11 Work in a group. What do you like or dislike about staying at someone's house? Which household objects do you miss most when you are away from home?

12a **TASK** Choose five examples from the table on page 126 and write down the name of the person, place or thing.

b Work with a partner. Take turns to ask and answer questions about the things on your list.

A *What's 'The Picture Palace'?*
B *It's the cinema where I often go.*
A *Oh, I see. What kind of films does it show?*

VOX POPS VIDEO 2

2.3 Vocabulary and skills development

GOALS ■ Use phrases with *on* ■ Understand sentences with missing words

Vocabulary & Listening phrases with *on*

1a Work with a partner. What are the advantages and disadvantages of living in a city?

b 2.7 Listen to Mike and Emma discussing city life. How do they feel about living in the city?

c 2.7 Listen again. Which person says these things? Write M or E.

1 Nobody's ever **on time** for anything.
2 I was **on the way** to the city centre.
3 There are so many people who come here **on business**.
4 You just look it up **on the internet**.
5 I really don't understand why they come here **on holiday**.

2a Read the information in the Vocabulary focus box about phrases with *on*.

VOCABULARY FOCUS phrases with *on*

Phrases which start with *on* are very common in English, e.g. *on time, on the internet, on a bus*. Learn these as complete phrases.

b Complete the sentences using the phrases in the box.

on business on holiday on the internet on public transport
on time on the left/right on TV on the way

1 Where are you going _____ this year? To the sea or the mountains?
2 In the UK, people drive _____. What about where you come from?
3 Can you get to work or university _____?
4 How often do you go _____? What kind of websites do you visit?
5 Have you ever seen anything surprising or amazing _____ to work or college?
6 Do you prefer watching films _____ or at the cinema? Why?
7 Do you think it is important to be _____ for appointments? When is it less important?
8 Do a lot of people come to your city _____? Where do they come from? Which companies do they visit?

3 Work with a partner. Take turns to ask and answer the questions in exercise **2b**.

Reading & Speaking understanding sentences with missing words

4a Read the following sentence. Which word is missing (^) ?
My mother was born in London but ^ got tired of city life.

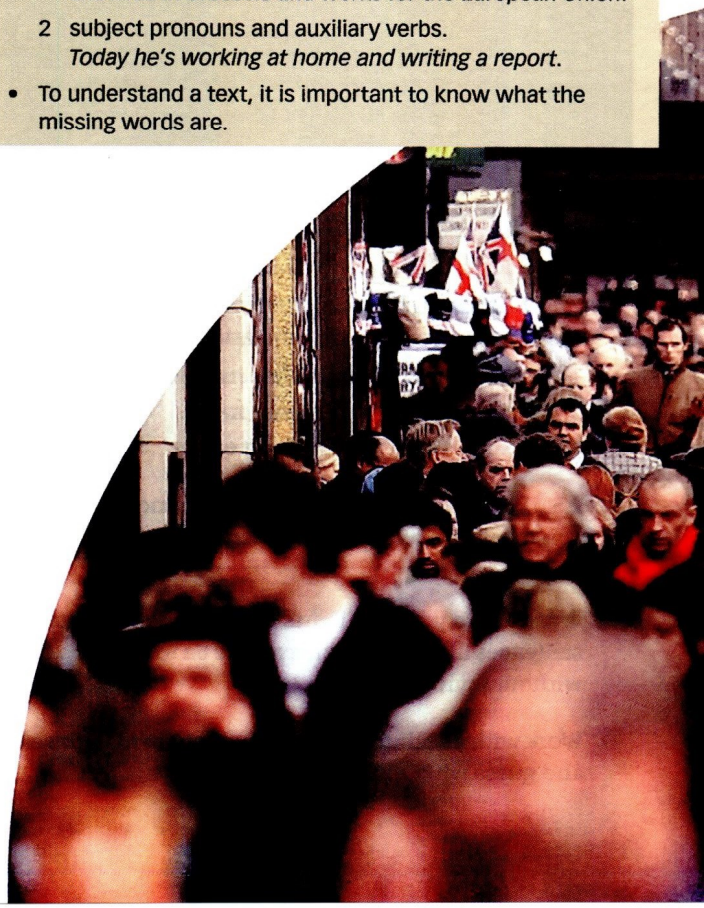
b Decide which word or words are missing from these sentences and where.

1 We were in a traffic jam in Oxford Street and didn't move for an hour.
2 **A** What's the capital of Canada?
B Don't know.
3 They're walking along the street and looking at the shop windows.
4 They're going to write a blog and post it on their website.

5 Read the Unlock the code box about sentences with missing words.

UNLOCK THE CODE sentences with missing words

- Sometimes writers and speakers leave out words in a sentence to avoid repetition. These words can be
  1 pronouns, e.g. *he/she, they.*
  She lives in Brussels and works for the European Union.
  2 subject pronouns and auxiliary verbs.
  Today he's working at home and writing a report.
- To understand a text, it is important to know what the missing words are.



6a Have you heard of pavement rage? What do you think it is? Discuss your ideas with a partner.

b Read the first paragraph of the article 'Pavement Rage' and compare the information with your answers in exercise **6a**.

7a Look at sentences a–e from the first two paragraphs of the article. What are the missing words?

a I'm going to an appointment at 11.15 and /\walking as fast as I can ...
b A group of tourists is walking along and /\taking photos ...
c They block my way and /\don't move ...
d I go red and /\feel angry ...
e /\Ever felt the same?

b How do you feel when people walk slowly in front of you? Can you think of a good solution?

8 Read the rest of the article and answer the questions. According to the article who ...?

1 are texting or window-shopping
2 can't listen to music
3 do the police fine
4 likes the idea

9 TASK Work with a partner. Would you like a fast lane where you live? Think of two good and two bad points of having a fast lane in your town or city.

Pavement Rage

It's Oxford Street, London, 11 a.m. The pavements are crowded with shoppers and tourists. I'm going to an appointment at 11.15 and walking as fast as I can down the street. So far, I'm on time, but a group of tourists is walking along very slowly in front of me and taking photos of the shop displays. They block my way and don't move even when I say politely, 'Excuse me ...'. I go red and feel angry. I've got pavement rage.

Oxford Street is one of the busiest streets in the world. Two hundred million shoppers visit it every year, and sometimes people get angry with tourists and slow pedestrians who are texting, window-shopping or talking on their phones. According to a recent newspaper article, 9 out of 10 people experience pavement rage at some time. Ever felt the same?

One solution to this problem is a pedestrian fast lane. Most pedestrians travel along Oxford Street at a speed of 1 mile per hour, but in the fast lane, the minimum speed is 3 miles per hour. People in the fast lane can't talk on their mobiles or listen to music, and they need to know exactly where they're going. CCTV cameras check their speed and police officers fine people not following the rules.





The city council have seen the plans for a fast lane and like the idea, but the problem is cost. Who's going to pay for it, make new street signs and make sure it works? Also, are pedestrians ready for a fast lane? How would you feel about paying a fine for walking too slowly?

2.4 Speaking and writing

GOALS ☐ Ask for and give directions ☐ Write text messages



Listening & Speaking asking for and giving directions

1 You are going to listen to a tourist asking for directions to a museum in Bangkok. What do you know about the city? Would you like to go there? Why/Why not? Discuss with a partner.

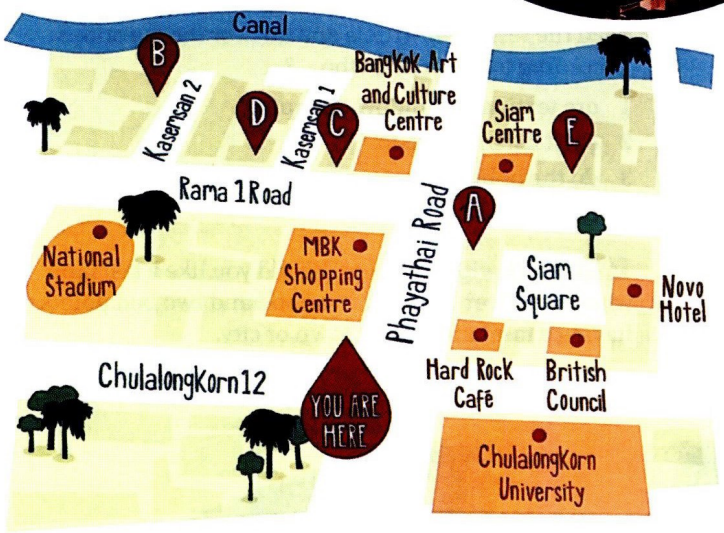
2 **2.8** Listen to the tourist asking for directions to the Jim Thompson House and draw the route on the map opposite. Which letter is the house?

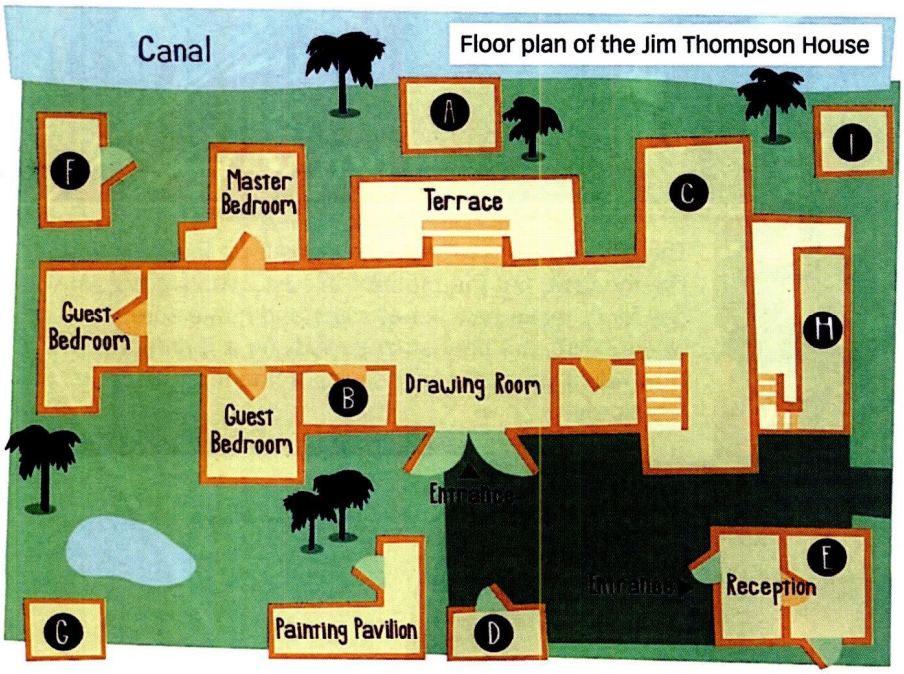
3a Complete the sentences with the words and phrases in the box.

on the left straight along keep going until second right takes turn left how to get to that right

1 Please could you tell me _____ the Jim Thompson House?
2 You go _____ this road.
3 You'll see the MBK shopping centre _____.
4 Go past that and _____ you reach a crossroads.
5 At the crossroads, _____ down Rama 1 Road.
6 Take the _____.
7 So, it's left at the crossroads? Is _____?
8 It _____ about ten minutes.

b **2.8** Listen again and check your answers.





4a You are going to listen to a conversation between a tourist and a guide at the Jim Thompson House. First put the conversation in the right order.

a Yes, well, you're on the terrace now, so you need to go through the drawing room and cross the garden. It's in the corner on the left by reception, you know – where you come in.
b Thank you.
c Excuse me, is this the right way to the library? *1*
d Yes, that's right. You can't miss it.
e So I need to go through the drawing room, cross the garden and it's next to reception?

b **2.9** Listen and check your answers. Which letter on the floor plan is the library?

PRONUNCIATION intonation in directions

5a **2.10** Listen to these sentences and notice how the speaker's voice goes up and down. Practise saying them in pairs.

1 Excuse me, is this the right way to the library?

2 Keep going until you reach the crossroads.

b **2.11** Listen and repeat these sentences.

1 Please could you tell me how to get to the Jim Thompson House?
2 You'll see the shopping centre on the left.
3 You can't miss it.
4 So it's left at the crossroads? Is that right?

6 Work with a partner. Take turns to ask each other for directions around the Jim Thompson House. Use the floor plan in exercise **4b** and start at reception each time. Student A, turn to page 126. Student B, turn to page 130.

7a TASK Work with a partner. Practise asking for and giving directions. Choose one of the options below. Student A, turn to page 126. Student B, turn to page 130.

1 asking for directions around a company
2 asking for directions around a university
3 asking for directions around Paris

b Choose a different situation and change roles so you both practise asking for and giving directions. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING asking for and giving directions

Asking for directions
Please could you tell me how to get to ...?
Excuse me, is this the right way to ...?
I'm looking for the ...
Is it far?
Can you show me on the map?

Giving directions
Go straight along/down/past/through ... *Cross ...*
Keep going until you reach ... *Turn left/right.*
Take the first right/second left.

Saying where something is
You'll see ... *It's the (building) ... on the left/right.*
You can't miss it. *It's on the ground/first/second/top floor.*

Saying how long it takes
It's five minutes' walk from here.
It takes about ten minutes.

Checking understanding
OK, so it's left at the ... then second right?
Is that right?
So I need to go through ...

Writing text messages

8 Work in a group and answer the questions.

1 Who sends the most texts a day?
2 Are they mostly texts for work or texts to friends?
3 Do you use 'text speak' in your language? If so, how is it different from normal writing?

9 Look at the text messages and match the senders to the messages.

a family b delivery company c friends

1 18 January

RU home yet? Pls could U pick me up now? Sx

Yes, that's fine. Will get there asap Mumx

Thnx!

2 07 March

Hi! Where RU? We're waiting for you in the café just along the road from school. CU soon? Jx

Gr8. Sry I'm late – missed the bus. I'm on my way now. CU soon! Lx

3 31 May

Your order is out for delivery today. To check your order details, please go to www.lander-europe.co.uk and enter 457987200.

10 Work with a partner. Cover the Language for writing box and guess what the highlighted abbreviations in the text messages mean. Then check your answers with the box.

LANGUAGE FOR WRITING abbreviations in texts

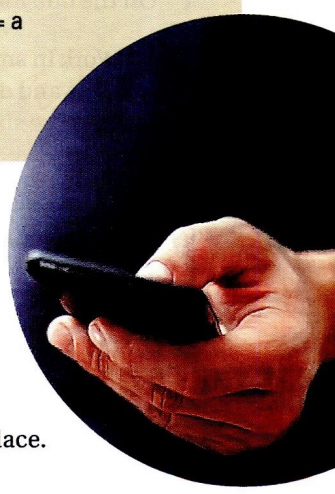
People sometimes use abbreviations or the short forms of words in text messages. This style is more informal. Here are some common examples:

please = pls	are you = RU
see you = CU	as soon as possible = a
you = U	thanks = thnx
great = GR8	sorry = sry

x = a kiss after someone's initial (e.g. Sx = love from Sarah)

11 TASK With your partner, write texts to each other.

A Ask Student B if he/she can meet you at the café where you are now.
B Say yes and ask where the café is.
A Give directions.
B Say what you are doing right now and say when you can get to the place.



2.5 Video

London's changing skyline



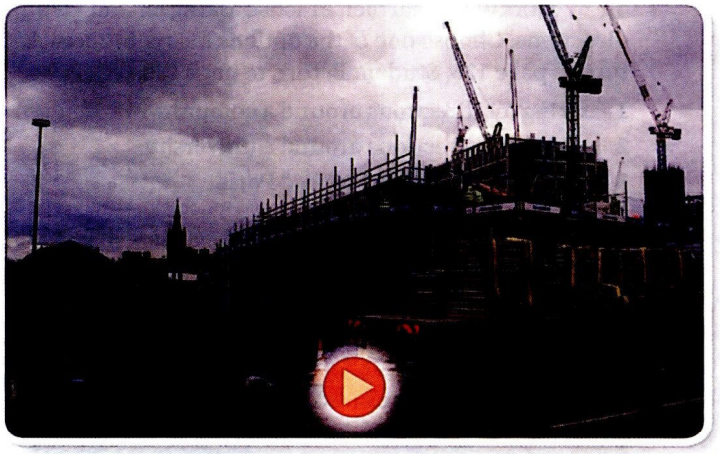
1 Match the words in **A** with the words in **B** to make compound nouns.

A		B	
financial	building	rise	attraction
tourist	sky	line	centre
high/low	sky	scraper	site

2 Use the words in **1** to describe the photos. Which are common in your hometown?

3 Watch the video. Choose the correct word to complete the sentences.

a The London skyline *has* / *hasn't* always been very tall.
b The Shard and the Gherkin are both famous examples of *old* / *new* skyscrapers.
c Property developers are planning *more* / *less* skyscrapers in London.
d The new Google headquarters will be *bigger* / *smaller* than the Shard.
e People in London *agree* / *disagree* about the future of the city's development.



4 Watch again. What do the sentences below refer to? Write the Shard (S), the Gherkin (G) or Kings Cross Central (K).

a Around 35,000 people will work here.
b It has 41 floors.
c It was the tallest building in Europe in 2012.
d It will have Google's new headquarters.
e Its official name is 30 St. Mary Axe.
f On the outside there are 11,000 glass panels.



5a TASK Work in small groups. You are going to discuss the advantages and disadvantages of a large urban construction plan. Read the situation.

> The city you live in wants to allow the construction of five very large towers in the centre. These towers will be used for housing, offices and as a tourist attraction. They will be the biggest towers in the city and the region.

b In groups, make a list of the advantages and disadvantages.

c Present your list to the class. Would you be in favour of a project like this?

Review

1a Look at the time expressions and put the verbs in the correct form (present simple or present continuous).

1 I _____ (have) lunch with my grandmother every Sunday.
2 I _____ (sit) next to Rudi today.
3 I _____ (read) a good book at the moment.
4 I usually _____ (come) to class by bus.
5 Our teacher _____ (wear) black trousers this morning.
6 We always _____ (have) our class in Room 2.

b Change the sentences so they are true for you.

c Work with a partner. Compare your sentences and ask for more information.

2a Choose the correct word to complete these definitions.

1 It's a person *who / which* sells things to tourists.
2 It's an adjective *where / which* we use to say a place is not very lively or exciting.
3 It's a place *that / where* people go to buy flowers.
4 It's a person *who / where* cleans public places if they are dirty.
5 It's a word *who / that* means the opposite of 'dangerous'.
6 It's a place *which / where* you put rubbish.

b Write the word for each definition in exercise **2a**.

c Work with a partner. Write three more definitions for other words from Units 1 and 2. Swap your definitions with another pair and see if they can remember the word.

3a Match words 1–6 to words a–f to make things you find in the house.

1 chest	a oven
2 dustpan	b TV
3 microwave	c of drawers
4 satellite	d machine
5 wash	e and brush
6 washing	f basin

b Work with a partner. For each item in exercise **3a** say which room you can find it in and think of one more thing you can find in the same room.

c Which are the most and least important things for you? Why? Tell your partner.

4a **2.12** Listen and write down these six sentences.

b Work with a partner. For each sentence, write a new sentence that has the same meaning, using a phrase with *on*.

He's going away because of his work. → *He's going away on business.*

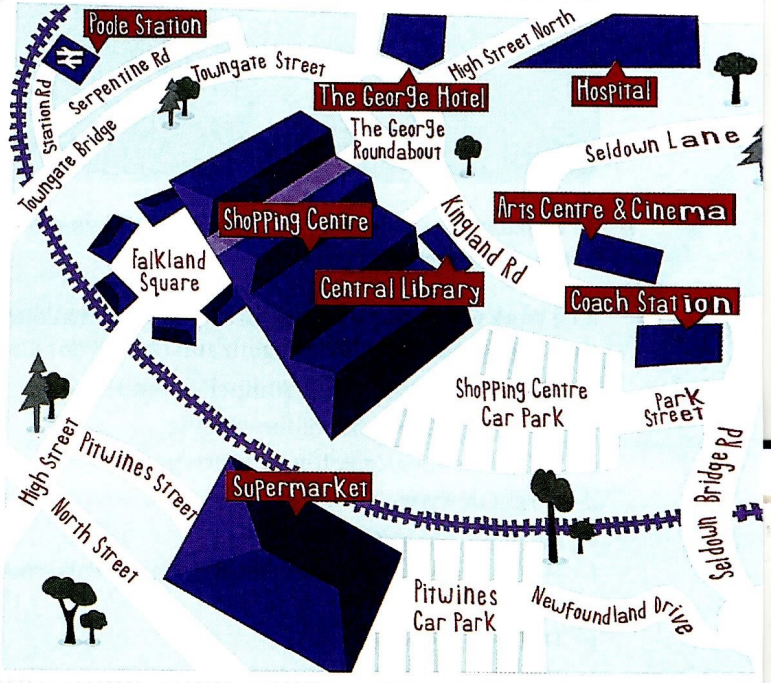
5a A tourist is asking for directions in Poole, England. Complete the conversation using one word in each space.

A Excuse me, could you tell [1] _____ how to get to the railway station?
B Sure. Go out of the coach station and [2] _____ left. Keep going along Kingland Road [3] _____ you reach the George Roundabout. You'll see the shopping centre on the right, then turn left into Towngate Street.
A OK, so left at the George Roundabout.
B Then [4] _____ the first right into Serpentine Road and right again into Station Road. You'll [5] _____ the station straight ahead. You can't [6] _____ it.
A Great, thanks very much.

b **2.13** Listen and check your answers.

c **2.13** Listen again. What are the three differences in the directions between exercise **5a** and the listening?

6 TASK Work with a partner. Look at the map of Poole and agree a starting point. Give each other directions to different places. Remember to use polite intonation.



3 Going up, going down

3.1 The man who fell to Earth

GOALS ■ Describe movement ■ Talk about the past (1)

Vocabulary & Listening movement

1a Work with a partner. Look at the photo and try to answer the questions.

1 Where is this man?
2 What is he doing?
3 What do you think he's thinking about?
4 When did this happen?
5 Where did he land?



b 3.1 Listen to a radio programme and check your answers to the questions in exercise **1a**.

2 3.1 Work with a partner and put sentences a–h in the order they happened. Then listen again and check your answers.

a Everybody shouted and jumped up and down.
b He moved slowly out of the capsule.
c A large balloon took him up into space.
d He got down on his knees.
e He made the jump.
f He fell too fast and he suddenly began to turn round and round.
g He landed safely.
h He parachuted down towards the desert.

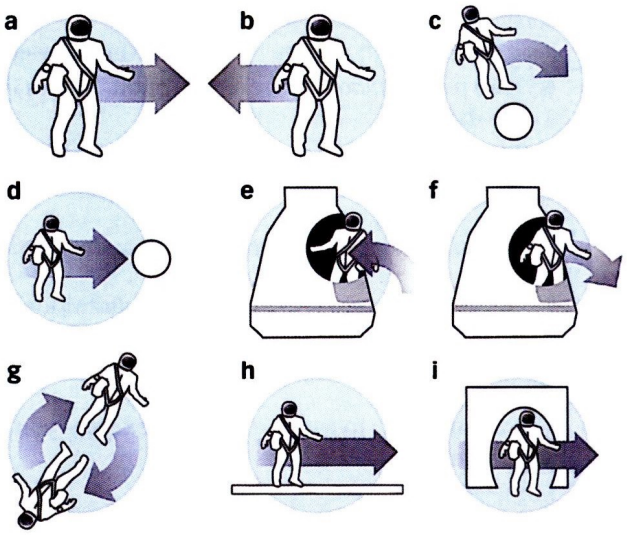
3 Why do some people enjoy skydiving? Would you like to do it? Why/Why not?

4 Which of these verbs mean *going up*? Which mean *going down*? Write ↑ or ↓.

drop land jump dive fall lift rise climb take off

5 Match words 1–9 to pictures a–i.

1	over	4	out of	7	backwards
2	towards	5	round and round	8	through
3	along	6	forwards	9	into



6 Complete the sentences with the correct form of a verb from exercise **4** and a word or phrase from exercise **5**.

1 If you _____ your phone _____ liquid, put it in a bowl of uncooked rice to dry it out.
2 Oh no! I haven't got my key. I know – I'll _____ in _____ that open window.
3 Why do scuba divers _____ and not forwards out of a boat?
4 Watch out! That tree is _____ us!
5 Can you help me to _____ the new TV _____ its box? It's really heavy.

Grammar & Speaking
past simple

7 Read the Grammar focus box. Underline the past simple forms in exercise **2** and add them to the box.

GRAMMAR FOCUS past simple

- We use the past simple for finished actions in the past. We often use it to tell stories.

  His journey started at 3.16 p.m.
  He didn't think about the view.
  Did he have any problems during the jump?
- Verbs in the past simple can be regular or irregular.

Regular: *shouted*	**Irregular:** *came*
_____	_____
_____	_____
_____	_____
_____	

→ Grammar Reference page 138

PRONUNCIATION irregular past verbs

8a 3.2 Listen to these verbs. Notice that when the infinitive of a verb ends in /t/ or /d/, it has an extra syllable /ɪd/ in the past tense.

1 watch → watched
2 look → looked
3 lift → lifted
4 land → landed
5 dive → dived

b 3.3 Which of these verbs has an extra syllable in the past tense? Listen and check your answers.

1 start → started
2 work → worked
3 decide → decided
4 move → moved
5 need → needed

c 3.4 Listen and repeat the verbs in exercise **8b**.

9 Work with a partner and complete the factfile about Felix Baumgartner with the past simple form of the verbs in the box.

not like need marry fly wear grow take not sleep set begin be

Felix Baumgartner FACTFILE

1 He _____ born on 20th April 1969.
2 He _____ up in Salzburg, Austria.
3 He _____ skydiving when he was 16.
4 In 1999, he _____ the world record for the highest jump from a building – Petronas Towers in Malaysia, then the world's highest building.
5 In 2003, he _____ 23 miles across the English Channel. For this he _____ special wings on his arms.
6 It _____ him seven years to prepare for the space dive.
7 He _____ wearing his space suit and _____ the help of a psychologist.
8 He _____ the night before his space dive.
9 He _____ his girlfriend, Nicole Oetl, the year after the space dive.



10 Complete the box using the words and phrases below.

three months week year before last she was 13 New Year's Day 2014

Saying when something happened

- **in** March, the summer [1] _____
- **on** Tuesday/21st April/ [2] _____
- **the** other day/day before yesterday/ [3] _____
- two years/six days/ [4] _____ **/ago**
- **last** year/night/ [5] _____
- **when** I was young/he left school/ [6] _____

11 TASK Work with a partner and ask about the things below. Begin the question with *When did you last ...?* Ask follow-up questions to find out more.

- go on a journey
- send a text or tweet
- go to a wedding
- see an amazing view
- make or watch a YouTube video

12 TASK You are going to find out about two more people who have made world records with their amazing achievements. Student A, turn to page 127. Student B, turn to page 131.

3.2 Going up… One man's lift nightmare

GOALS ■ Talk about feelings ■ Talk about the past (2)

Vocabulary & Speaking adjectives for describing feelings

1a Work with a partner. Look at the photos. How is the person feeling? Choose one or more words from the box.



guilty in a good mood scared nervous pleased exhausted embarrassed disappointed calm confused lonely angry anxious stressed excited

b 3.5 Which words describe **a)** a positive feeling and **b)** a negative feeling? Listen and check your answers.

c 3.6 Listen and repeat the words.

2 3.7 Listen to eight short extracts. After each one discuss with a partner how you think each person is feeling.

I think he's feeling anxious and maybe stressed.

3 Choose three or four words from exercise **1a**. Tell your partner when you have these feelings.

I get angry when people drop rubbish in the street.
I feel exhausted most days!

Grammar & Reading past simple and past continuous

4 Read the introduction to an online article. Work with a partner and guess the answers to the questions below.

1 Which of the feelings in exercise **1a** do you think he had?
2 In which order do you think he had them?

5 Read the article and check your answers to exercise **4**.

6 Work with a partner and discuss the questions.

1 How often do you take lifts?
2 Have you ever been stuck in a lift?
3 What would you do in Nicholas White's situation?
4 Who would you like/hate to be stuck in a lift with?

Nightmare stories on video

Our nightmare story this week is about Nicholas White, who was stuck in a lift for 41 hours. See the video here.



34-year-old Nicholas White was a manager for a business magazine in New York. One Friday night he was working late at the office when he decided to go outside for a quick cigarette. It was the longest cigarette break of his life.

While White was returning to his office on the 43rd floor, the lift suddenly stopped between floors. He calmly pushed the alarm button and waited for an answer. Nothing. He began to get anxious.

He rang it a few more times. Then he pulled the button out, so that the alarm rang and rang continuously. Still no answer. It was 11 p.m. and nobody was working – the building was empty. Now he was frightened. He wasn't wearing a watch.

He had no phone, no food and no water.

White walked round and round the lift like an insect stuck in a box. Sometimes he lay on the floor, with his face down because the light was very bright. He tried to stay calm by thinking about other things. At one point he took out his wallet and read the back of a football match ticket. After some time, he felt angry – very angry. Why wasn't the lift

7 Read the Grammar focus box and match the highlighted sentences in the article to uses 1–4.

GRAMMAR FOCUS past simple and past continuous

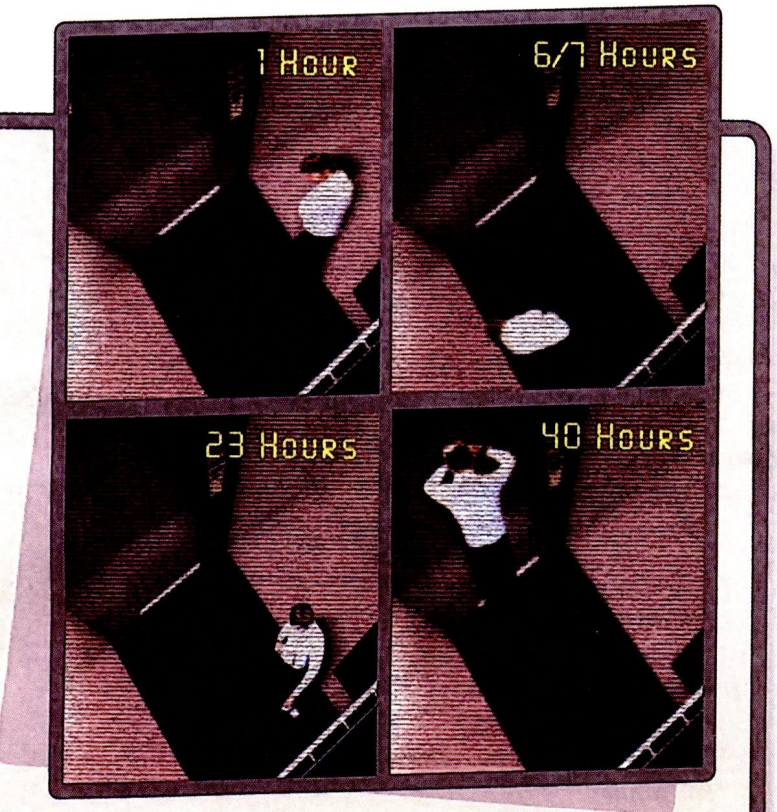
1 We use the past continuous to talk about actions which were unfinished at a past time.
At 10.45, he was smoking a cigarette.

2 We use the past simple for finished actions and things that happened one after another.
He sat down, turned on his computer and started to work.

3 We often use the past simple and past continuous together. We use the past continuous for the longer action. We use the past simple for a shorter action that happened while the longer action was happening.
While he was returning to his office, the lift suddenly stopped between floors.

4 We use the past simple for repeated past actions.
He hit the walls several times.

→ Grammar Reference page 139

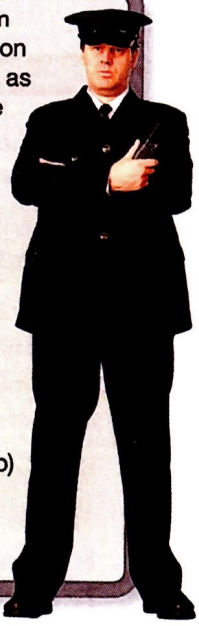


working?! Why was nobody answering?! He hit the walls several times and shouted at the video camera. The noise of the alarm was driving him crazy, but he didn't want to turn it off.

As time passed he thought that he was going to die without water. Friday turned to Saturday, and Saturday to Sunday. White was now exhausted. Then, suddenly, at 4 p.m., a voice on the intercom asked, 'Is someone in there?'

8 Complete the rest of the story about Nicholas White's lift experience. Use the past simple or past continuous form of the verbs in brackets.

When the voice came over the lift's intercom at 4 p.m. on Sunday, White [1]_____ (lie) on the floor, half asleep. He was extremely cold as he [2] _____(not wear) a jacket. When he heard the voice he [3] _____ (jump) to his feet. Finally he was free! Almost. First the guard [4] _____ (ask) him lots of security questions, 'Where do you work? Which is your office?' The 'interview' lasted a very long time. Then, slowly, the door [5]_____ (open). So, what [6] _____ he _____ (do) first? He took the lift up to the 43rd floor to get his jacket from his office. On his desk an angry note from a work colleague [7]_____ (wait) for him. It said, 'Why [8]_____ you _____ (go) home? We had so much work to do!' Of course, she [9]_____ (feel) very guilty when she found out the truth!



9a 3.8 Listen and write down the five questions you hear.

b Ask and answer the questions with a partner.

10a TASK Write three sentences. Two sentences should be about something that really happened to you in the past. One sentence should be an invented experience. Your aim is to persuade your partner that all three sentences are true. Use the ideas below or your own ideas.

- something unusual that you drank or ate
- a competition that you won
- a bone that you broke
- a dangerous animal that you saw
- a big sports event or concert that you went to
- a famous person that you met

I saw a bear when I was on holiday in Canada.
I once met Bill Gates.
I was on TV last year.

b Work with a partner. Student A, read your three sentences. Try to convince your partner that all three sentences are true. Student B, ask questions about each sentence. Use the past simple and past continuous. Then decide which sentence is not true.

A *I saw a bear.*
B *What were you doing?*
A *I was walking through a forest.*
B *What was the bear doing?* ... etc.
B *I think this is true/a lie.*

c Now change roles and repeat the activity.

VOX POPS VIDEO 3

3.3 Vocabulary and skills development

GOALS ■ Understand and use adverbs of manner ■ Understand *-t* and *-d* before a consonant

Vocabulary & Speaking adverbs of manner

1a Read the questions and tick (✓) the sentence which best describes you.

When you sit next to a stranger on a bus or train, what do you do?

a I say hello to them.
b I smile **politely**.
c I avoid eye contact.
d I have a short conversation.

If that person starts listening to very loud music on their headphones, what do you do?

e I look at them **angrily**.
f I ask them **nicely** to turn it down.
g I don't do anything, because it doesn't bother me.
h I move **quickly** to a different seat.

b Work with a partner. Compare your answers and give reasons.



2 Read the information in the Vocabulary focus box about adverbs of manner.

VOCABULARY FOCUS adverbs of manner

- The words in **bold** in exercise 1a are adverbs of manner. They describe verbs. They tell us how we do something or how something happens.
- They often end in *-ly*, e.g. quick → *quickly*, or *-ily*, e.g. angry → *angrily*.
- Some adverbs are irregular, e.g. good → *well*, or don't change, e.g. fast → *fast*.
- Usually adverbs of manner go after the object, or, if there isn't one, after the main verb.

  I ask them nicely to turn it down. I smile politely.

3a Make an adverb with the adjective in brackets and put it in the correct place in the sentence.

1 I make decisions. (quick)
2 I can start a conversation with a stranger. (easy)
3 In my job I need to dress. (smart)
4 I get nervous when people drive. (fast)
5 I would like to speak two languages. (fluent)
6 I hate it when people speak on their mobile phones. (loud)

b Are any of the sentences in exercise **3a** true for you? Compare your answers with a partner.

4a Make questions with a verb + adverb, using the adjective + noun prompts in the box.

Are you a good cook? → Do you cook well?

good cook careful driver quick typist slow eater/walker
regular traveller fast runner

b Work with a partner and ask and answer your questions.

A *Do you type quickly?*
B *No, I don't. I type really slowly.*
A *Me too!*

Listening & Speaking understanding *-t* and *-d* before a consonant

5 In the city or town where you live, is it usual to smile at or greet strangers in these places?

- in a lift
- in a shop
- in a doctor's waiting room
- in a quiet street

6a 3.9 Read and listen to the information in the Unlock the code box about *-t* and *-d* before a consonant.

UNLOCK THE CODE
-t and *-d* before a consonant

- When a word ends in *-t* or *-d* and the next word begins with a consonant, we don't say the *-t* or *-d*.

Lift going up	*sounds like*	Lif going up
Second floor	*sounds like*	Secon floor
It isn't coming	*sounds like*	It isn coming

- Sometimes this happens with *-t* or *-d* inside a single word.

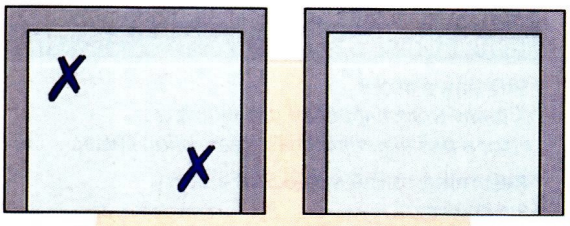
politely	*sounds like*	poli-ly
friends	*sounds like*	friens

b 3.10 Listen and complete each phrase with one word. Each word ends with *-t* or *-d*.

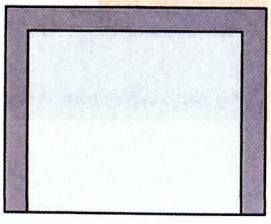
1 _____ me
2 _____ floor
3 _____ stop
4 _____ look
5 _____ lift
6 _____ people
7 _____ time
8 _____ back
9 _____ morning
10 _____ Cup
11 I _____ this
12 _____ going up

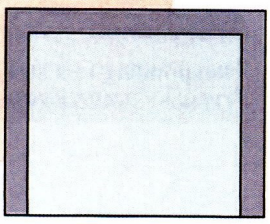
c 3.11 Listen and write down the eight words or phrases you hear.

7 3.12 Now listen to the first part of a radio programme about lift etiquette. Add an ✗ to the diagrams to show the positions people stand in.


two people

three people


four people


five people



8 3.13 Listen to the second part of the programme and write down three things people do in lifts.

9 3.13 Listen to the second part of the programme again and complete the sentences with one or two words.

1 Everybody _____ as soon as they enter the lift.
2 Some people look at the door, the floor or at the _____ buttons. Others _____ at their phones, their _____ or their ring.
3 When two people come in at the same time, they stop their conversation, or start _____.
4 That's why we don't _____ near people.

10 In your experience, do people behave like this in lifts? Do you think the ideas in the programme are true?

11a TASK Work with a partner. Discuss the etiquette or rules of behaviour in the places below. Use adverbs of manner if possible.

- at the cinema
- in the classroom
- on a train
- at the table
- in a queue at the bank

At the cinema people speak very quietly. They don't eat or drink noisily. If it isn't crowded, they don't sit right next to another person.

b Work with another pair. How many of your rules were different and how many the same?

3.4 Speaking and writing

GOALS ■ Tell and respond to a story ■ Write an informal email describing an event

Listening & Speaking telling and responding to a story

1a You are going to hear two people, Ryu and Marta, telling a story about a recent experience. Work with a partner and look at the vocabulary below. Can you guess what each story is about?





b 3.14 Listen and check your ideas.

2 3.14 Listen again and answer the questions.

Ryu

1 What was the young woman wearing?
2 What happened while Ryu was drinking his juice?
3 What did the woman say?

Marta

4 What was the weather like?
5 What happened while the plane was landing?
6 Why did it happen?

3a 3.15 Complete the sentences with the words and phrases in the box. Then listen and check your answers.

happened no embarrassed what in the end anyway joking experience really

1 A funny thing _____ this morning.
2 So, _____, I was feeling a bit thirsty ...
3 Oh _____!
4 I was so _____!
5 I had a bad _____ last year, when I was ...
6 You're _____!
7 I was _____ scared!
8 So then _____ happened?
9 So it was all OK _____.

b 3.16 Listen and repeat the sentences.

4a TASK You are going to tell a story about a time when you felt either angry, embarrassed, excited or scared. First make notes to answer these questions.

- When did it happen?
- Where were you?
- What happened?
- What were you doing when it happened?
- How did you feel?
- What happened in the end?

b Work in a group. Read the Language for speaking box, then tell each other your stories.

c Decide which is the most interesting one and tell it to the rest of the class.

LANGUAGE FOR SPEAKING telling and responding to a story

Starting a story
A funny thing happened this morning ...
I had a bad experience last year, when I was ...

Returning to the subject of a story
So, anyway, ...

Ending a story
I was so embarrassed! *I was really scared!*
It was all OK in the end.

Responding to a story
Oh no! *You're joking!* *So then what happened?*

Reading & Writing email (1): describing an event

5 Read the email. What did Juliana do recently? What went wrong?

Sent: Tuesday 10.16

Hi Petra

It was great to hear from you. Yes, thanks, I had a very good holiday. A group of us went snowboarding in Switzerland. We had a really good time, but on the last day one of our group, Martina, had an accident and broke her leg. She was snowboarding very fast down the mountain when a little boy suddenly stopped in front of her. She managed to avoid him but then crashed into a tree.

At first we thought she was alright, but after a few minutes she started screaming and complaining about her leg. It was awful. We tried to phone for help, but the signal was really bad. In the end, I snowboarded down to a nearby mountain café and called from there. A rescue team arrived a short time later to take her to hospital. Anyway, we're all back home now. Martina's leg is getting better. She's off college for a month, but she's enjoying the rest, I think.

Let's speak soon. I'll give you a call some time.

Love
Juliana

Attachment View Download



6 Read the Language for writing box about using time sequencers when telling a story. Which of the sequencers are in Juliana's email?

LANGUAGE FOR WRITING time sequencers

When we tell a story, we often use time sequencers to show when things happened.

Showing how a situation changes
At first ... but after ...
To begin with ... but then ...

Talking about an unexpected event
suddenly

Showing the order of events
half an hour later *a short time later* *after a few minutes* *then* *next*

Ending a story or saying that a lot of time has passed
in the end *finally* *at last*

Referring to an action which interrupts another action
when *while*

7 Choose the correct option to complete the sentences.

1 The accident happened *after / when* she was snowboarding.
2 A rescue team arrived. *Then / When* they took her to hospital.
3 We were planning a party on the last night, but we cancelled it *after / in the end.*
4 Her leg really hurt, but a few days *then / later* it felt much better.
5 *When / At first* she enjoyed the rest, but *after / later* a while she felt bored.

8 TASK Write an email telling a friend about a recent event that went wrong. Choose one of the situations below. Remember to use the past simple and past continuous, time sequencers and adverbs of manner.

- at a party or special event
- on holiday
- at work or college



3.5 Video

The RRS *Discovery*



1 Do you recognize the ship names? Match them to descriptions 1–5. Do you know any other famous ships?

Black Pearl Santa María Titanic Yamato Vostok 1

1 This British boat was travelling from England to the United States when it hit an iceberg in 1912.
2 The explorer Christopher Columbus travelled across the Atlantic in this ship in 1492.
3 This is the name of Jack Sparrow's pirate ship in the film *Pirates of the Caribbean*.
4 This Japanese boat from World War II was the world's largest warship ever built.
5 The Soviet astronaut Yuri Gagarin was the first man to travel around the Earth in this spaceship.



2 ▶ Look at the photos of another famous ship. Where did it go? What happened? Watch and check your answers.

3 ▶ Watch again and underline the correct alternative.

In 1900 the British government wanted a boat to explore [1] *Antarctica / the Arctic*. They built the RRS *Discovery*, a boat that could sail through large blocks of ice. It left the UK in [2] *August 1901 / September 1900* with a crew of explorers, sailors and scientists. When the ship arrived at its destination, [3] *they saw new animals and plants / they made a camp*. But the ice froze around the ship and [4] *they could not leave / they had to leave*. The explorers Scott and Shackleton tried to walk to the South Pole, but they didn't succeed. They were rescued after [5] *2 / 3* years. *Discovery* [6] *continued to sail / stopped sailing* after this incident.



4a TASK Work in small groups. You are going to write a series of short entries in an expedition log. Read the situation and complete the sentences with your own ideas.

You are all on an expedition together to [1]_____ (place). You are travelling by [2]_____ (form of transport). It is the [3]_____ (time of year) of [4]_____ (year). Every day one person must make a short record of the events that day.

b Write the date and a short summary of what happened that day on the expedition. Write three to four sentences each. This is your entry in the expedition log.

c When you have finished, read your entries to each other.

Review

1a Work with a partner and look at the photo. What does it show? What do you know about this story?

b Complete the text with the past simple or past continuous form of the verbs in brackets.

The deepest rescue in history



On 5 August 2010, 33 miners [1]_____ (work) at the San José mine in northern Chile when some rocks [2]_____ (fell) inside the mine and it collapsed. Seventeen days later, rescue workers [3]_____ (lose) hope of finding them alive when suddenly they [4]_____ (receive) a note from the miners saying they were safe. But they [5]_____ (have) to wait 69 days before they could safely rescue them. In that time, they [6]_____ (drop) food, water and messages from the miners' families through a small hole in the ground. On 13 October, a metal capsule [7]_____ (lift) each miner to the surface. For 24 hours, Chileans [8]_____ (not move) from their TV screens. When the miners [9]_____ (arrive) at the surface, 1,500 journalists [10]_____ (wait) for them. In 2014, Hollywood [11]_____ (make) a film called *The 33* about the extraordinary rescue.

2a Complete the questions with the correct verb form. The first letter is given.

1 Do you normally j_____ or d_____ into a swimming pool?
2 Would you like to c_____ a high mountain?
3 When was the last time you l_____ something heavy?
4 In your country do prices r_____ much each year?

b Work with a partner and ask and answer the questions.

3a How do you feel in these situations? Write an adjective.

1 before an important exam
2 someone is rude to you
3 after you have slept very badly
4 you can't remember someone's name
5 your boss tells you that your pay will rise by 25%

b Work with a partner. Take turns to make sentences, using the adjectives in exercise **3a** and the structure below. Ask each other for more information.

The last time I felt _____ *was when* _____.

4 **3.17** Work with a partner. Listen to six sounds. After each one, make a sentence together about what you can hear. Use a verb and an adverb of manner.

They are shouting angrily.

5a Complete the conversation with the words in the box.

later joking so then no experience carefully when anyway

A I had a bad [1]_____ the other day. I was having lunch with a friend in a café [2]_____ a man came over and asked for directions to the station. He put a map down on the table and my friend showed him where to go. I noticed that the man wasn't listening [3]_____ to my friend. He was looking nervously at the table.
B Really? That's strange!
A So, [4]_____, a few minutes [5]_____, I wanted to make a phone call, but I couldn't find my phone.
B You're [6]_____! Don't tell me ... the phone was on the table and the man lifted it up with the map?
A Exactly! I was [7]_____ angry!
B So [8]_____ what happened?
A I called the police. But it was too late.
B Oh [9]_____! That's terrible!

b **3.18** Listen and check your answers. Then practise the conversation with a partner.

6a TASK Think of a time when you were angry, scared or pleased about something. Prepare to tell your partner about it. Think about how you will include adjectives, adverbs of manner, past tenses and time sequencers.

b Take turns to tell each other your stories. While you are listening, remember to respond with interest.

4 Changes and challenges

4.1 Changing directions

GOALS ■ Talk about life stages and events ■ Use verbs with *-ing* or *to*

Vocabulary & Reading life stages and events

1a Put the words and phrases in order, from the youngest to the oldest.

in your mid-twenties child middle-aged in your sixties
in your late twenties teenager elderly about thirty-five
in your early twenties

b Work with a partner. Describe people in your family, using the words and phrases in exercise **1a**.

2a Look at the life events below. Which of them have you experienced?

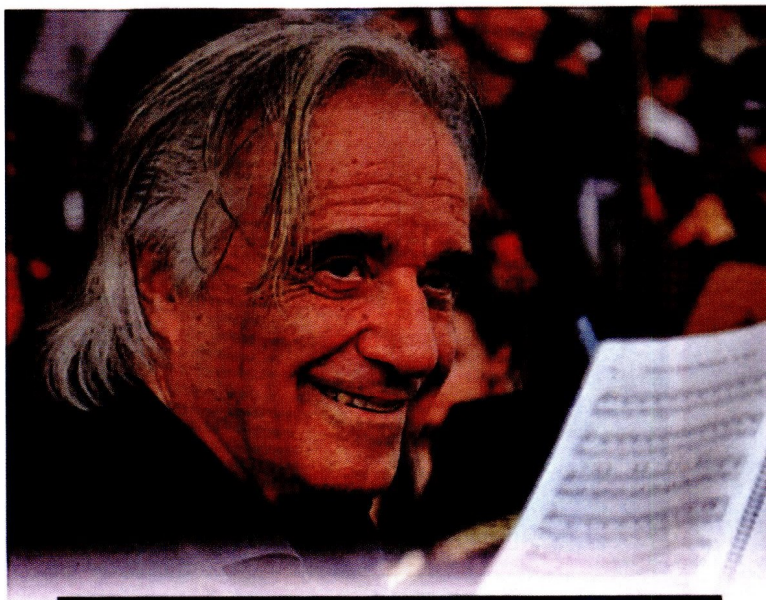
- start your own business
- have a baby/children
- go to university
- get a job
- choose your career
- get married
- leave home
- retire
- learn to swim
- leave school
- move house or flat
- spend time abroad
- change career
- take up a hobby/sport
- pass your exams/driving test
- live with a partner

b Work with a partner. Choose two or three of the events you have experienced and tell your partner more about them. Say what you did, when and why.

I left home two years ago. Before that I lived with my family in a village in the south of Italy. Then I got a job in Rome. Now I share a small flat with friends here in Rome.

3 Work in a group. Choose five of the things in exercise **2a** and discuss which is the best age to do them. Is it ever too late to do some things?

4 Read about the pianist and conductor, João Carlos Martins. How many different careers has he had?



João Carlos Martins

João Carlos Martins is a famous Brazilian classical pianist and conductor. He has played in many of the world's greatest concert halls. However, his career hasn't been easy and his life has taken him in many different directions.

João Carlos Martins was born in 1940. He learned to play the piano when he was a child and as a teenager he performed in concerts around the world. But when he was in his late twenties, he had to stop playing the piano after he broke his arm very badly while playing soccer. It was a terrible time for Martins. For four years he couldn't look at a piano. He couldn't even listen to classical music.

Eventually, he decided to become the manager of a boxer from Brazil. When the boxer won the world championship a year and a half later, Martins looked at him and thought that if this man could be champion, then he could play the piano again. So he took up the piano again and practised for longer and longer every day. Then in 1974, he gave his first big concert in six years, at the Carnegie Hall in New York. There were over 3,000 people there and they

5 Read the article again. Complete the table with the name of the career and the reason why he changed.

João Carlos Martins' career	Why he changed
Pianist (1st time)	[1] *He broke his arm.*
2	He wanted to follow his dream of being a pianist.
Pianist (2nd time)	3
4	5
Pianist (3rd time)	6
7	

6 What about you? Have you, or your friends or family, experienced big changes in your life?



loved his performance. It was the most amazing moment of his life. He performed in concerts for another seven years, but then he had to give up because of Repetitive Strain Injury (RSI), an extreme pain in his hands caused by too much playing. This time, Martins, now in his early forties, became ... a politician.

However, Martins couldn't stand being a politician so, once again, he went back to the piano. All was going well until one day, in 1995, a terrible thing happened. As he was leaving a concert, two men attacked him. He suffered a serious brain injury and lost all the movement in his right hand. But Martins didn't want to give up. He kept playing, but just with his left hand. A few years later, he lost the use of his left hand and became a conductor. Now, in his late seventies, Martins is still working and has conducted more than a thousand concerts in his career.



Grammar & Speaking verbs with *-ing* and *to*

7 Complete the Grammar focus box by adding the highlighted verbs in the article to the correct groups.

GRAMMAR FOCUS verbs with *-ing* and *to*

1 After some verbs, we usually use the *-ing* form of the verb.
He likes playing the piano.
verbs + *-ing* include: *like*, _____

2 After some verbs, we use the infinitive with *to*.
She hopes to be a politician.
verbs + infinitive with *to* include: *hope*, _____

→ Grammar Reference page 140

8 Decide which group (1 or 2) in exercise 7 the verbs in the box belong to.

enjoy need would like plan imagine hate

a Complete the questions with the correct form of the verbs in brackets.

1 Do you want _____ (live) abroad one day?
2 Do you hope _____ (have) the same career for ever?
3 Do you plan _____ (move) home some time in the future?
4 Would you like _____ (take up) a new hobby?
5 Can you imagine _____ (move) to a different town or city?
6 Do you get annoyed when people keep _____ (change) their minds?
7 Do you enjoy _____ (try) new food in restaurants?
8 Do you sometimes decide _____ (change) the colour or style of your hair?
9 Do you like _____ (read) the same news sites or blogs every day?

b TASK João Carlos Martins has had to make a lot of changes in his life. How do you feel about making changes? Work with a partner and ask the questions in exercise **9a**. Ask for more information using questions like *Where? What? Why?* and *Why not?* What do your partner's answers say about his/her attitude to change?

4.2 Living without the internet

GOALS ■ Talk about using the internet ■ Talk about plans and arrangements

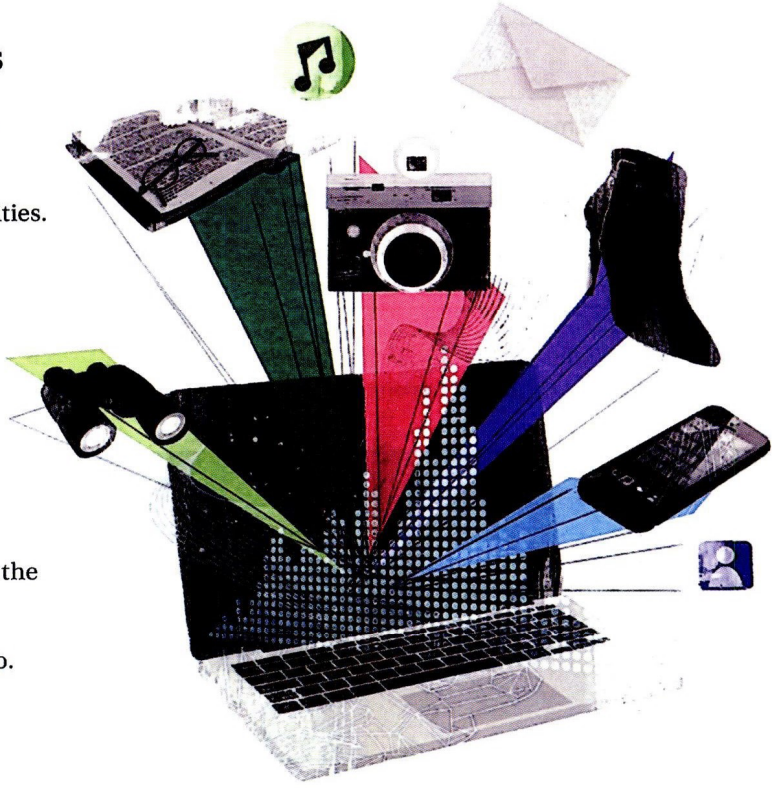
Vocabulary & Speaking internet activities

1 Work with a partner. Think of all the things you can do on your computer or smartphone.

2a With your partner, discuss how often you do these activities.

I check my emails every five minutes when I'm online.

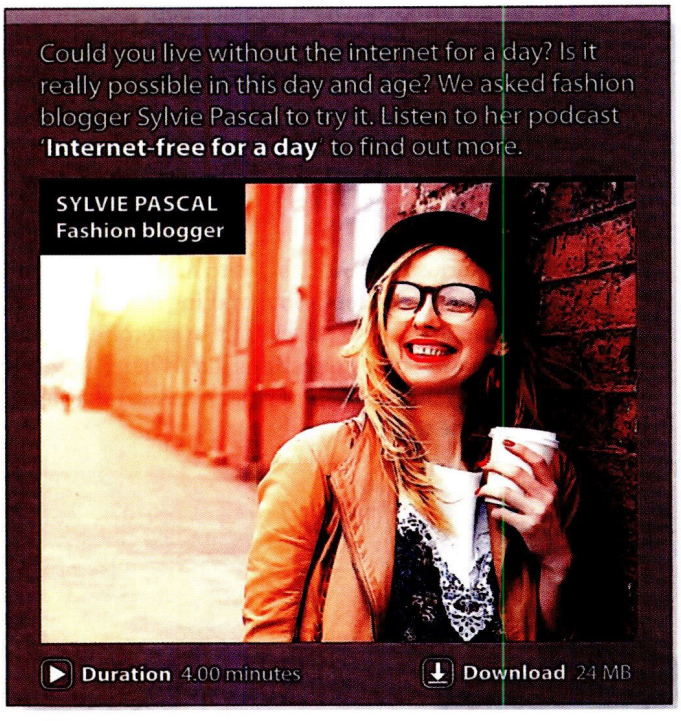
- go/be online
- blog and tweet
- do research
- text friends
- do online banking
- shop online
- share photos
- log on/out
- read/listen to the news
- download films/music/apps
- post (sth.) on a website
- update your Facebook page
- check/deal with emails
- use social media (e.g. Facebook, Instagram)
- chat online



b Look at the activities above and discuss which two are the most important for you and why.

3a Read the intoduction to a podcast and look at the photo. Which things in exercise **2a** do you think ...?

1 Sylvie normally uses in her job
2 she will miss most in her work



b 4.1 Listen and check your predictions.

Grammar & Listening *going to* and present continuous for the future

4 4.1 Listen again and complete the extracts from the listening.

So this morning I'm [1]_____ a fashion show with colleagues, then I'm [2]_____ a friend for lunch at one o'clock. I'm [3]_____ through some magazines this afternoon and hopefully get ideas for a new post. Then, I plan to finish work early today. I'm [4]_____ my sister later on, and perhaps have an early night ...

In future, I'm [5]_____ a few things and think more carefully about my internet use. I'm not going to deal with work emails outside work, I'm not [6]_____ as much time online and I'm not [7]_____ my phone all the time!

5 Work with a partner and discuss the questions.

1 Could you do your job without the internet?
2 Would you like to live without the internet for a day? Why/Why not?

6a Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS
going to and present continuous for the future

- We use *going to* or the present continuous to talk about future plans. Both forms are often possible and are very similar.
- When the plan has a fixed time or place, or includes a time expression [1] **the present continuous / *going to*** is more common.
  I'm meeting a friend for lunch at one o'clock.
- When it is a plan or intention, [2] **the present continuous / *going to*** is more common.
  I'm going to change a few things.

→ Grammar Reference page 141

b Underline more examples of *going to* and the present continuous in exercise **4**.

7a **4.2** Listen to a conversation between two friends who are planning a special event. Why does Lucas call Sophie? What are his plans?



b Choose the more likely option, *going to* or present continuous, to complete the sentences from the conversation.

1 I'm *going to organize / organizing* a school reunion on the 14th of July next year.
2 Where are you *going to have / having* the party?
3 I've made a few appointments and I'm *going to visit / visiting* three hotels next week.
4 I'm *going to take / taking* some photos and post them on the reunion website.
5 I'm *going to book / booking* a live band for the evening, but I haven't done that yet.
6 A few of us are *going to meet / meeting* next Saturday at seven thirty if you're free?

c **4.2** Listen again and check your answers.

PRONUNCIATION *going to*

8a **4.3** Listen to these sentences and notice how we say *going to*.

1 I'm going to take some photos.
2 I'm going to book a live band.

b **4.4** Listen and repeat the sentences.

c Work with a partner and have a similar conversation to practise the pronunciation of *going to*. Use the sentences in exercise **7b** to help you.

9a **TASK** Talk to people in your class and find someone who is ... .

1 meeting friends for dinner
2 going to arrange a party soon
3 attending a special event next year
4 going to post something on a website this week
5 giving something up for a challenge
6 going to update their Facebook page soon
7 visiting family at the weekend
8 going to check their emails after class

b Ask questions to find out more about each other's plans. Talk about what you are going to do/doing, why, where and with who.

c Tell the class the most interesting plans you found out.

10a **TASK** Work in a group. You are going to organize a reunion for your class next year. First, make decisions about the things below.

- the date and time
- the venue
- the type of food
- the music/entertainment

b Decide who is going to do what (e.g. book the venue, order the food, organize the entertainment, etc.).

c Explain your plan to the class.
We're going to ... , Paulo is going to ...

d As a class, vote to decide which group has the best plan.

4.3 Vocabulary and skills development

GOALS ■ Understand connected speech (1) ■ Understand and use *get*

Listening understanding connected speech (1)

1a Are there any changes you would like to make to your lifestyle? Look at the list and put a tick (✓) next to the things you would like to do and a cross (✗) next to those you wouldn't.

- read more books
- climb a famous mountain
- write a novel
- cycle more
- learn two new words a day in your first language
- use Facebook/Twitter less
- eat less sugar
- give up eating meat
- walk 10,000 steps every day
- do more kind things for other people
- watch less television
- learn a new language

b Compare your answers with a partner. What is stopping you from doing the things you ticked?

2 Read about an idea called 'the 30-day challenge' and answer the questions.

1 Why did Matt Cutts decide to do the 30-day challenges?
2 Which of the things in exercise 1 has he done?
3 What did he learn about himself?

Do something new for 30 days

A few years ago, Matt Cutts, a top manager at Google, thought his life wasn't moving forward. So he started to set himself 30-da challenges. The idea was simple: think of something you want to add to your life – or to give up – and try it every day for 30 days.

He began with small projects like cycling to work, not watching TV and giving up sugar. Then he moved onto harder ones, like writing a novel in 30 days. Matt learned that if you do something for 30 days, it can become a habit. If you stop doing something for 30 days, you can break the habit. As he did harder challenges, he got more confident. He learned that if he really *really* wanted to do something, he could. After doing the challenges for a few months, he had enough confidence to climb Mount Kilimanjaro, the highest mountain in Africa.

Matt gave an online talk about how the challenges changed his life. More than five million people around the world have watched his talk and the 30-day challenge quickly became very popular.

Like | Share | Comment

3a 4.5 Read and listen to the information in the Unlock the code box about connected /w/ and /j/ sounds in speech.

UNLOCK THE CODE /w/ and /j/ sounds in connected speech

When a word ends with a vowel sound and the next word begins with a vowel sound, we sometimes add a /j/ sound or a /w/ sound to link the words.

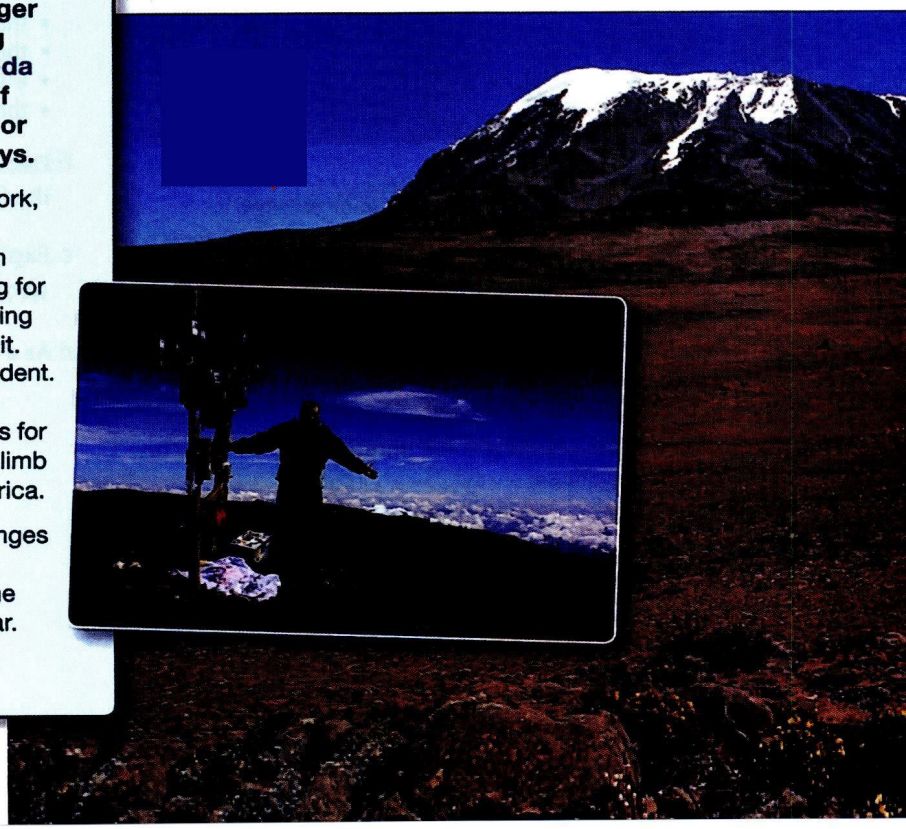
I go /w/ out
do /w/ a challenge
the /j/ elevator
I /j/ agree

b 4.6 Read aloud these phrases which have an extra /w/ sound. Listen and check your answers.

quarter to /w/ eight
we're going to /w/ eat soon
so /w/ am I
who /w/ are you
go /w/ inside
do /w/ it now

c 4.7 Read aloud these phrases which have an extra /j/ sound. Listen and check your answers.

me /j/ and you
she /j/ eats a lot
the /j/ easy way
three /j/ o'clock
we /j/ aren't ready
be /j/ a



d 4.8 Listen and complete the phrases using two words in each space. Then mark where you hear the /j/ and /w/ sounds.

1 see _____ two minutes
2 _____ side
3 _____ holiday
4 so _____
5 _____ ready
6 _____, please

4 4.9 You are going to hear two people talking about the 30-day challenge. First listen to and write down five sentences from the conversation.

5 4.10 Now listen to the conversation and take notes to complete the table.

	Mia	Dino
1 What challenge?		
2 Alone? With people?		
3 What to get or buy?		

6 Work with a partner. Imagine you are going to do the 30-day challenge. What are you going to do?

Vocabulary & Speaking *get*

7 Look at these sentences from Mia and Dino's conversation. What does *get* mean in each sentence?

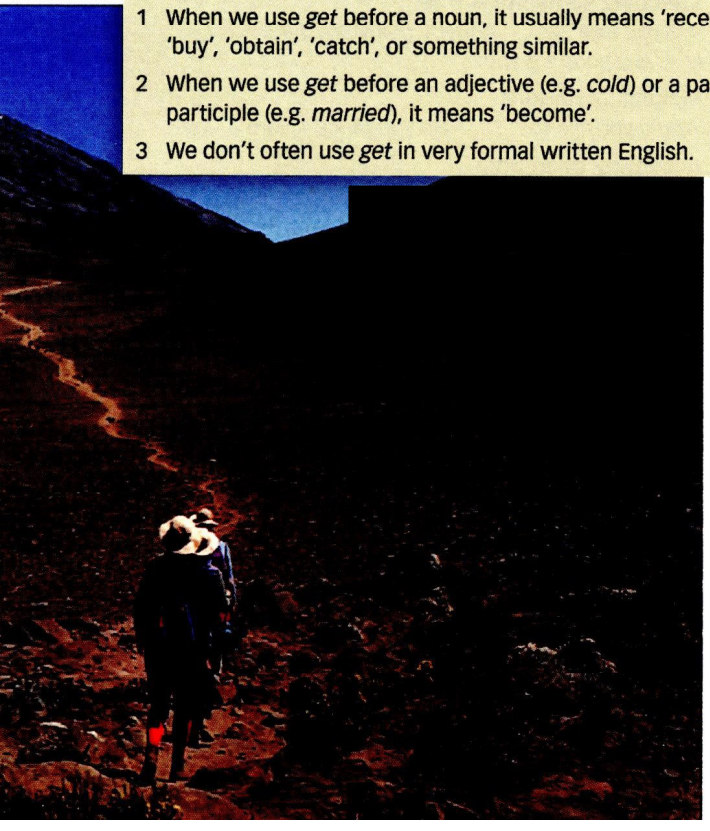
1 I'm going to walk to work, not get a bus.
2 We're going to get a vegetarian cookbook to help us.

8 Read the information in the Vocabulary focus box about *get*.

VOCABULARY FOCUS *get*

Get is a very common word in English. It has several meanings:

1 When we use *get* before a noun, it usually means 'receive', 'buy', 'obtain', 'catch', or something similar.
2 When we use *get* before an adjective (e.g. *cold*) or a past participle (e.g. *married*), it means 'become'.
3 We don't often use *get* in very formal written English.



9a Match sentences 1–6 to the different meanings of *get* a–f.

1 How many emails do you usually get every day?
2 When did you get your first job?
3 Did you get a bus here today?
4 What time do you get home after class?
5 What does your best friend get anxious about?
6 Where did you get your phone?

a arrive (at)
b become
c receive
d buy
e obtain
f catch

b Work with a partner and ask each other the questions in exercise **9a**.

c Match each expression in the box to one of the meanings of *get* in exercise **9a**.

get a present get engaged get home late get angry
get cold get a text get the bus get some bread
get enough sleep get a taxi

10 Complete the sentences using the expressions in the box.

get a new pair getting got one gets there get some
get (x2) gets her some get the bus

1 His wife really likes flowers, so he _____ every weekend.
2 My shoes are really old, so I'm going to _____ on Saturday.
3 Summer's coming! The days are _____ warmer.
4 There's a train strike, so let's _____ instead.
5 We have to post her birthday card today so it _____ tomorrow.
6 There's no milk in the fridge. Can you _____ on your way home from work?
7 I'm very sorry I broke your vase. Please don't _____ angry because I can _____ you a new one.
8 I applied for five jobs and finally I _____!

11 TASK Work with a partner. Which of the following would you like to do? How are you going to achieve them?

- get fit
- get a new job
- get up earlier and study
- get married
- get more sleep
- get home from work earlier
- get a new car

A *I'd like to get fit.*
B *How are you going to get fit?*
A *I'm going to go to the gym three times a week.*

4.4 Speaking and writing

GOALS ■ Invite and make arrangements ■ Write an email to make arrangements

Listening & Speaking inviting & making arrangements

1 When was the last time you invited someone to do something? Tell a partner about it.

2 **4.11** Max Weber, a website designer, is planning his diary. Listen to the voicemail messages and choose the correct answer.

1 In the first message, Max *makes* / *accepts* an invitation.
2 In the second message, Max *accepts* / *refuses* an invitation.
3 Max calls his *friend* / *colleague* first.
4 The second message is more *formal* / *informal*.

3a **4.12** Listen to two phone calls from Seyit and Agneta to Max. What arrangements does Max make with them?



Seyit Max Agneta

b **4.12** Listen again and answer the questions.

1 Why can't Seyit meet Max on the twenty-eighth?
2 Why can't Agneta meet Max the next day?
3 Why do you think they explain why they can't meet?

4a Match the two halves of these sentences from the phone calls.

1	Are you free	a	great!
2	Would you like to	b	that week at all?
3	I'm afraid	c	outside the restaurant at eight?
4	How about the	d	any good for you?
5	Do you fancy	e	meet for lunch?
6	That'd	f	twenty-ninth instead?
7	Is Sunday	g	doing something this weekend?
8	Sounds	h	be lovely.
9	Shall we meet	i	I can't make the twenty-eighth.

b **4.13** Listen and check your answers.

c **4.14** Listen and repeat the sentences.

d In exercise **4a**, find two questions you can ask *before* making an invitation. Why do you think we do this?

5 **TASK** Work with a partner. Take turns to make invitations and arrangements for situations 1–6. If you refuse an invitation, give a reason to sound polite and suggest another time instead. Use the Language for speaking box to help you.

1 You want to invite a colleague to lunch tomorrow.
2 You have a new flatmate. Invite him/her to the cinema this weekend.
3 You are on holiday in the USA and are staying with some friends for a week. Invite them out for dinner to say thank you for letting you stay.
4 A colleague from abroad is coming to your town on a business trip. You have not met him/her before. Invite him/her on a tour of the town.
5 It's your birthday next week. Ask your classmate to come to your house for a party.
6 Invite your best friend to go to a sports event or to a museum or art gallery with you on Saturday.

LANGUAGE FOR SPEAKING inviting and making arrangements

Checking someone is free
Are you free ...? *Are you doing anything ...?*
Is ... any good for you?

Making invitations
Would you like to ...? *Do you fancy* + verb + *-ing?*

Accepting invitations
Sounds ...! *Yeah, I'd like/love to ...* *That'd be ...!*

Refusing invitations (apology + reason)
I'm afraid I can't make (it) ... because ...
I'm really sorry, but I can't ... because ...

Suggesting a time/place to meet
Shall we meet ... at ...? *We could try ...*

Suggesting a different time/place to meet
How about + verb + *-ing ... instead?*
Could we meet ... instead?

Reading & Writing email (2): making arrangements

6 Read the messages from Seyit and Agneta and answer the questions.

1 Why do they write to Max?
2 What are they doing instead?
3 What do they suggest?

Find Friends | Home | Settings



Agneta

Hi Max,

How's it going? I'm really sorry, but I can't make it on Sunday.

I completely forgot that I'm going to a family party that day. It's my grandmother's eighteith birthday, so I can't miss it. Hope you understand.

Anyway, how about meeting next weekend instead? Is that OK for you? I'd love to try the new Chinese restaurant we talked about. It will be great to catch up with you.

Anyway, sorry about Sunday! ☹

Speak soon.

Love,
Agneta x

Friday 14.34

Sent: Thursday 10.16

Dear Max,

I hope you're keeping well.

We discussed meeting for lunch on 29th March, but I'm afraid I can't make that date any more, as I now have to attend a very important meeting with my boss.

I apologize, but could we meet on 28th March instead? Please let me know if that's convenient.

I've found a lovely place to eat called 'Deniz Restaurant'. It's on the seafront and gets great reviews. I could pick you up from your hotel at 12 noon and we could drive straight there for lunch at 12.30 p.m.

I hope to hear from you soon.

All the best,

Seyit

Seyit Samyeli | Konak Architects | 35260 Izmir | Turkey

7a Read the Language for writing box, then underline examples of the following in the email and message.

1 greeting
2 starting a message
3 closing a message
4 signing off

b Work with a partner. Discuss which expressions in the messages in exercise 6 and box are more informal.

LANGUAGE FOR WRITING opening & closing emails

Greeting
Hello (Agneta) *Hi there!* *Dear (Seyit)*

Starting a message
How are you? *How are you doing?* *How are things?*

Closing a message
I look forward to hearing from you.
Speak (to you) soon *See you soon* *Take care*

Signing off
Best wishes *Many thanks* *Cheers* *Bye for now*

8a TASK Choose one of the options and write an email or social network message. Use the language from the messages, and Language for speaking/writing boxes to help you.

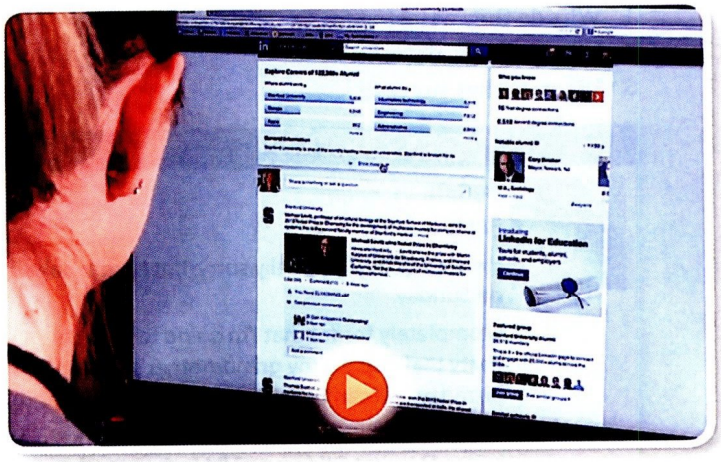
- You arranged to take a colleague who is visiting your city out to dinner, but would like to meet an hour earlier because it is a long drive to the restaurant. Write to change the arrangements and suggest a place and time to meet.
- Explain to your friend why you can't go to a concert with her and suggest a different time and place to meet.
- Remind other students in your group that there is no class next week as the teacher is on holiday, but suggest that you meet to study together instead.

b Exchange messages with a partner and write a reply.



4.5 Video

Esplorio



1 Look at the words below and divide them into two categories: internet and business.

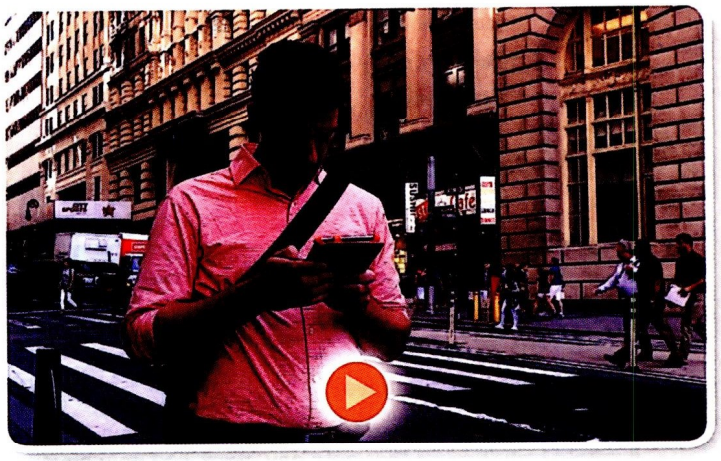
click company connect entrepreneur expand product site social media strategy website account

2 Work with a partner. Describe the photos using some of the words in 1 to help you. What do you think Esplorio is?

3 ▶ Watch and complete the information about Esplorio.

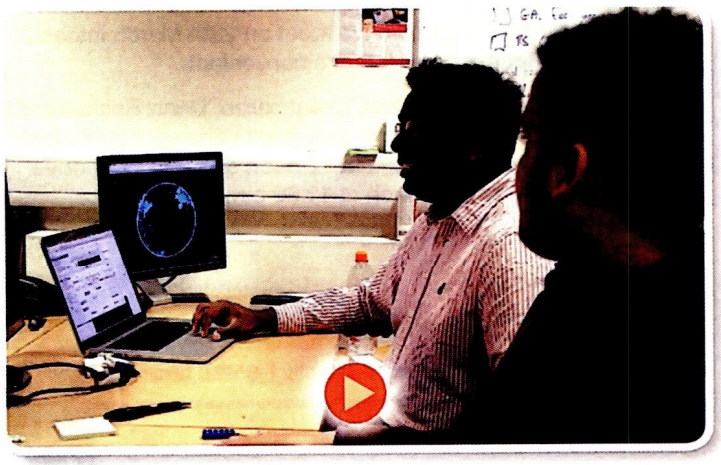
map recommendations social travel pictures university

Esplorio is a [1]_____ media tool. It is an online [2]_____ diary that collects all of your online information and puts it into an interactive [3]_____. When you click on a location you can see posts and [4]_____ from that time and place. Tim started Esplorio while he was at [5]_____, and his business partner Essa Saulat joined later. They want to expand Esplorio by adding a [6]_____ tool, which suggests where to go next.



4 ▶ Watch again. Decide if the statements are true (T) or false (F). Correct the false statements.

a Social media is the most popular activity on the internet.
b The inventors of Esplorio used many social media sites.
c In the future, Esplorio will recommend places to your friends based on your suggestions.
d Very few entrepreneurs create social media sites now.
e Some sites only last a few months, others will change the world.



5a TASK Work in groups. Take turns to ask and answer the questions.

1 Which sites, if any, do you enjoy using? Are there any sites you would like to try?
2 Can you imagine spending a week without social media?
3 Do you know anyone who keeps checking their social media, even during mealtimes? Does this bother you?
4 Is it easy for other people to find information about you online?
5 Is it easy for you to find your own information online?

b Report back to the class. Who is most active on social media?

Review

1a Complete the prompts below using the *-ing* or *to* + infinitive form of the verbs in brackets.

1 a household job you hate _____ (do)
2 something you plan _____ (do) next weekend
3 a TV programme you like _____ (watch)
4 a job you can't imagine _____ (do)
5 something you need _____ (buy) soon
6 a place you hope _____ (visit) one day

b Write your own answers for each of the prompts above. Then discuss your answers with a partner.

2a Choose the present continuous or *going to* form to complete the conversation.

A Are you doing anything on Saturday afternoon?
B [1] *I'm meeting / I'm going to meet* my sister to get Mum a birthday present.
A That's nice. Do you know what you're getting her?
B I'm not sure. [2] *We're probably looking / We're probably going to look* at some phones. Mum's is really old. And I've got to go to the opticians. [3] *I'm getting / I'm going to get* my new glasses – they called to say they were ready.
A Right. What about the evening?
B [4] *I'm seeing / I'm going to see* Tim.
A Oh, what are you doing?
B I don't know. [5] *We're meeting / We're going to meet* at the cinema, but we haven't decided what to see. [6] *We're seeing / We're going to see* what's on and decide then.



b Work with a partner. Tell your partner about your plans for this weekend. Think about the pronunciation of *going to*.

3a Match verbs 1–8 to words/phrases a–h.

1 download	a home
2 use	b your driving test
3 pass	c social media
4 leave	d films
5 shop	e online banking
6 spend	f your career
7 choose	g online
8 do	h time abroad

b Work with a partner. Choose three activities and say what difficulties people can have doing them.

Using social media can take a lot of your time. You have to be careful about uploading personal information.

4a Think of a more general way to express each of these ages. There may be more than one possibility.

If you are 22, you are in your early twenties.

22 59 70 35 16

b Tell your partner about three people you know. For each person, say their age and two more things about them.

My cousin Lloyd is in his early twenties. He's studying computer science. He's really into video games.

5a Complete the questions using the words in the box.

texts bus shoes home married present

1 When did you last get a _____ from someone?
2 How often do you get the _____ to work?
3 How many _____ do you get a day?
4 When did you last get a new pair of _____?
5 Do you know anyone who got _____ last year?
6 What time do you usually get _____ in the evening?

b Work with a partner and ask and answer the questions.

6a TASK **4.15** Put this conversation in the right order. Then listen and check your answers.

a Are you doing anything on Friday night?
b Saturday? That'd be great.
c That sounds great. Oh, hang on, did you say Friday?
d I'm sorry, but I can't make Friday. I'm meeting a friend from university.
e No, I don't think so. Why?
f Do you fancy coming round for dinner?
g Yes, is there a problem?
h No problem. How about Saturday instead?

b Substitute the underlined phrases with different phrases that have the same meaning.

c Work with a partner. Role-play a similar conversation but change the times, days and activities.

5 Stuff and things

5.1 Your world in objects

GOALS ■ Describe objects ■ Use articles

Vocabulary & Listening adjectives for describing objects

1 Write the names of three possessions which are very important to you for the reasons given. Compare your answers with a partner.

Possession	Reason
a _____	Somebody special gave it to me/made it for me.
b _____	It makes me feel happy.
c _____	It makes my life easier.

2a 5.1 Listen to four people talking about their favourite possessions. Write speaker number 1–4 next to photos a–d.

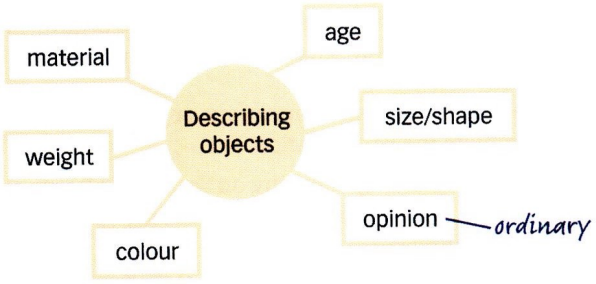


b Why are the objects important to each person? Choose from reasons in exercise 1.

3 5.1 Which object does each sentence below describe? Listen again and check your answers.

1 It's just an **ordinary** one, nothing special.
2 It's really, really small – **tiny**, in fact.
3 It's made of a kind of **pale grey metal**.
4 It's not very **valuable** – not worth much money – but it's very **special** to me.
5 It's **brand new**. I only got it a few weeks ago.
6 It's very **thin** and **light** so it's easy to carry around.

4a Write the words in **bold** in exercise 3 in the correct place on the mind map.



b Look at these sentences from the listening. Work with a partner and add the words in **bold** to the mind map.

1 The seat's made of **leather**.
2 It's so **useful** I can't imagine life without it.
3 It's got a **plastic** cover.
4 It's quite **large** and really **heavy**.
5 It contains **personal** things ... It's **amazing**.
6 It's got a **dark blue** stone.
7 It's very **comfortable** to ride.
8 It's **antique** and **gold**.

PRONUNCIATION adjective word stress

5a 5.2 Complete the table with these adjectives from exercises 3 and 4. Then listen and check your answers.

plastic ~~useful~~ amazing personal ordinary special comfortable valuable

●•	●••	•●•
useful		

b 5.3 Listen again and repeat the adjectives.

6a Write sentences to describe your favourite object. Say why you like it but don't write its name.

b Work in a group. Take turns to describe your object and guess the other objects.

Reading & Grammar articles

7a Work with a partner and discuss the photos. What do you think they show?



b Read the article and check your answers.

Time capsules

A time capsule is a special container with objects inside. People choose the objects because they are typical of the time they are living in. They then hide the container so in the future people can open it and learn about life at that time. People often put time capsules under the ground or build them into the walls of buildings.

Recently, teachers at a school in England opened a time capsule from the year 1912, when the school was built. The capsule was made of glass and it contained newspapers, money and a plan of the school. It also contained information about the history of the school.

Nowadays, you can also buy time capsules to give as a personal present when a baby is born. When the baby becomes an adult he or she can enjoy finding the things which were important or in fashion in the year they were born.

8 Read the article again. Work with a partner and discuss the questions.

1 Imagine you are going to explain what a time capsule is to a friend. What would you say? (Don't look at the article.)
2 What year would you like to find a time capsule from?
3 What do you think would be in a time capsule from the year you were born?

9 Read the Grammar focus box. Match the highlighted words in the article to uses 1–3.

GRAMMAR FOCUS articles

1 We use *a/an* with singular countable nouns to talk about a person or thing for the first time.
A time capsule is a special container.
2 We use *the* before a noun when the listener or reader knows what we are talking about. This can be because:
a we have talked about it before.
Teachers at a school ... when the school ...
b there is only one of the thing.
... the year 1912. (there was only one year 1912)
3 There is no article when you talk about plural and uncountable nouns in general or for the first time.
Time capsules are popular presents ...
It contained information ...

→ Grammar Reference page 142

10 Complete the comments with *a/an*, *the* or – (= no article).

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Darío Ferrer Great news – I'm [1]_____ uncle!! My nephew, Ariel, was born at 6.30 a.m. today. I want to make [2]_____ time capsule for him to open when he's older. Any suggestions??

Like · Comment · Share · 11 hours ago

Yuko Akimoto You could put in coins from this year and [3]_____ newspaper story from [4]_____ day he was born. Or a CD with today's top hits?

Alex White I think [5]_____ music's a good idea, Yuko, but what if [6]_____ CD players don't exist when Ariel's an adult? How about [7]_____ photo from [8]_____ fashion magazine so he can laugh at [9]_____ fashion styles of this year when he's older!

Rafa Gonzalez You could include [10]_____ special messages from important people like his grandparents. Ask them to write [11]_____ messages by hand!

Paula Escriva [12]_____ supermarket receipts or cinema tickets are a good idea because they show [13]_____ cost of things today.

Darío Ferrer Thanks for the brilliant ideas, everybody!

11a TASK Work in a group. You are going to put together a time capsule to tell people in the future about your town, your country or the world this year. Choose six objects which you think are the most important.

b Present your six objects to the class. Explain your choices.

c As a class, vote on which group has the best time capsule.

VOX POPS VIDEO 5

5.2 It's all about the money

GOALS ■ Talk about money ■ Talk about quantity

Vocabulary & Speaking money

1 Work with a partner and discuss the difference between these words.

wallet/purse/bag ticket/receipt/bill
credit card/note/coin

2a Work with a partner. Match questions 1–8 to answers a–h. Check the meaning of any words in **bold** that you don't know.

1 Do you know how much money is in your **bank account**?
2 Have you ever **borrowed** a large **amount** of money?
3 Have you **lent** money to someone in the last month?
4 What do you most hate **spending** money **on**?
5 What kind of things do you pay for with **cash**?
6 What's in your wallet/purse at the moment?
7 What would you like to buy but can't **afford** right now?
8 What do you have to **pay for** every month?

a Two credit cards, one or two notes, some **change** and lots of receipts.
b No, because I don't like being **in debt**.
c A new car. I'm **saving up** for one.
d The **rent** for my flat and my phone bill.
e My bus ticket, coffee from a machine, that kind of thing.
f Yes, a friend and she still **owes** me £20!
g Yes, I check my **balance** regularly.
h Dentist bills and clothes for work!

b Ask and answer the questions above with your partner.

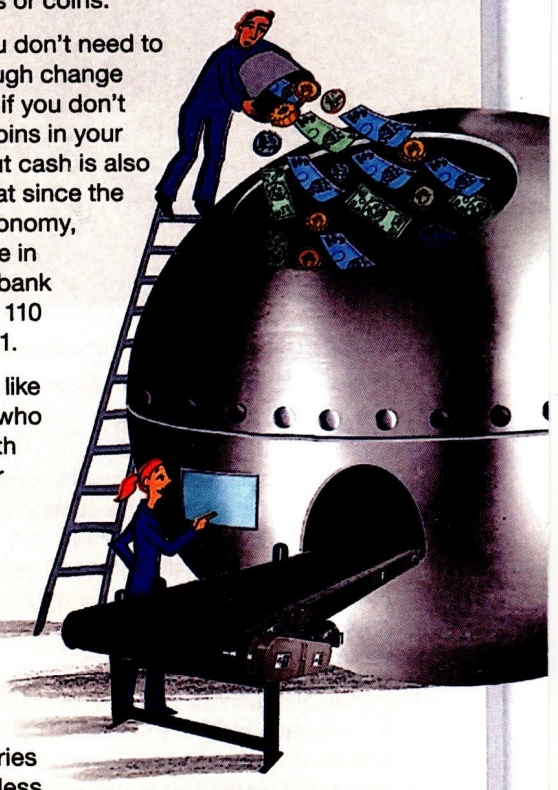
Grammar & Reading quantifiers

3 Work with a partner. You are going to read an article about living in a 'cashless society' (a society without cash). What disadvantages of cash can you think of?

4 Read the article. How many of your ideas from exercise 3 are mentioned?

The end of money?

In 1661, Sweden became the first European country to use bank notes. Now it could be one of the first countries to stop using cash. In most Swedish cities, buses don't take any cash. Instead you pay for your ticket by card or mobile phone before you get on. Some businesses only take cards and there are banks which don't deal with any notes or coins.



In a cashless society you don't need to worry about having enough change for the bus. That's great if you don't like carrying too many coins in your pocket. A society without cash is also safer. Statistics show that since the decrease in the cash economy, there isn't as much crime in Sweden: the number of bank robberies dropped from 110 in 2008 to only 16 in 2011.

However, not all Swedes like the idea. Elderly people, who may need some help with the technology, say their lives are now harder. Small businesses are also unhappy because they have to pay a little money to the bank each time somebody pays them using a card.

It's not just richer countries that are becoming cashless. Many countries in the developing world have found that mobile phones are perfect for transferring money. For example, in Kenya, only a few people (under 20%) have a bank account. On the other hand, lots of Kenyans (over 95%) have a mobile phone. Now, with a mobile banking system called M-Pesa, people can use credit on their phones to pay for things in shops, pay their bills and their children's school fees, and receive their salary.

People save a lot of time as they no longer need to travel long distances to pay a bill. Also, they no longer need to carry too much cash so there is less danger of robbery. Kenya has led a revolution in mobile banking and other developing countries have followed its example.

Would *you* like to live in a cashless society? Does it offer enough benefits? Leave your comments **here**.

■ **robbery** the crime of taking money from a bank, shop, etc. or person

5 Work with a partner and answer the questions.

1 What is the significance of these numbers?
1661 110 16 20% 95%

2 Which two groups of people in Sweden do not agree with a cashless society? Why not?

3 What are the benefits of paying with a mobile phone in Kenya?

4 What about you? Would you like to live in a cashless society?

6 Look at the words and phrases for describing quantity. Read the article again and find examples of nouns for each one.

Quantifiers + plural countable nouns	Quantifiers + uncountable nouns
too many [1] *coins*	too much [2] _____
many [3] _____	much [4] _____
a lot of/lots of [5] _____	a lot of/lots of [6] _____
a few [7] _____	a little [8] _____
some [9] _____	some [10] _____
any [11] _____	any [12] _____
enough [13] _____	enough [14] _____

7 Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS quantifiers

- We use quantifiers before a noun to talk about how much of something there is.
- We usually use [1] ***some*** / ***any*** in positive sentences and [2] ***some*** / ***any*** in negative sentences and questions.
  Some businesses only take cards.
  Buses don't take any cash.
- We [3] **can** / **can't** use *a lot of/lots of, some, any* and *enough* with both countable and uncountable nouns.
  a lot of Kenyans *lots of money*
- *A few* and *a little* = a [4] **small** / **large** amount or number.
  Only a few people (under 20%) have a bank account.
- *Too much* or *too many* = 'more than is necessary'. They have a [5] **positive** / **negative** meaning.
  I don't like carrying too many coins.
- *Enough* = 'all that is necessary'. It has a [6] **positive** / **negative** meaning.
  Does it offer enough benefits?

→ Grammar Reference page 143

8a Choose the correct word or phrase to complete the readers' comments on the article.

The end of money?

Your comments

■ **Angelo** Last year I got into [1] *a lot of* / *many* debt because I spent too [2] *much* / *little* money on credit cards. Now, when I go out I just take [3] *enough* / *much* cash for what I need. I've saved [4] *a lot of* / *any* money this way. In a cashless society too [5] *much* / *many* people would get into debt. It would be a disaster.
13 hours ago

■ **Johan** We need to carry [6] *some* / *much* cash so we can do things like give [7] *a few* / *any* coins to street performers. Also, cash teaches children [8] *some* / *much* important lessons about the value of money.
11 hours ago

■ **Audrey** I don't see [9] *some* / *any* practical reasons why we need cash. It costs the government [10] *a lot of* / *enough* money to produce it and [11] *many* / *any* criminals benefit from the cash economy. By the way, I am 85, and I don't have [12] *any* / *too much* problems using modern technology, thank you. 10 hours ago

b Who do you agree with most?

9a Write four sentences about yourself using the table.

I (don't)	pay (for)	a lot of/lots of	bills
	have	(too) many	change to homeless people
	give	(too) much	money every month
	save	a few	credit cards
	carry	a little	cash
	spend	any	money on clothes and shoes
		enough	

b Work in small groups and compare your sentences.

10a TASK Work with a partner. Prepare a survey on your classmates' spending habits. Use the questions below and add three more of your own.

1 What do you spend most of your money on?
2 What do you really enjoy spending money on?
3 Do you prefer shopping alone or with other people?

b Interview other members of the class. Then work with your partner and prepare to report the results back to the class.

- All of us ...
- A lot of us ...
- Some of us ...
- A few of us ...
- None of us ...

c Present your survey results to the class.

5.3 Vocabulary and skills development

GOALS ■ Understand linkers for reason and result ■ Understand and use suffixes

Reading understanding linkers for reason and result

1 Read the quotation and answer the questions.

> ***'The best things in life aren't things.'***
> *Art Buchwald, American journalist*

1 What do you think the quotation means?
2 What, for you, are the best things in life?

2a Read the information in the Unlock the code box about linkers for reason and result.

UNLOCK THE CODE
linkers for reason and result

- Words like *but*, *because* and *so* are 'linkers' or 'linking words'. It's important to understand them because they help you predict what kind of information comes next in a text.
- *As*, *because* and *since* tell us the reason for something.
  He didn't buy the dishwasher, as his kitchen was too small.
- *So*, *therefore*, *as a result* and *for this reason* tell us the result of something.
  He had too many things. So his house was untidy.

b Choose the two correct linkers in each sentence.

1 Marc lives in a tiny flat. *Therefore, / As / So* he can't have too many possessions.
2 I have an e-reader *since / as / so* books take up too much space.
3 I can't close my suitcase *because / as a result / since* I packed too much stuff into it.
4 We're moving to a smaller house. *Because / For this reason, / As a result,* we need to get rid of some furniture.

c In the following sentences circle the linker, underline the reason(s) and put a dotted line under the result.

Reason	Result
He spent all his money on clothes.	*As a result he couldn't afford a new laptop.*

1 Her sofa was getting old so she bought a new one.
2 I hardly ever wore the jacket and I needed some money. Therefore, I sold it.
3 We paid in cash because they didn't accept cards.

3a Read the article about living without many possessions. Find and circle eight linkers for reason or result. Underline the reason and result.



Living with less

We all need possessions. They make our lives happier and more comfortable. Or do they? Well, not always. Sometimes having too many things can be stressful. Possessions can take up a lot of space and if they are expensive, we might worry about security. For this reason, more and more people are choosing a 'minimalist lifestyle', without many possessions. Each week we post a minimalist's story on this site. Read Rachel's story …

Rachel's story

'Two years ago our flat was full of stuff. My husband and I couldn't find anything. We couldn't close the cupboards or drawers. It was awful. So we went minimalist: we sold or gave away the things which we hardly ever used. As a result, our book collection went from 300 down to six, we gave away kitchen equipment, clothes (including my wedding dress) and I even sold on eBay the Olympic torch that I ran with in the 2010 Winter Olympics Torch Relay.

Getting rid of stuff was hard. It took time, effort and difficult decisions. But I realized quickly that I can easily live without things. And it's good to know our stuff is now with people who need it. Our home's easy to clean. Everything's easy to find. Choosing clothes in the morning is easy as my wardrobe is the size of a suitcase.

Modern digital technology has helped. We gave away our CDs and now keep our music on the computer. Our photos fit into three albums. We keep the rest online. I've changed my shopping habits too. Now, when I buy something I ask myself, "Do I need this?" As a result, I've saved lots of money.

Some friends think our new lifestyle's wonderful. Others worry because they think our life isn't enjoyable any more. But we have more time now for important things like family and travelling. Therefore, we're happier than before. I still have nice things, but just one of everything. I love my possessions more, since there aren't too many of them. But most importantly, I use everything I have.'

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b Read the story again and answer the questions.

1 Why did Rachel and her husband decide to 'go minimalist'?
2 Why did they get rid of nearly all of their books?
3 How did she save a lot of money?
4 Why are some of her friends worried about them?
5 Why are she and her husband happier now than before they went minimalist?
6 Why does she love her possessions more than she did before?

4 What do you think about Rachel's decision to ...?

1 keep most of her photos online
2 get rid of her books
3 sell her wedding dress
4 sell the Olympic torch

Vocabulary & Listening suffixes

5a Read the information in the Vocabulary focus box about suffixes.

VOCABULARY FOCUS suffixes

A suffix is a letter or group of letters at the end of a word which makes a new word.

enjoy (verb) → *enjoy**able*** (adjective)
→ *enjoy**ment*** (noun)

Common noun suffixes	Common adjective suffixes
-ment, e.g. *arrangement*	*-ful*, e.g. *beautiful*
-ion, e.g. *information*	*-able*, e.g. *suitable*
-er, e.g. *scooter*	*-al*, e.g. *normal*

b Complete the table then check your answers with the article.

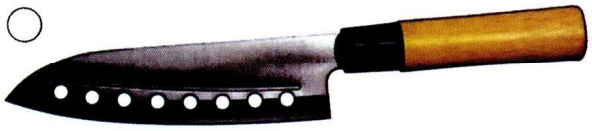
Verb	Noun	Noun/Verb	Adjective
possess	1	stress	5
decide	2	comfort	6
compute	3	enjoy	7
equip	4	digit	8

6 Write the nouns and adjectives from exercise **5b** in the table. Can you add any more words?

-ment	*-ion*	*-er*	*-ful*	*-al*	*-able*

7a 5.4 Listen to a couple discussing whether to keep the three objects in the photos. Tick (✓) the one(s) they keep.

a ○



b ○



c ○

b Which of the objects a–c do these phrases describe?

1 it isn't **suitable** for work
2 we'll get a **buyer** for it
3 it's not very **useful**
4 it's in very good **condition**
5 it's **essential**
6 it's quite **fashionable**
7 it'll be a **disappointment** (to her if we throw it away)

c 5.4 Listen again and check your answers.

d Write the words in **bold** above into the table in exercise **6**.

8a Complete the questions with the correct form of the words in brackets.

1 Have you bought anything recently which was a _____ (disappoint)?
2 Is it very important to you to be _____ (fashion)? Why/Why not?
3 Can you name two things which are not _____ (suit) for young children to buy?
4 Do you think _____ (possess) can make you feel happy?
5 Do you make quick _____ (decide) when you shop for clothes?

b Work with a partner and ask and answer the questions.

5.4 Speaking and writing

GOALS ■ Explain words you don't know ■ Write an email to return an online product

Listening & Speaking explaining words you don't know



1a Work with a partner and look at the photos. Do you know the names of these objects?

b When you want to talk about an object, but you don't know its name in English, what can you do?

2 5.5 Listen to three conversations in shops. Which of the objects in exercise **1a** does each person want to buy?

3a 5.6 Match the two halves of these sentences from the listening. Then listen and check your answers.

1	You use it to	a	I'm looking for!
2	It looks like a	b	record things.
3	Exactly! That's what	c	mobile phone.
4	I've forgotten	d	a stick.
5	What's it	e	what I mean?
6	It's long and thin, like	f	know the word in English.
7	I don't	g	you put into the wall.
8	It's a thing which	h	called?
9	Do you know	i	the word in English.

b 5.7 Listen and repeat the sentences.

4 Turn to the audioscript on page 160 and practise the conversations.

5 Work with a partner. Use the expressions in the Language for speaking box to describe the other objects in exercise **1a**.

6 TASK Work with a partner. You are going to role-play a conversation in a shop. Student A, turn to page 127. Student B, turn to page 132.

LANGUAGE FOR SPEAKING explaining words you don't know

Saying you don't know the name of something
I don't know/remember the word in English.
What's it called?
I've forgotten the word in English.

Describing size, shape and what it's similar to
It looks like + noun
It's + adjective ..., *like a* ...

Describing use
You use it to + infinitive
It's a thing that/which you use to + infinitive

Checking and confirming understanding
Do you know what I mean?
Exactly! That's what I'm looking for.

Reading & Writing email (3): returning an online product

7 Work with a partner. Have you ever returned something which you bought online? Why? Think of three reasons why people return products which they have bought online.

8 Read the two emails and answer the questions. Discuss your answers with a partner.

1 Why do the buyers want to return the products?
2 What do they want to happen next?

Sent: Wednesday 16.37 **A**

Dear Sir/Madam,

Re: order number 3809TC

I recently ordered a running watch from your online store. I received it this morning, but it is completely different from the photo on the website. It is a different colour and a different shape. Also, the website says that it comes with 'a beautiful presentation box'. I didn't receive the box. I'm very disappointed about this because I am planning to give the watch to my girlfriend as a birthday present.

I am going to return the original watch. Could you please send me the watch that is in the photo on the website, and the presentation box, as soon as possible?

Yours faithfully,

Jakub Malek

Sent: Friday 11.09 **B**

Hi,

Re: order number 28473AF

I ordered a purse from your website, it arrived yesterday, but I'm afraid I'm not happy with it because the leather is very thin, I think it's going to break very quickly, also, there isn't room for many coins.

As a result, I'd like to return the purse and get a refund. Please tell me how to do this.

Many thanks,

Fabiola da Silva

9 Read the emails again and match the highlighted phrases or expressions to these functions.

1 giving background information, e.g. *I bought a ...*
2 explaining the problem, e.g. *It's the wrong size.*
3 saying what you want to happen next, e.g. *Please send me the correct product.*
4 closing your email, e.g. *Regards*

10 Read the information about commas in the Language for writing box. Find and correct three mistakes in Fabiola's email where she has joined sentences with a comma.

LANGUAGE FOR WRITING commas

- We use commas to make sentences easier for a reader to follow. We often use them to:
  1 separate phrases in long sentences.
  Could you please send me the watch that is in the photo on the website, and the presentation box, as soon as possible?
  2 separate linkers (e.g. *However, As a result, Therefore, Also,*) which introduce a sentence.
  Also, the website says ...
- We don't join sentences with a comma. A sentence is a group of words which makes sense on its own. In this case, we use a full stop or join the sentences with a linker, e.g. *and* or *but*.
  I received the watch this morning, but it's different from the photo on the website.
  NOT ~~*I received the watch this morning, it's different from the photo on the website.*~~

11a TASK You are going to write an email to return a product to an online seller. First make notes to answer the questions, then write the email.

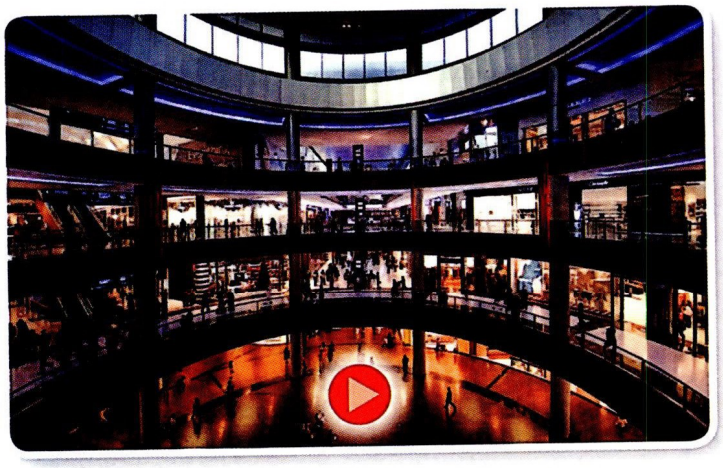
- What is the product?
- Why do you want to return it?
- What do you want to happen next?
- How will you end your email?

b Work with a partner. Exchange emails and check the following in your partner's email.

- Has your partner answered all the questions in exercise **11a**?
- Do all the sentences in their email start with a capital letter and finish with a full stop in the correct place?

5.5 Video

The Dubai Mall



1 Work with a partner. Think of a shopping mall in your city. What examples can you think of for the places below?

clothes shop gadget shop department store restaurant

2 The photos show a shopping mall in Dubai. Malls in Dubai are famous because they offer more than just shops and restaurants. What other things do you think could be in a shopping mall? Make a list.

3 ▶ Watch the video. Were any of the things from your list in **2** in the video?

4 ▶ Watch again. Complete the summary with the words in the box.

aquarium in the world it's very hot outside
fountain show the ice rink the multimedia centre
the shopping trade and finance

Dubai is a wealthy city and a lot of its money comes from [1]_____. For this reason it has become a popular tourist attraction. People come to see the buildings, but most come for [2]_____. The Dubai Mall is the largest shopping centre [3]_____, with more than 1,200 shops and 750,000 visitors every week. Many people spend time in these air-conditioned malls because [4]_____. People socialise at the restaurants, go to the cinemas, or play games at [5]_____. They can also go to [6]_____ to cool off or visit the popular Dubai [7]_____. In the evening, people eat, meet friends and see the world-famous [8]_____.



5a TASK Read the sentences below. Mark each one *agree* (A), *disagree* (D), *don't know* (?) so they are true for you.

1 I enjoy going to shopping malls.
2 There aren't enough good shopping malls where I live.
3 If I'm in a shopping mall, I only visit a few shops.
4 A shopping mall is a good place to spend time with friends or family, even if you don't buy anything.
5 If I'm on holiday in a different city, I always visit a shopping mall or market there.
6 When it's hot or cold outside, I like to go to a shopping mall to cool down or warm up.



b Compare your answers with a partner. How similar are your opinions about shopping malls?

Review

1a Choose the correct option to complete the text.

I want to be hands-free!

Have you noticed that when men go out, they often take just [1] *a little / a few* things with them? Essential things, like [2] *some / any* money, keys and a phone. They rarely carry [3] *a / the* bag because they want to be 'hands-free'. On the other hand, [4] *the / –* women often carry [5] *a / the* heavy bag, full of things like tissues, headache pills, pens, [6] *a / the* bottle of water and maybe [7] *some / any* snacks.

Why is this? French sociologist, Jean-Claude Kaufmann, discusses this question in his book, *Le Sac* (French for handbag). He wrote [8] *a / the* book after interviewing [9] *the / –* 75 women about the objects in their bags. He found that women often look to [10] *– / the* future and think about what they may need. They also look back to [11] *the / –* past. Many of [12] *the / –* women kept objects with past memories in their bag – stones from [13] *a / the* beach holiday, [14] *– / the* old love letters and [15] *lots of / much* photos. Men, however, often think more about [16] *the / –* present. Kaufmann thinks this comes from prehistoric times when men could only think about immediate things, like hunting [17] *any / –* animals for food. They had to be 'hands-free' so they could kill [18] *the / –* animals.



b Work with a partner and discuss the questions.

1 What do you usually take with you when you go out?
2 Do you agree that women carry more objects than men? Explain why/why not, giving examples of people that you know.

2 5.8 Listen to some groups of four words and phrases. Write down the word that is different.

1 large tiny amazing thin _____
2 heavy pale grey blue dark brown _____
3 metal valuable leather plastic _____
4 comfortable useful gold ordinary _____
5 antique brand new old light _____

3a Complete the questions with the correct form of a word from the box.

wallet/purse rent spend amount save

1 How much is the _____ for a one-bedroom apartment in your town?
2 Did you _____ any money on clothes last week?
3 Are you _____ up for anything at the moment?
4 Have you ever lost your _____?
5 Do you know anybody who has won a large _____ of money?

b Work in a group and ask and answer the questions.

4a Add the correct suffix to the words in the product reviews.



★

[1] Fashion____? Yes. [2] Use____? No! This laptop bag was a [3] disappoint____. It wasn't [4] comfort____ to wear and it broke after six months. Don't buy it!



★★★★

This [5] digit____ guitar tuner is an [6] essent____ piece of [7] equip____ for any guitar player. It's small, light, easy to read and it's [8] suit____ for right-handed and left-handed people.

b Work with a partner. Describe something you have bought recently that you are happy with, and something that was a disappointment. Say why you were happy/unhappy.

5a Complete the conversation using one or two words in each gap.

A I'm making a pizza I need a ..., what's it [1]_____?
Oh, I've [2]_____ the [3]_____ in English. You [4]_____ it [5]_____ cut cheese into very small pieces.
B A knife?
A No. It's [6]_____ metal, and you move the cheese up and down against it. Do you [7]_____ I mean?
B A grater!

b 5.9 Listen and check your answers.

c TASK Work in a group. Take turns to describe an object in the classroom. The other students guess the object.

6 People

6.1 The quiet revolution

GOALS ■ Describe character ■ Talk about similarities and differences

Vocabulary & Reading adjectives for describing character

1a Work with a partner. Match the adjectives in the box to the descriptions.

quiet clever/smart lazy tidy patient honest shy sociable creative confident

How do you describe a person who ...?

1 doesn't say very much
2 is often nervous about speaking to people
3 enjoys being with other people
4 has a lot of new ideas or is good at making things
5 likes everything to be in the right place
6 doesn't mind when things take a long time
7 is sure they can do things well
8 is good at learning and understanding things
9 always tells the truth
10 doesn't like working

b Work with a partner. Take turns to ask and answer the questions in exercise **1a**.

2 Match four of the words from exercise **1a** to their opposites below.

a stupid
b hard-working
c unsociable
d untidy

3 **6.1** Listen to three speakers talking about people they know. Match each person to two adjectives from exercises **1a** and **2**.

a Speaker 1's flatmate, Max
b Speaker 2's sister, Lena
c Speaker 3's business partner, Nico

4a Think of the character of a person you know and write down some adjectives that describe him/her.

b Work with a partner and each describe your person. Ask and answer questions to find out more information.

5a Work with a partner. Read the definition of 'introvert'. Then read the sentences below and decide how true they are.

introvert /ˈɪntrəvɜːt/ *noun* [C] a quiet, shy person who prefers to be alone than with other people OPP extrovert ▶ **introverted** *adj*

1 Most people are introverts.
2 Extroverts are more confident than introverts.
3 Introverts are naturally more creative than extroverts.

b Read the article and check your answers.

6a Read the article again and make notes under these headings.

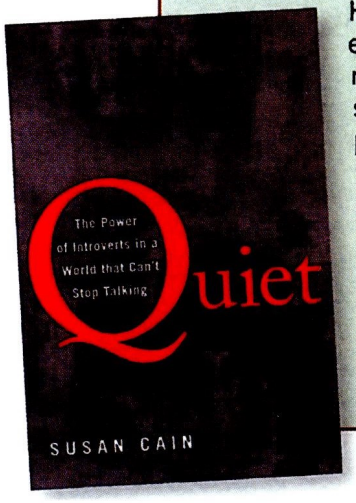
a characteristics of introverts
b problems they have
c what they are good at

b What do you think about the ideas in the article?

The Power of the Introvert

What do Barack Obama, J.K. Rowling and Einstein have in common ...? They are all introverts, according to Susan Cain, author of the best-selling book *Quiet: The Power of Introverts* ...

Cain says many people think introverts are not as confident as extroverts and that they are unsociable. However, they are just as confident as extroverts. They are simply quieter and need time to think carefully before they speak or act. They are sociable but prefer being with close friends or family to loud parties full of strangers. They also enjoy spending time alone.



According to *Quiet*, a third to a half of us are introverts. However, the western world is an extrovert's world. In the USA especially, many schools, universities and workplaces are less interested in

Grammar & Speaking making comparisons

7a Find the comparative and superlative forms of these adjectives in the article and underline them.

quiet new unusual happy interested confident

b Add examples to the Grammar focus box from exercise 7a.

GRAMMAR FOCUS making comparisons

- We use comparative adjectives (+ *than*) to compare people and things with other people and things.

  With short adjectives, add *-er* to the end of the adjective, e.g. [1]_____.

  With short adjectives ending in *-y*, take off *-y* and add *-ier* to the adjective, e.g. [2]_____.

  With longer adjectives use *more/less* + adjective, e.g. [3]_____.
- We use superlative adjectives (usually with *the*) to compare people and things with a whole group.

  With short adjectives, add *-est* to the end of the adjective, e.g. [4]_____.

  With short adjectives ending in *-y*, take off *-y* and add *-iest* to the adjective, e.g. *laziest*.

  With longer adjectives use *most/least* + adjective, e.g. [5]_____.
- We use *(not) as ... as* to say that people and things are (not) the same in some way. We often put *just* before *as ... as*.

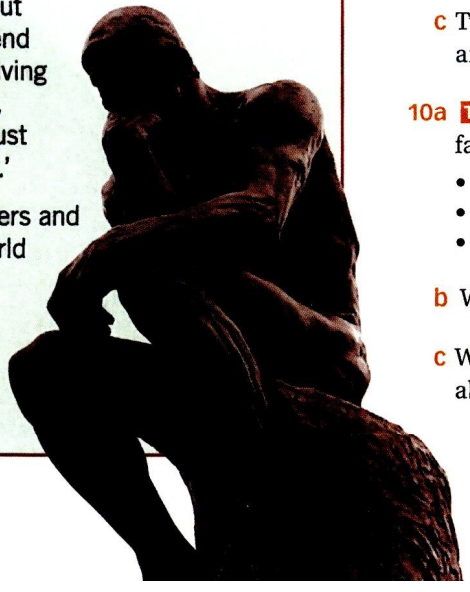
  They are just as successful as extroverts.

→ Grammar Reference page 144

introverts than in extroverts. At Harvard University, for example, 50% of a student's grade is based on speaking well in class. Job adverts often ask for people with 'great communication skills'. The result is that introverts have to learn how to act like an extrovert.

But in fact, the newest and the most unusual ideas often come from introverts. Not because introverts are naturally more creative than extroverts, but because they are happier to spend time alone, creating ideas or solving problems. Einstein himself said, 'It's not that I'm so smart, it's just that I stay with problems longer.'

Some politicians, business leaders and heads of schools around the world who have read *Quiet* are now changing their practices. Cain has started a Quiet Revolution.



PRONUNCIATION *as* and *than*

8a 6.2 Listen and write down the four sentences you hear. How do we pronounce *as* and *than*?

b 6.3 Listen again and repeat the sentences.

9a The questionnaire below is adapted from Susan Cain's website. Complete the statements with the correct form of the adjectives in brackets. Add *as* where necessary.

Are you an introvert, an extrovert or an ambivert?

		YES	NO
1	I'm _____ in a one-to-one situation than in a group. (happy)	○	○
2	I'm not _____ in being rich or famous as my friends are. (interested)	○	○
3	I often find it _____ to express myself in writing than speaking. (easy)	○	○
4	For me, being alone is _____ as spending time with others. (enjoyable)	○	○
5	People tell me I'm _____ at listening than other people. (good)	○	○
6	I'm not _____ as other people when taking risks. (confident)	○	○
7	I'm _____ than others when doing jobs that take a long time. (patient)	○	○
8	I like to celebrate my birthday with just my _____ friends or family members. (close)	○	○
9	My voice isn't _____ as most people's. (loud)	○	○
10	I am _____ to give my opinion than most because I like to think before I speak. (slow)	○	○

b Work with a partner and do the questionnaire together.

Are you happier in one-to-one situations than in a group?

c Turn to page 128 and read the analysis of your partner's answers. Do you both agree with your results?

10a TASK You are going to talk about some members of your family. First make notes in answer to the questions.

- Describe each person's main personal characteristics.
- Are they introverts or extroverts?
- How do they compare to you?

b Work in a group and talk about your families.

c What is the most interesting new thing you have learned about the other students in your group?

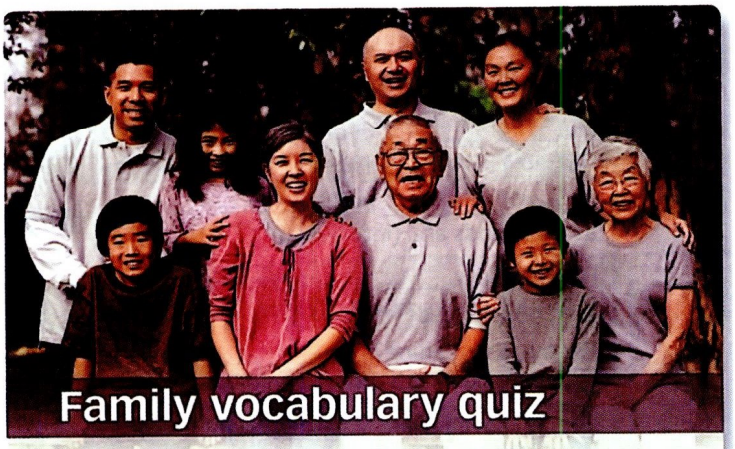
VOX POPS VIDEO 6

6.2 A long way home

GOALS ■ Talk about family ■ Talk about experiences

Vocabulary & Speaking family

1 How well do you know your family vocabulary? Try this quiz in teams of two or three.



Family vocabulary quiz

1 6.4 Listen and write words for the definitions you hear.

1 _____ 3 _____ 5 _____

2 _____ 4 _____ 6 _____

2 Choose the correct answer, a or b.

1 Two people who are married or in a relationship are a _____.
a pair **b** couple

2 If you have no brothers or sisters, you are _____ child.
a a single **b** an only

3 Two children born on the same day to the same mother are _____.
a twins **b** half brothers/half sisters

4 A mother or father who looks after their children alone is _____ parent.
a a single **b** an alone

5 Another word for all the people in your family is _____.
a relatives **b** parents

6 If you take a child into your family and legally make them your child, you _____ the child.
a get **b** adopt

7 Before you get married, you get _____.
a divorced **b** engaged

8 A woman who is married to your father but isn't your mother, is your _____.
a stepmother **b** mother-in-law

3 Are the underlined sounds the same (S) or different (D)?

1 father-in-law, aunt
2 mother, uncle
3 cousin, son
4 father, daughter
5 adopted, related
6 divorced, separated

2 6.5 Listen and check your answers. There is a total of 20 marks, one for each correct answer. How did your team do?

3 Write down the name of **a)** your youngest relative, **b)** your eldest relative and **c)** three relatives you are very close to. Tell your partner as much as possible about these people.

My eldest relative is my grandmother. Her name's Lily and she's my dad's mother. She's 89. I see her about once a month.

Grammar & Listening present perfect simple and past simple

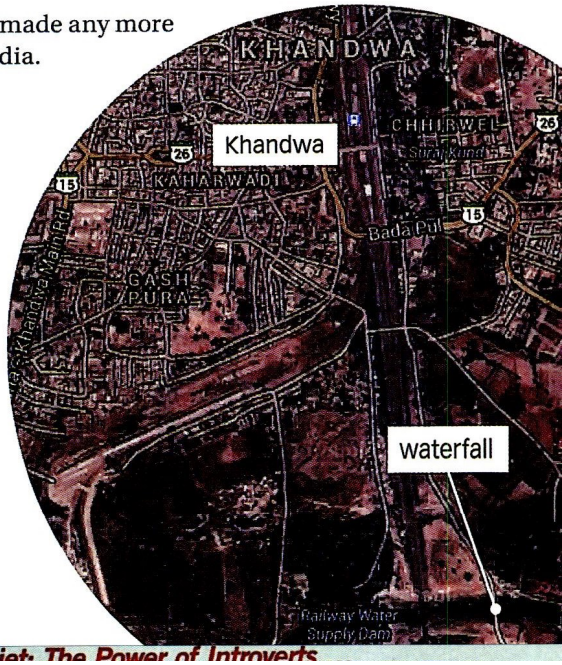
4a You are going to listen to two friends talking about the true story of a boy who lost his mother and found her again twenty-five years later. What do you think is the significance in the story of the words in the box?

a waterfall Google Earth an Australian couple a train

b 6.6 Now listen to the conversation and check your ideas.

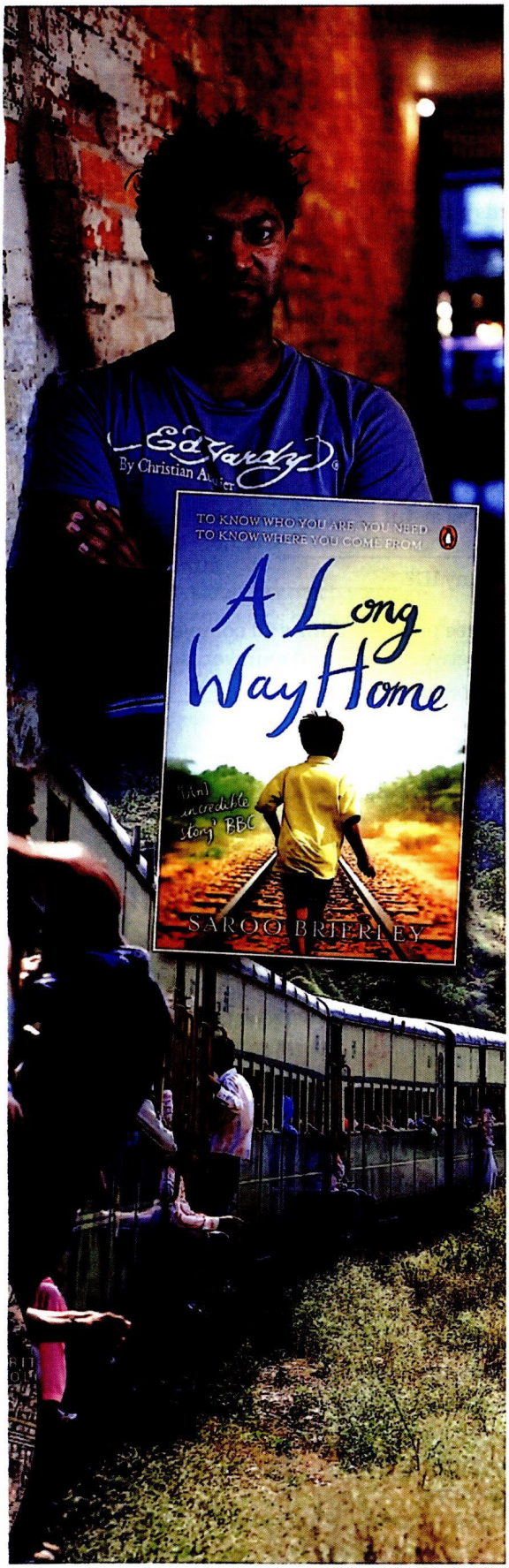
5 6.6 Listen again. Decide if the sentences below are true (T), false (F) or we don't know (?).

1 Saroo became separated from his birth family when he was five years old.
2 He has never been happy with his new family.
3 He has adopted a child.
4 He saw his old house when he was looking at a satellite image.
5 His birth mother has moved from the home where he lived.
6 He hasn't made any more trips to India.



below.

book *Quiet: The Power of Introverts*



6a Study the sentences in exercise **5**. Which sentences are in the past simple? Which are in the present perfect simple? Which contain both?

b Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present perfect simple and past simple for experiences

- We use the [1] **past simple / present perfect simple** to talk about something that happened at a specific time in the past.

  Saroo lost his mother when he was five.
- We use the [2] **past simple / present perfect simple** to talk about an action or situation in the past when we don't know the exact time or it isn't important.

  He has found his mother.
- We make the present perfect simple with the auxiliary [3] ***have / do*** and the past participle.
- We often use the present perfect simple to start a conversation about our experiences. If we want to give more details, we use the past simple.
- We often use *ever* and *never* with the present perfect simple. *Ever* (in questions) means 'at some time in your life'. *Never* means 'at no time up to now'.

  Have you ever been to India?
  No, I've never been there.

→ Grammar Reference page 145

7a Complete the dialogues using the correct form (present perfect simple or past simple) of the verbs in brackets.

1 **A** _____ you ever _____ (fall) asleep on the train and missed your stop?
B Yes, I _____ (do) that a couple of years ago after a very tiring day at work. I _____ (get) home two hours late.

2 **A** _____ you ever _____ (try) to find out about your family's history?
B I haven't, but my dad has. Last year he _____ (download) some software and created our family tree.

3 **A** _____ you ever _____ (travel) on an overnight train?
B No, I haven't. But I _____ (take) an overnight boat a few times.

4 **A** _____ you ever _____ (find) a long-lost friend or relative using social media?
B Yes, I have. An old school friend _____ me on LinkedIn last year. (contact)

5 **A** _____ you ever _____ (lose) something really important?
B Yes, I have. I once _____ (leave) my wallet in a café. Luckily, somebody _____ (give) it to the manager and she _____ (call) me to tell me.

b Work with a partner and practise the dialogues.

c TASK With your partner, ask and answer the questions in exercise **7a**.

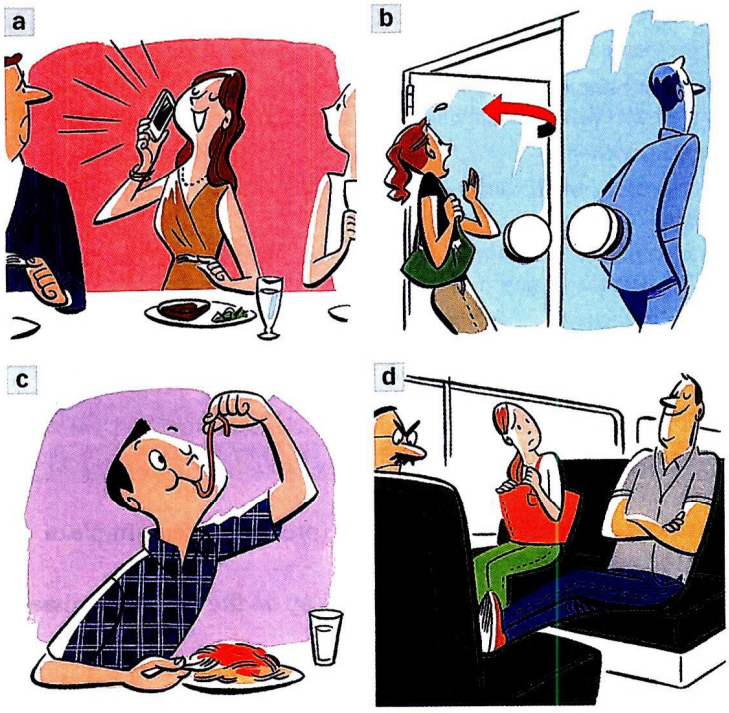
A Have you ever missed your stop?
B Yes, I have. I fell asleep and ...

B True. He **was** a bit impolite.

6.3 Vocabulary and skills development

GOALS ■ Recognize linkers in fast speech ■ Understand and use adjective prefixes

Listening & Speaking recognizing linkers in fast speech



1a Work with a partner and look at pictures a–d. How rude do you find the behaviour in each one? Rate each one from 1–5. (5 = extremely rude)

b The pictures show examples of 'bad manners'. Manners are the way you behave when you are with other people. Can you think of two more examples of bad manners and two examples of good manners?

2a **6.7** Read and listen to the information in the Unlock the code box about recognizing linkers in fast speech.

UNLOCK THE CODE
linkers in fast speech

When we speak quickly, we sometimes don't pronounce parts of words. This is especially true with very common words, like the linkers *and, but, because, so* and *for example*.

but	*sounds like*	'bt' /bt/
because	*sounds like*	'cos' /kəz/
for example	*sounds like*	'frexample' /frɪg'zɑːmpl/
and	*sounds like*	'n' /n/
so	*sounds like*	's' /s/

b **6.8** Listen to six phrases and sentences, and write the number of words you hear. Contractions, e.g. *didn't*, count as two words (*did not*).

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

c **6.9** Listen and complete the sentences.

1 It's nice _____.
2 I was upset _____.
3 He's rich _____.
4 There were no buses _____.
5 Let's meet next week. _____.
6 The weather was awful _____.
7 I can't run _____.
8 Have you got any ID? _____?

3a **6.10** Listen to three people talking and complete the sentences using between three and four words.

1 I'm from New Zealand, but _____ to Japan on business.
2 When people are ill, _____ have a cold ...
3 They wear a mask _____ give the cold to other people.
4 _____ that in other countries ...
5 _____ with my English friends ...
6 _____ want to be impolite ...
7 I'm from Hong Kong, _____ lived in the UK for many years.
8 _____ you're really enjoying your food ...

b Work with a partner. Check the meaning of the phrases below.

- eating while walking in the street
- wearing a face mask
- blowing your nose
- interrupting
- eating noisily
- speaking loudly

c **6.11** Listen to the three people from exercise **3a** talking about manners in different countries. Tick (✓) all the topics they mention from exercise **3b**.

4 **6.11** Listen again and answer the questions.

1 When Karina first saw the face masks, why did she think the women were wearing them? What did she learn later?
2 What does Stefano try not to do when he's with his English friends?
3 According to Mike, why is it good manners to slurp food in his country?

5 TASK Work in a group. Discuss manners in your country or a country you know well, using the ideas below, exercise **3a** and the following phrases.

It's rude to ... It's OK to ... It's polite to ... It's OK not to ...

- call your boss by their first name
- send texts at the dinner table
- blow your nose in public
- eat in the street
- take a gift to a dinner party
- interrupt
- talk about how much you earn
- eat some kinds of food with your fingers
- call a shop assistant 'Sir' or 'Madam'
- hold the door open for someone



Vocabulary adjective prefixes

6 Look at these extracts from the listening. How do the prefixes *im-* and *un-* change the meaning of the adjectives which follow them?

- I don't want to be impolite ...
- That's a bit unnecessary ... and a bit unfriendly!

7a Read the information in the Vocabulary focus box about adjective prefixes. Then write opposites for the adjectives below, using the prefixes in the box.

VOCABULARY FOCUS adjective prefixes

- We can use prefixes, e.g. *un-*, *dis-* and *im-* at the beginning of some adjectives to give the opposite meaning.
  happy → unhappy, organized → disorganized, polite → impolite
- We often use *a bit* before an adjective with a negative meaning to sound more polite.
  He's a bit disorganized. NOT ~~*He's disorganized.*~~
- There are no rules about which prefix to use.

1	pleasant	_____	6	possible	_____
2	usual	_____	7	fair	_____
3	patient	_____	8	friendly	_____
4	honest	_____	9	healthy	_____
5	lucky	_____	10	necessary	_____

b 6.12 Listen, check and repeat the pairs of words.

8a 6.13 We sometimes use an opposite adjective in conversation to avoid repeating a word. Listen and repeat the sentences.

A He wasn't very polite.
B True. He **was** a bit impolite.
A That wasn't very kind.
B You're right. It **was** a bit unkind.

b Respond to these sentences. Use the opposite adjective, as in exercise **8a**.

1 The manager isn't very organized.
2 It wasn't necessary to speak to me like that.
3 He's not very patient.
4 We haven't been very lucky with the weather.
5 It wasn't a very honest thing to do.

9a Add a prefix to the words in **bold** and complete the sentences with your own ideas.

Some people think it's OK to eat with your hands, but I think it's impolite.

1 Some people think it's OK to _____, but I think it's ___**polite**.
2 I find the smell of _____ a bit ___**pleasant**.
3 You can't work as a _____ if you are ___**patient**.
4 Nowadays it's almost ___**possible** to _____.
5 _____ is an ___**usual** name, but I like it.
6 I enjoy _____, but I know it's a bit ___**healthy**.

b Work in a group and compare your answers.

6.4 Speaking and writing

GOALS ☐ Give and respond to news ☐ Present perfect simple with *just, already* and *yet*

Writing & Grammar responding to news on social media

1 Which sentence best describes how you use social media? Explain why you use/don't use social media.

1 I regularly post messages and photos on social media.
2 I often use social media, but only to look at other peoples' posts.
3 I never use social media. Life is too short.

2 Complete the posts with the expressions in the box.

Best of luck Congratulations Bad luck You lucky thing Love the pic

Alex Wang is at Wimbledon with 2 others.
7 Likes · 3 Comments

Amy Wang [1]_____! I'm SO jealous! Have a fab time!
Rob da Souza Have you seen any good matches yet?
Alex Wang No, Rob, I've just got here.

Hanna Paul Interview this afternoon. Wish me luck!
2 Likes · 2 Comments

Joe Bates [2]_____! Thinking of you … (You'll be fine!)
Sophie Goode Fingers crossed, Hanna! xx

Timo Carter Broken my shoulder ☹.
2 Comments

Bill Farrar Ah … [3]_____! Get better soon.
Sven Jensen Get well soon. Wishing you a speedy recovery.

Hanna Paul Got the job!
19 Likes · 2 Comments

Joe Bates Brilliant! Well done.
Carlo Duarte [4]_____! You're a star!

Mark Owen It's only October and winter has already arrived in Moscow!



6 Likes · 2 Comments

Keiko White I can't believe it! Winter already?! Great pic, though.
Helen Webb Yeah … [5]_____!

3 Read the posts again. Which expressions are similar to the following?

a Good luck!
b Congratulations!
c I hope you feel better soon.

4 The features below are typical of informal style. Underline examples of them in the posts.

- exclamation marks
- short forms of words (e.g. *ad* for advertisement)
- comments in brackets
- informal expressions
- missing out words

5 We often use the present perfect simple with *just, already* and *yet*. Choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS present perfect simple with *just, already* and *yet*

- We use *just* for something which happened very recently. We put it [1] **before / after** the main verb.
  I've just got here.
- We use *already* for something which happened before now or earlier than expected. We usually put it [2] **before / after** the main verb.
  Winter has already arrived in Moscow!
- We use *yet* in negative sentences and questions, for something we expected to happen before now, or that we plan to do but haven't up to now. We put it at the [3] **beginning / end** of the sentence.
  Have you seen any good matches yet?

→ Grammar Reference page 145

6 Make sentences from the prompts using the present perfect simple and *already, just* or *yet*.

1 they / not announce / the winner of the competition (yet)
2 the police / arrest / a man for the robbery (already)
3 my brother / get engaged (just)
4 you / start / your new job ? (yet)
5 she / buy / a motorbike (just)

7a TASK Now write three posts for a social media site.

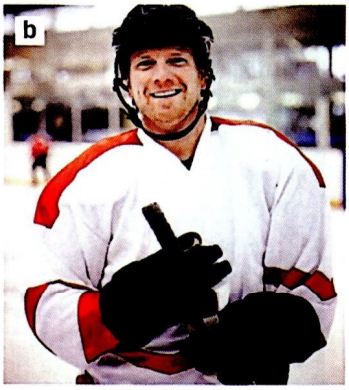
1 something interesting you are doing now
2 something exciting you are going to do very soon
3 something you have just achieved/some good news

b Work in a group and swap your posts. Write responses to other people's posts.

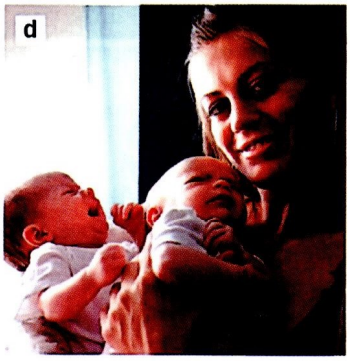
Listening & Speaking giving and responding to news

8a Work with a partner and look at the photos. What has happened?











b 6.14 Listen and match conversations 1–5 to photos a–e.

9a 6.14 Listen again. Tick (✓) the expressions that you hear. Two expressions are not in the conversations.

1 I've got some good news.
2 Oh wow!
3 How wonderful!
4 What a pity!
5 Never mind.
6 Oh dear. I'm sorry.
7 I've got bad news.
8 Oh no!
9 What a shame!
10 Guess what?!
11 That's fantastic!
12 I'm really happy for you.
13 That's great news!
14 Have you heard the news?
15 That's awful!

b Work with a partner. Match the expressions in exercise **9a** to these functions.

a introducing news
b responding to bad news
c responding to good news

PRONUNCIATION Intonation in short expressions

Make your voice go higher and lower to sound as if you really mean what you're saying. If you use a flat intonation, it can sound as if you don't really care.

c 6.15 Listen and compare **a** and **b**.

a That's fantastic! **b** That's fantastic.

d 6.16 Listen and repeat the phrases in exercise **9a**. Copy the intonation.

10a After we've responded to news, we usually ask a follow-up question, e.g. *How wonderful! What are their names?* or *That's terrible! Are you OK?* Write a response to each piece of news and a follow-up question.

1 I've just booked a safari holiday.
2 Someone's stolen my brand-new laptop.
3 We've decided to get married.
4 Another storm has hit the east coast of the USA.

b Work with a partner. Take turns to give the news and respond.

11a TASK Write down three pieces of news (real or invented). Choose from the topics below.

- you/your family/friends
- your work/college
- national/international news

b Work in a group. Share your news, respond to news that you hear and repeat news you have heard from other classmates. Use the Language for speaking box to help you.

A Guess what? I've signed up for the New York marathon.
B Wow! When is it?
A In November.
B Have you heard the news? Sasha's going to run the New York marathon.
C That's fantastic!

LANGUAGE FOR SPEAKING giving and responding to news

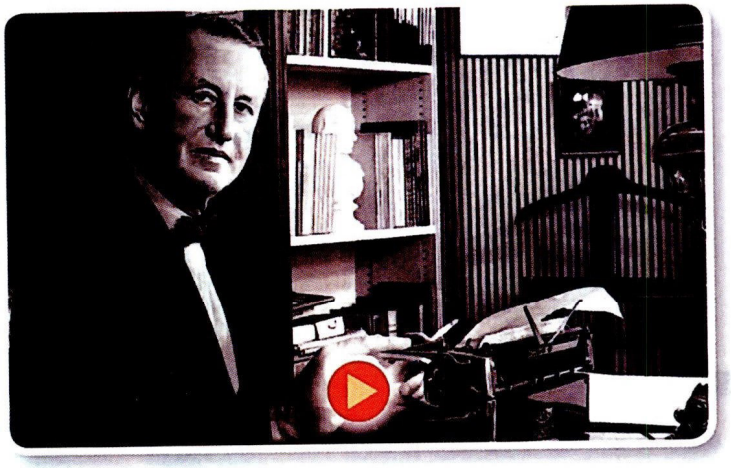
Introducing news
Have you heard the news?
I've got some (good/bad/interesting, etc.*) news ...*
Guess what?!

Responding to good news
How/That's + adjective (e.g. *amazing, wonderful*)*!*
I'm really happy for you.
Oh wow!

Responding to bad news
Oh no!
How/That's + adjective (e.g. *awful, terrible*)*!*
Never mind.
Oh dear. I'm sorry.
What a + noun (e.g. *shame, pity, nightmare*)*!*

6.5 Video

Nettlebed



1 Look at the photos. Who are they? Where are they? Discuss with a partner.

2 What do you know about James Bond and his creator Ian Fleming? What do you think Nettlebed is?

3 Watch the video and complete the sentences. Sometimes more than one answer is possible.

a Nettlebed is ...
b Peter Fleming was ...
c Joyce Grove was ...
d Peter and Ian went to school at ...
e During the war, Ian and Peter worked for ...
f Peter Fleming is buried in ...



4 Watch again. Who do the sentences refer to? Write P for Peter, I for Ian or B for both.

a He was a writer.
b He was a British adventurer.
c He spent a lot of his childhood in his grandparents' home.
d He went to Eton, an expensive private school.
e He was an academic student.
f He was excellent at sports.
g He went to university.
h He was a stockbroker.
i He wrote a book about the British secret service.
j He suggested characters' names.



5a TASK You are going to prepare a one minute summary of the video you just saw. First make some notes. Use your answers from **3** and **4** to help you.

b Practice your summary. Try to get it as close to one minute as possible.

c Read your summary to a partner. Did you choose the same information?

Review

1a Complete the sentences with the correct form of the adjectives in the box.

large good short old tall

1 _____ man in history was 2.72 metres.
2 A woman's sense of smell is _____ than a man's.
3 Men use a _____ number of words in a day than women.
4 _____ person who ever lived was French. She was 122 when she died.
5 In men, the second finger is often _____ than the fourth finger.

b Work with a partner and decide which sentence is not true.

2a Match 1–6 to a–f to make verb phrases.

1	catch	a	in a play
2	act	b	a musical instrument
3	meet	c	up all night
4	ride	d	a fish
5	stay	e	a motorbike
6	learn	f	a famous person

b Write six *Have you ever ...?* questions, using the verb phrases from exercise **2a** or your own ideas.
Have you ever acted in a play?

c Work with a partner and ask and answer your questions. Ask for more information. Remember to use the past simple to give more details.

3a Complete the questions with the opposite form of the words in brackets.

1 Is it ever OK to be _____ (honest)?
2 What's the most _____ (usual) thing you've eaten?
3 Are there any questions which you think are _____ (polite) to ask?
4 What makes you feel _____ (patient)?
5 Are you an organized or a _____ (organized) person?

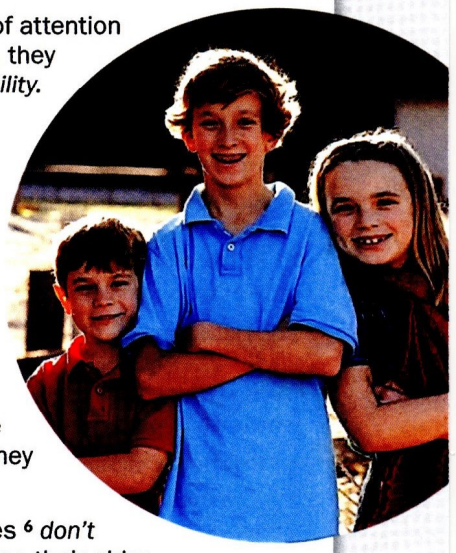
b Work in a group and ask and answer the questions.

4a Read the text. For each phrase in *italics*, find an adjective in the box that has a similar meaning. There are some adjectives that you do not need to use.

shy sociable confident hard-working honest lazy creative patient smarter untidy

Many psychologists believe our position in the family affects our personality.

These are some common theories:



First-born children get a lot of attention from their parents. As a result, they are often [1] *sure of their own ability.* Although they are [2] *no more intelligent* than their younger brothers and sisters, they want to do well in life so they [3] *put a lot of effort into their work and studies.*

Middle children like to be different from the oldest child. They are often [4] *good at making things and thinking of new ideas.* They always have other children to play with so they [5] *like being with other people.*

Last-born children sometimes [6] *don't do things for themselves* because their older brothers and sisters help them. Their bedrooms are often messy because they [7] *don't care if things are not in the right place.*

Only children are similar to first-born children, but the characteristics are even stronger.

b Work with a partner and discuss whether you agree with the ideas in the text.

5 **6.17** Listen to eight pairs of sentences about family relationships. Does each pair of sentences have the same or a different meaning?
'She's my mother's sister.' 'She's my grandmother.' Different

6a Choose the correct word.

1 *Guess / Know* what?
2 I've got *a / some* good news.
3 *How / What* wonderful!
4 *How / What* a nightmare!
5 I'm really happy *at / for* you.
6 *That's / What* awful!

b Imagine you are meeting a friend who you haven't seen for a long time. Think of four pieces of news to give. Then work with a partner and exchange and respond to the news. Think carefully about your intonation.

7 Travel

7.1 On the move

GOALS ■ Talk about transport ■ Make predictions

Vocabulary & Speaking transport

1 Work with a partner and answer these questions.
1 How many types of transport can you think of?
2 How do you prefer to travel? Why?
3 How often do you use public transport?

2 7.1 Listen to three people talking about transport. Which type of transport does each person prefer to use?
1 Kazimierz _____ 2 Elise _____ 3 Aldo _____

3 Look at these sentences from the listening and match the words and phrases in **bold** to their meanings a–l.
1 **Public transport** is good, but it gets very **crowded**.
2 The **main roads** have special cycle lanes.
3 The bus is the most **convenient** form of transport for me.
4 Buses are **greener** now than in the past. They're quieter, they use less **fuel** and create less **pollution**.
5 Bus **fares** are expensive, but I have a **bus pass**.
6 There are often bad **traffic jams** on the motorway.
7 The trains are **reliable** – they usually leave on time.
8 Train fares are much cheaper if you book **in advance**.

a easy and quick to use
b before you travel
c regular and efficient
d full of people
e buses, trains, etc. that everyone can use
f better for the environment
g petrol/diesel
h lines of cars which can't move or move slowly
i dirty air
j a ticket which gives you a number of journeys
k big streets in a town/city
l money that you pay for a journey

4 Work in a group. Which of the sentences in exercise 3 are true for the transport systems where you live?

Grammar & Reading prediction (*will, might*)

5 Read the article about Maglev trains. What is unusual about this kind of train? Does the writer think this will soon become a popular form of transport? Why/Why not?

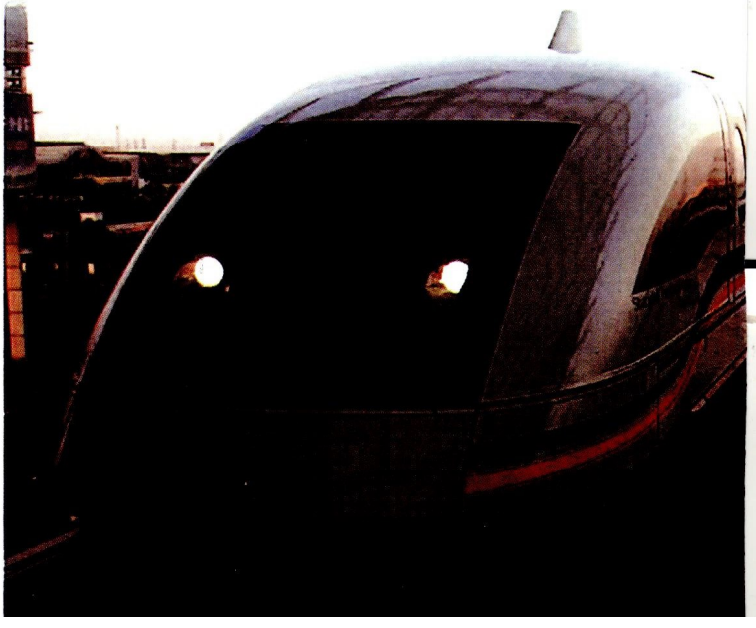
Flying by train

Scientists have dreamed for a long time about building a 'flying train' which can float through the air above the tracks. With Maglev technology, their dreams are now a reality. Maglev (MAGnetic LEVitation) trains have no wheels. Instead, powerful magnets lift them into the air and push them forward, at speeds of up to 500 km per hour.

That's twice as fast as a regular train.

As well as speed, Maglev has a number of advantages over other transport systems. The trains are quieter and the journey is smoother because they don't have wheels. They are also greener because they don't use fuel and so create less pollution.

Right now there is only one high-speed Maglev train system in the world. It carries passengers from Shanghai city centre to the airport. However, work has started on a new, longer



6 Read the article again and complete the sentences with one or two words.

1 Maglev trains can float because _____ raise them up above the tracks.
2 Because Maglev trains have no wheels, the journey is _____ and _____ than on other trains.
3 Maglev trains cause less _____ than other trains because they don't burn fuel.
4 At present it takes _____ to travel from Tokyo to Nagoya.
5 The big disadvantage of Maglev trains is the high cost of building _____.

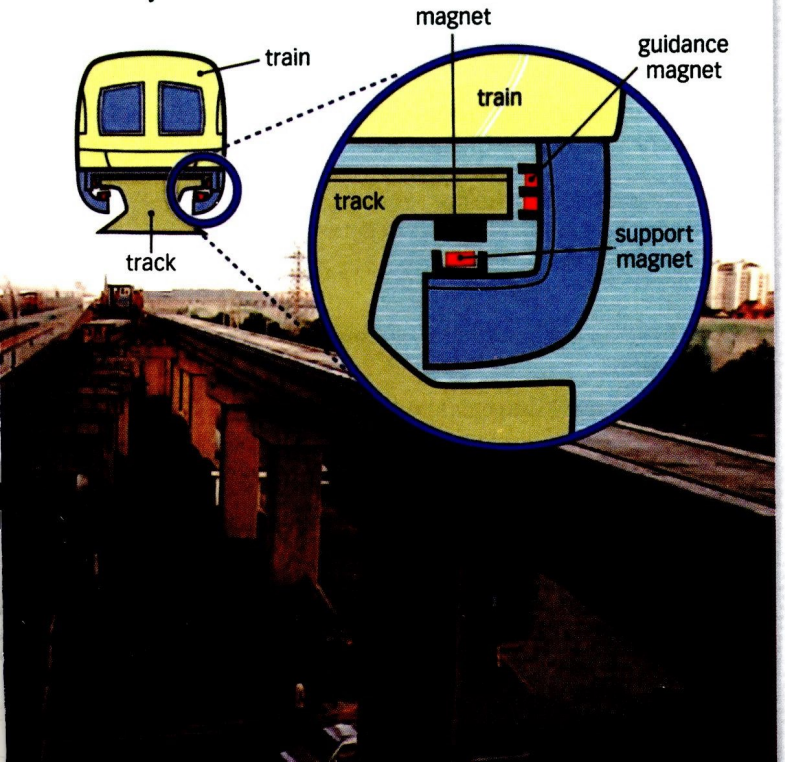
7a Look at these three sentences from the article. Which ones make a strong prediction about the future? Which one makes a prediction which is less sure?

1 Trains will go from Tokyo to Nagoya in 40 minutes.
2 It won't open until 2027.
3 Somebody might find a cheaper and simpler way to build the tracks.

Maglev track in Japan. Trains will go from Tokyo to Nagoya in 40 minutes. (The journey currently takes 90 minutes.) But don't expect to ride on it on your next trip to Japan. It won't open until 2027! Then, in 2045, the line will extend to Osaka.

Why will it take so long?

Because there is one major problem with Maglev technology: it is incredibly expensive to build the tracks. Transport planners predict that the Tokyo to Osaka line will cost 91 billion dollars. The high cost means that Maglev technology probably won't replace other forms of transport in the near future. However, the technology is still in development and somebody might find a cheaper and simpler way to build the tracks. And then, who knows? In the future, some of us might fly to work by train.



b Underline more examples of *will*, *won't* and *might* in the article, then choose the correct option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS prediction (*will, might*)

- We use *will* or *won't* + infinitive [1] **with / without** *to* when we make predictions, i.e. when we say things we think, guess or know about the [2] **present / future**.
  In 2045, the line will extend to Osaka.
- We use *might* or *might not* + infinitive without *to* to make predictions when we are [3] **sure / not sure** about our predictions.
  In the future, some of us might fly to work by train.
- We can also use *probably* with *will* and *won't* to make the prediction [4] **more / less** sure.
  Maglev probably won't replace other forms of transport in the near future.
- We often use *I think ...* or *I don't think ...* to introduce a prediction with *will*.
  I think he'll come. I don't think they'll win.

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8 Complete the conversations with *will*, *won't*, *might* or *might not* and the verb in brackets.

1 **A** The train looks very crowded. We _____ (get) seats.
  B Don't worry. We _____ (have to) stand. I've already reserved seats.
2 **A** How _____ you _____ (get) to the airport?
  B I haven't decided yet. I _____ (take) a taxi or I _____ (go) by bus.
3 **A** Do you think Martin _____ (come) to the meeting?
  B Yes, but he's stuck in a traffic jam so he _____ probably _____ (arrive) late.
4 **A** I've got two euros. I hope the bus fare _____ (cost) more than that.
  B I'm not sure. It _____ (be) more. I'll pay the extra money if it is.

9a TASK Work in a group and look at these predictions about transport in the future. How likely are they to happen? When might they happen?

1 People will go on holiday to space.
2 There will be hypersonic planes, which fly four times faster than today's planes.
3 The world will run out of oil.
4 Cars will be able to fly.
5 Planes won't have pilots.
6 Most people will drive electric cars.

b In your group, write one more prediction for each of the following topics.

cars planes space travel holidays bikes

c Compare your predictions with another group.

7.2 Getting away

GOALS ☐ Talk about holidays ☐ Use *something, anyone, everybody, nowhere,* etc.

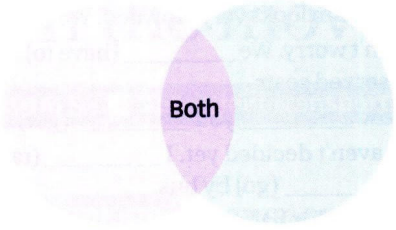
Vocabulary & Speaking holidays

1 Work with a partner and discuss the questions.

1 Do you travel a lot for work/your studies or to visit relatives? Who organizes these trips?
2 How do you feel about planning a trip away? Do you find it exciting or stressful?

2 With your partner, decide where the phrases go in the diagram.

- book your flight
- choose your accommodation
- lie by the pool
- buy souvenirs
- buy travel insurance
- get foreign currency
- experience the local culture
- hire a car
- read a guidebook
- apply for a visa
- go sightseeing
- explore the area
- read online reviews
- try the local food



PRONUNCIATION word stress

3a 7.2 Listen to these words and underline the main stress.

accommodation souvenir insurance currency
culture foreign apply review

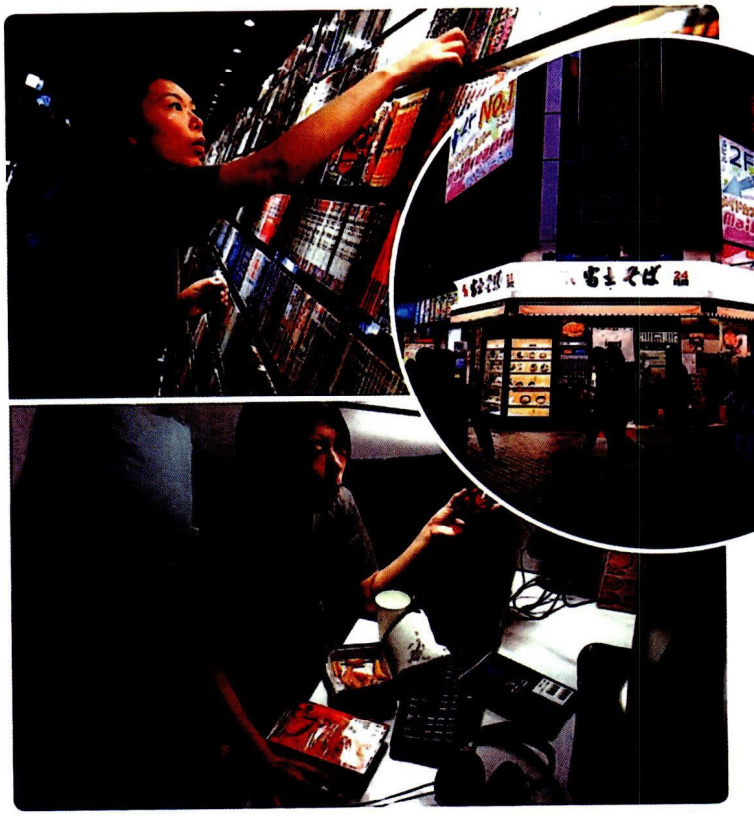
b 7.3 Listen again and repeat the words.

4 Work in a group and discuss the questions.

1 Do you book your holidays far in advance, or are you a last-minute person?
2 What type of holiday accommodation do you prefer (hotel, self-catering, etc.)? Why?
3 What websites do you look at for holiday reviews?
4 Do you usually take a guidebook on holiday? Why/Why not?
5 What do you like doing on holiday? Why?

Grammar & Listening *something, anyone, everybody, nowhere,* etc.

5 You are going to listen to a podcast recorded by a travel journalist about Manga cafés in Japan. Look at the photos and describe them. What do you think a Manga café is like?



6 7.4 Listen to the podcast. What can you do in this café? Tick (✓) the things that are mentioned.

stay overnight read comic books buy comic books
meet Manga artists watch videos eat drink
have a shower

7 7.4 Listen again and make notes in answer to these questions.

1 How have Manga cafés changed?
2 Who are the people in the café and what are they doing?
3 What is the journalist's 'room' like?

8 Work with a partner and discuss the questions.

1 Have you ever read a Manga comic book?
2 Would you like to stay in a Manga café? Why/Why not?

9 7.5 Complete the sentences from the podcast with the words from the box. Then listen and check your answers.

something everyone somewhere everywhere nobody anything everything

1 Manga cafés are a good choice if you're looking for _____ cheap to spend the night.
2 Manga cafés are _____ in Japan.
3 You have to try _____ once!
4 I haven't seen _____ like this before!
5 _____'s serving food – but if I need _____ to eat there are loads of vending machines.
6 _____ leaves their shoes outside the room.

10 Study the sentences in exercise **9** and complete the rules in the Grammar focus box with the words *affirmative* and *negative*.

GRAMMAR FOCUS *something, anyone, everybody, nowhere*, etc.

- We use *somebody/one, something, somewhere, everybody/one, everything, everywhere* in [1]_____ sentences.
  I need something to eat. Everyone leaves their shoes outside.
- We use *anybody/one, anything, anywhere* in [2]_____ sentences and questions.
  I haven't seen anything like this before. NOT ~~*I've haven't seen nothing like this before.*~~
- *Nothing, nowhere* and *nobody/one* have a negative meaning, but the verb is in the [3]_____ form.
  Nobody's serving food. NOT ~~*Nobody's not serving food.*~~
- After these pronouns we often use adjectives, e.g. *something new*, infinitives, e.g. *somewhere to stay*, and relative clauses, e.g. *someone who ...*

→ Grammar Reference page 147

11 Choose the correct word to complete the travellers' reviews of a Manga café.

★★★★ I stayed here last night because I couldn't find [1] ***anywhere / nowhere*** else to stay. All the hostels were full so [2] ***someone / anyone*** recommended staying at this Manga café. It's basic, but you have [3] ***something / everything*** you need. A great way to experience modern Japanese culture. [4] ***Everyone / Anyone*** should try it.

★★★ Perfect for [5] ***someone / somewhere*** who wants to try [6] ***anything / something*** different. I tried reading a Manga comic, but didn't understand [7] ***nothing / anything*** because [8] ***everything / something*** was in Japanese. ;) Cool place to stay, though.

12a Complete the quiz about famous cities. Can you guess which cities they describe?

Where in the world am I?



■ I'm in a famous city, the capital of a European country. [1]_____body goes around by bicycle. There are canals [2] every_____. It's [3]_____where where you can visit interesting museums. This is a great place for [4] some_____ who likes eating pancakes.
➜ Where am I?

■ I'm in a capital city. I can see 1950s cars [5]_____where. [6] Every_____ knows how to dance salsa. It's [7] some_____ where cigars and rum are made. In the past [8]_____body from the USA could travel here.
➜ Where am I?



b Compare your ideas with a partner and check the answers on page 128.

13a TASK Work with a partner. You are going to prepare another question for the quiz. Think of a famous city and write four sentences like the ones in exercise **12a**.

It's somewhere where ...
You can/There are ... everywhere.
Everyone/body ...
It's great for someone/body who ...

b Take turns to read out your sentences to the class. Can they guess the place?

VOX POPS VIDEO 7

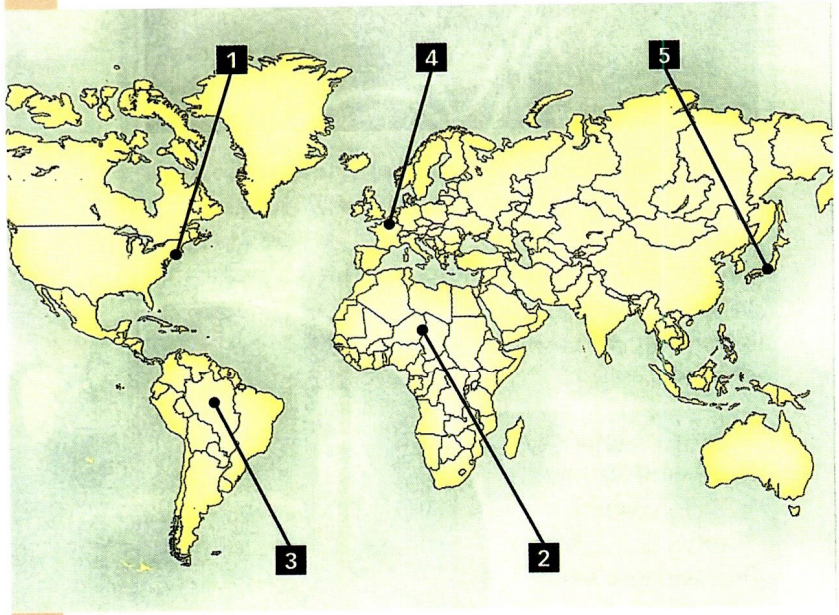
7.3 Vocabulary and skills development

GOALS ■ Recognize paraphrasing ■ Understand and use *-ed* and *-ing* adjectives

Reading recognizing paraphrasing

1a Look at the map of the world and label it with the places in the box.

Tokyo Paris New York the Amazon the Sahara



b Put the places in exercise **1a** in order from the coldest (1) to the warmest (5). Turn to page 128 to check your answers.

c Work with a partner. What's the coldest place you've ever visited? How cold does your town/city get in winter?

2a Read the information in the Unlock the code box about paraphrasing.

UNLOCK THE CODE paraphrasing

- To avoid repetition, writers use different words with a similar meaning.

I love London, but I find the capital a difficult place to live in.

- To understand a text better, you need to recognize paraphrasing, otherwise you may think the writer is talking about two different things.

b Which word or phrase in the second sentence refers to a place in the first sentence?

1 Paris and New York are both fascinating cities. But for most people in the UK, the French capital is much easier to get to.

2 The Amazon flows for nearly 6,500 kilometres. Although mostly in Brazil, this great river also goes through two other countries, Colombia and Peru.

3 When we arrived in M'Hamid, in the Sahara, it was very hot. But our guide said the desert gets cold at night, so we prepared for both.

4 Japan has been one of the most successful economies of the last fifty years. But now the country has a problem: its population is getting smaller.

3a Work with a partner. Look at the photos and the title of the article. Think of eight words or phrases that you would expect to find in the text.

The coldest city on Earth?

1 If you think winter in your country is cold, try visiting Yakutsk. Because temperatures in **the Russian city** often go down to -50° Celsius!

2 I'll tell you what **that degree of cold** feels like: at -5°C, Yakuts go out with just a hat and scarf. But at -20°C, your nose freezes – inside. At -35°C, you can't feel the skin on your face. At -45°C, don't wear glasses outside, because when you try to take them off, they stick to your skin. And that's embarrassing!

3 I know this because I have just arrived in Eastern Siberia, in **the coldest town on Earth**. The temperature today is -43°C, but I'm surprised to hear **local people** say this is 'cold, but not very cold'!

4 Before going outside, I put on all the things that I packed. I'm wearing fourteen items of clothing. At first, I don't feel too bad. But soon, I start to feel terrible – my face is red and I can't feel my fingers. My legs freeze up. My whole body hurts. The pain is frightening. I'll have to go indoors! I've been outside for thirteen minutes.

5 I'm disappointed because I want to explore. Yakutsk is remote – it's six time zones from Moscow, and it takes six hours by plane from the capital. There is no railway. The only other way is by boat – a 1,000-mile journey up the River Lena. That's a difficult trip in -40°C temperatures. But otherwise, it's a normal place, with cinemas, university, even a zoo. And kids here can only miss school if the thermometer reaches -55°C!

b Read the article. Which of your words and phrases did you find?

4 Look at paragraphs 1–3 of the article. What do the words in **bold** refer to?

a the Russian city
b that degree of cold
c the coldest town on Earth
d local people

5 Look at paragraphs 4 and 5. For each underlined word, find a word or phrase later in the sentence, or in the next few sentences, with a similar meaning.

6 Work in a group. What do you think is the most interesting fact in the article?





Vocabulary *-ed* and *-ing* adjectives

7a Look at the sentences about Yakutsk and read the information in the Vocabulary focus box.

a My whole body hurts. The pain is *frightening.*
b I'm *disappointed* because I want to explore.

1 Which one describes how a person feels?
2 Which one describes the person or thing that causes the feeling?

VOCABULARY FOCUS *-ed* and *-ing* adjectives

- *-ed* adjectives describe how a person feels.
  I feel tired. NOT ~~*I feel tiring*~~.
- *-ing* adjectives describe a situation, a person or a thing.
  It was a really exciting film.

b Underline more examples of *-ed* and *-ing* adjectives in the article.

8 Choose the correct form to complete the sentences. Compare your answers with a partner.

1 I feel *excited / exciting* when I visit new places.
2 It wasn't *surprised / surprising* that we lost the match.
3 The increase in prices is very *worried / worrying.*
4 Martha's *annoyed / annoying* because you didn't invite her.
5 I was *fascinated / fascinating* to hear my uncle's stories.

9 Complete the sentences with the correct form of the adjectives in the box.

amaz- bor- confus- disappoint- embarrass- excit- frighten- relax-

1 I was so _____ when I forgot Eva's name! I went red.
2 You were lost and it was dark. I can understand why you were _____.
3 It was a very _____ race – we were jumping up and down.
4 The lessons are always the same, so the students get rather _____.
5 It was very _____ to lie next to the swimming pool and have a drink.
6 Tim was _____ when he saw he only got 65% in the exam – he was expecting 75% or better.
7 Her directions to the town were a bit _____. We couldn't understand if we had to turn left or right.
8 Marie was _____ when her dog turned up at her house after six months away.

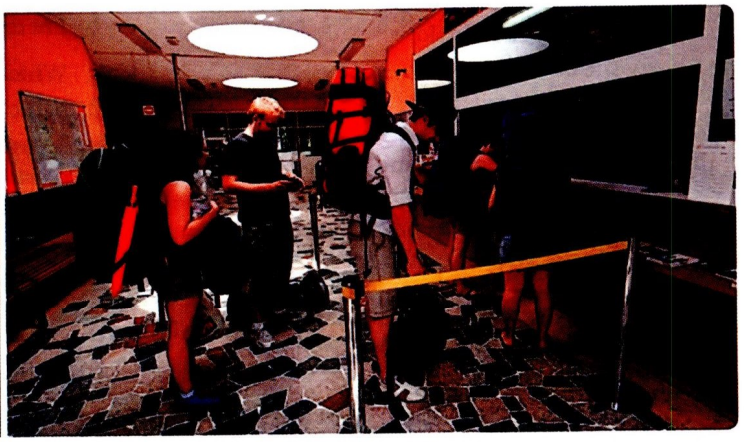
10a Write four sentences with *-ing* adjectives and four sentences with *-ed* adjectives.

b Work with a partner. Read your sentences aloud, but don't say the adjective. Your partner has to guess what the word is.

7.4 Speaking and writing

GOALS ■ Check into a hotel ■ Write short notes and messages





Listening & Speaking checking into a hotel

1 Work with a partner and answer the questions.

1 What kind of place do you prefer to stay in when you go away? Why?

hostel international hotel bed and breakfast
self-catering apartment local hotel

2 How do you choose your accommodation? Tick (✓) the three things that are most important to you. Put a cross (✗) for two things that aren't important. Explain why.

- cost
- a good breakfast
- helpful staff
- internet access or Wi-Fi
- parking
- minibar
- location
- air conditioning
- a gym or swimming pool
- an en suite bathroom
- room service

2a You are going to listen to Lars checking into a hotel and Carmen booking into a hostel. Before you listen, write questions you think they might ask the receptionist about the following.

Wi-Fi breakfast luggage checkout

b 7.6 Listen to the two conversations. Did they ask your questions from exercise **2a**?

3 7.6 Listen again and match the sentences to the people who say them. Write L for Lars, C for Carmen and R for receptionist.

1 I'd like to check in, please.
2 Do you have a reservation?
3 Could you fill in the registration form, please?
4 Is Wi-Fi available in the room?
5 Is there a charge for it?
6 Sorry, what was the name again?
7 Is there somewhere we can leave our luggage?
8 I'll get someone to help you with that.
9 What time is checkout?

4 7.7 Listen and repeat the sentences.

5 Work with a partner. Turn to the audioscript on page 162 and practise the conversations.

6 TASK You are going to role-play checking into a hotel. Student A, turn to page 128. Student B, turn to page 132. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING
checking into a hotel

Guest
I'd like to check in/check out, please.
Could we check in please?
What time is checkout?
Is ... available in the room?
Is there a charge for ...?
Is there somewhere we can leave our luggage?

Receptionist
Do you have a reservation?
What was the name (again)?
Could you fill in the registration form, please?
I'll get someone to help you with ...



Writing short notes and messages

7 Work with a partner. Match the notes and messages a–g to the reasons for writing 1–7.

1 making a request
2 passing on a phone message
3 making a suggestion
4 making an arrangement
5 making an apology
6 giving information
7 making an offer



8 Read the Language for writing box and find more examples of the features in the notes and messages in exercise **7**.

LANGUAGE FOR WRITING
short notes and messages

When we write short notes and messages we often:

1 use only the key words which are important to understand the message. We miss out pronouns (*I*, *we*, etc.), auxiliary verbs, forms of *be* and articles, as these don't usually carry the main meaning.
~~*I am*~~ *on* ~~*the*~~ *train.* → *On train*
2 use direct forms, instead of more polite, longer forms.
~~*Could you*~~ *call back after 6?* → *Call back after 6.*
3 use abbreviations and short forms of words.
minutes → *mins*

Note: The abbreviation *U* (= *you*) is only common in text messages (*C* = *see* and *R* = *are* are other examples).

9 Cross out words in the sentences to make them into messages **b** and **c** in exercise **7**. What types of words have you crossed out?

~~*I am*~~ *just arriving at* ~~*the*~~ *bus station.* ~~*I will*~~ *meet* ~~*you*~~ *at Café Noir.* ~~*Is*~~ *7.30 OK?* → *Just arriving at bus station. Meet at Café Noir. 7.30 OK?*

1 The traffic is terrible. I will be 20 minutes late. I am sorry.
2 I am at the supermarket. Do you want me to get you anything?

10 Write the sentences below as short notes or messages.

1 This coffee machine is out of order. You can use the machine on the second floor.
2 I am in the city centre. Do you want me to get some currency for the holiday?
3 I am working late tonight. I will be home at eight o'clock.
4 Thanks very much for the dinner invitation on Saturday night. I would love to come. I will see you then.
5 I have missed the bus. I will be there in an hour.
6 I will see you at the station on Tuesday. The train leaves at half past seven.

11 TASK Choose one of the situations and write a message to your partner. Exchange messages and write a reply to each other.

1 Ask your partner to meet you in the library to prepare for class together.
2 Tell your partner you will see them outside the cinema in ten minutes.
3 Tell your partner you are stuck in traffic and will be late for a meeting.

7.5 Video

Beijing subway



1 Look at the phrases below. Use them to describe the images.

subway lines crossing the city narrow streets
subway station metro system busy traffic

2 Work with a partner. Ask and answer the questions.

a What is the best way to get across your city? What is the worst way?

b Describe the public transport in your city. What do you like/dislike about it?

c Do you know another city's metro system? Which one?

3 ▶ Watch the video and answer the questions .

a What different ways do people cross the city of Beijing?

b Why is the subway so important to Beijing?

c What are the plans for the future of the subway?



4 ▶ Watch the video again. Choose the correct number to complete the sentences.

a There are *16* / *60* districts in Beijing.

b Beijing has a population of over *28* / *21* million people.

c The Beijing subway started in *1959* / *1969*.

d Each week around *12* / *10* million people use the subway.

e They want to expand the Beijing subway to *13* / *30* lines.

f In the future, the Beijing subway will have more than *10,000* / *1,000* kilometres of track.

g By *2015* / *2050*, China will have almost half the world's metro lines.



5a TASK Work with a partner. You are going to suggest improvements to your local public transport system. Use the video and your notes from **2** to help you.

b Make a list of three or four improvements.

The metro system should have two more lines.
There should be more buses in the city centre.

c Work with another pair. Compare your ideas. Who has the best ideas?

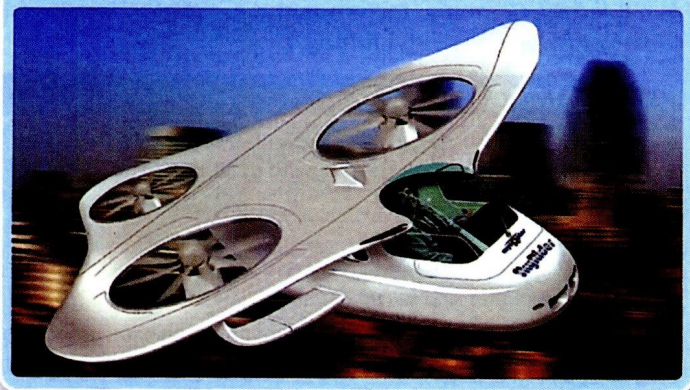
Review

1a Work with a partner and look at the photo. What do you think this is?

Personal Air Vehicles are a new type of private transport. If this sounds like something from a film, you're wrong. NASA started working on the idea in 2003 and PAV technology is here right now.

What are the main advantages? Well, firstly, PAVs [1] *won't / might* have human drivers so there [2] *won't / might* be fewer accidents. And PAVs fly. This [3] *will / won't* be great for countries where the roads aren't good. PAVs [4] *will / won't* be able to travel faster, moving at about 150 km per hour, so journey times [5] *will / won't* be shorter.

But there are also problems. One disadvantage is that people like cars and [6] *might not / will* want to stop driving. And if we have problems on the roads now, then in the future we [7] *won't / might* have traffic jams in the air as well.



b Read the text about PAVs and choose the correct verb.

c Work with a partner. Would you like to travel in this way?

2a Choose the correct options to complete this advice for tourists.

1 *Everybody / Somebody* who visits this country needs a visa. It's essential.
2 For local food, it's better to try the port area. There's *anywhere / nowhere* good to eat near the museum.
3 If you need *somewhere / everywhere* to change money, there are banks in the main square.
4 It's a good idea for *someone / everyone* to buy travel insurance. The doctors are very expensive.
5 Don't take *nothing / anything* valuable with you when you visit the market. Leave your passport in the hotel.
6 It's OK to try the local food, but don't eat *anything / something* uncooked.

b Work with a partner. Write similar advice for visitors to your town or city.

3a The words in **bold** are in the wrong sentences. Move them to the correct sentences.

1 When the trains are **traffic jam** you sometimes have to stand.
2 On long journeys I try to avoid motorways and **fares** and use quieter routes.
3 **Main roads** keep going up in my city – the metro in particular is getting very expensive.
4 I hate sitting in a **bus pass** for hours without even moving.
5 I buy my **crowded** every month. It's cheaper and more convenient.

b What are the transport problems where you live?

4a Match the words in the box to their definitions below.

accommodation flight sightseeing souvenirs visa

1 a document you need to enter a country
2 things which remind you about your holiday
3 a journey by plane
4 visiting places of interest
5 the place where you stay

b Match the verbs below to the words in exercise **4a**.

apply for book buy choose go

c Work with a partner. Using the phrases in exercise **4b** and other holiday words, tell your partner about your last holiday.

5a Choose the correct adjective ending, *-ed* or *-ing*.

1 A very *relaxing / ed* place I know is ...
2 Something that makes me feel *embarrassing / ed* is ...
3 Something I think is *annoying / ed* is ...
4 A time when I was very *frightening / ed* was ...

b Complete the sentences with your own ideas.

6 7.8 Complete this conversation at a hotel reception. Then listen and check your answers.

A I'd [1]_____ to check in, please. The name's Samson.
B OK, Mr Samson, that's a single room for two nights. Could you [2]_____ in the registration [3]_____, please?
A Of course. Is Wi-Fi [4]_____ in the room?
B Yes, but there's a small [5]_____ for it.
A I see. And what time is [6]_____?
B You have to leave your room by 11.00 a.m.
A OK, great.
B Room 604. I'll get [7]_____ to help you with your bags.

8 Language and learning

8.1 The amazing human brain

GOALS ■ Talk about ability ■ Talk about skills and abilities

Grammar & Listening ability (*can, be able to*)

1a Work with a partner. Look at the words below and say the colours you see, not the words. Say them as fast as you can.

GREEN	RED	PURPLE
ORANGE	BLUE	YELLOW

BLACK	RED	GREEN
BLUE	ORANGE	BLACK

b Did you slow down in the second group? Why do you think this happens? Read the information at the bottom of the page to find out.

2a You are going to listen to a radio programme about the human brain. First work with a partner and decide if these sentences are true (T) or false (F).

1 We only use 10% of our brain.
2 Boys' brains are bigger than girls' brains.
3 We can remember things better if we listen to classical music.
4 Babies can't learn more than one language at the same time.
5 The brain isn't able to repair itself.
6 Computers are able to read our minds.

b **8.1** Listen to the programme and check your answers.

3 **8.2** Listen to the last part of the programme again and complete the sentences.

1 Computers will soon be _____ to scan our brains and put our thoughts into words.
2 They _____ be able to understand the thoughts, though.
3 People with speech problems _____ be able to communicate just by thinking.

4 Read the Grammar focus box and complete the rules with the words *present* and *future*.

GRAMMAR FOCUS ability (*can, be able to*)

- We use *can* and *be able to* to say that we have the ability to do something (we know how to do it).
- For ability in the [1]_____ we use *can* or *be able to* + infinitive.
  Bilingual children can speak two languages.
  The brain is able to repair itself.
  Note: In the present, *can* is more common than *be able to*.
- For ability in the [2]_____ we use *will/might* + *be able to* + infinitive.
  People will be able to search the internet just by thinking.
  NOT ~~*In the future, scientists can understand the brain better.*~~

→ Grammar Reference page 148

it is harder to say the second group of words because the word and the colour do not match. This is called the 'Stroop Effect', after J Ridley Stroop, who discovered this phenomenon in the 1930s. It shows that the brain can read words more quickly than it can recognize and then name colours.



5 Complete the article with *can* or *can't* where possible. If not, use *be able to* in the correct form.

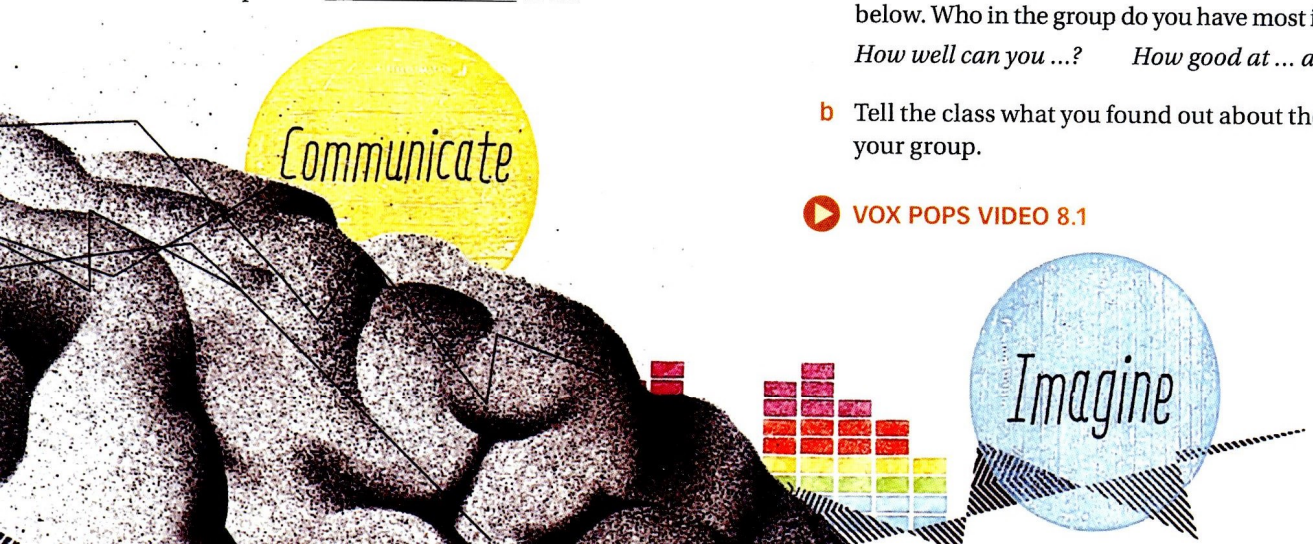
Computers human brain

Which is smarter: a computer or a human brain? Even today's simplest computers [1]_____ solve maths and other problems much faster than humans. However, they [2]_____ use imagination or come up with new ideas. But what about the future – will computers ever [3]_____ think creatively, like humans? Will they ever [4]_____ know what salt tastes like or what pain feels like? Some scientists doubt it. They say that even a hundred years from now, computers [5]_____ do this. Others say that science is full of surprises so we [6]_____ predict now what will happen in the distant future.

Meanwhile, neuroscientists are using computers to help them understand the human brain better. In a new $1.6 billion project, the Human Brain Project, scientists from several countries will work together to create the world's first computer model of the human brain. The 'computer brain' [7]_____ operate 1,000 times faster than today's computers, and scientists [8]_____ 'fly around' inside it and learn more about how the brain works. They also hope they [9]_____ discover more about brain illnesses, such as Alzheimer's. Scientists might even [10]_____ learn more about where our thoughts and emotions come from.

6 Complete the sentences with *can, can't* and *be able to* and your own ideas. Then compare your sentences with a partner.

1 In my opinion, *men can read maps* better than women.
2 In general, women _____ better than men.
3 Scientists might _____ one day.
4 I won't _____ this year.
5 I hope that _____ soon.



Vocabulary & Speaking skills and abilities

7a Work with a partner. Which group do the words and expressions below belong to? Write C, P or T next to each. Some may go into more than one group.

- communication skills (C)
- practical skills (P)
- thinking/learning skills (T)

- learning languages
- map reading
- spelling
- taking care of people
- making speeches
- following instructions
- remembering names
- understanding how things work
- telling jokes
- explaining things clearly
- solving computer problems
- organizing events
- fixing things that are broken
- making decisions

b Add your own ideas to the three groups.

8a With your partner, put a–g in order, from being able to do things well (1) to badly (7).

a She's **quite good at** map reading.
b He's **brilliant at** solving computer problems.
c I'm **really/very good at** fixing things.
d I'm **terrible/useless at** remembering people's names.
e He **isn't very good at** telling jokes.
f I'm **OK at** following instructions.
g She's **good at** spelling.

PRONUNCIATION *at*

b **8.3** Listen and check your answers. Notice the pronunciation of *at* in each sentence.

c **8.4** Listen and repeat the sentences.

d What verb form comes after the preposition *at* in the sentences above?

9a **TASK** Work in a group. Find out how good other people are at doing the things in exercise 7. Ask questions using the grammar and vocabulary from this lesson and the phrases below. Who in the group do you have most in common with?

How well can you ...? *How good at ... are you?*

b Tell the class what you found out about the others in your group.

VOX POPS VIDEO 8.1

8.2 The secrets of a successful education

GOALS ■ Talk about obligation, necessity and permission ■ Talk about education

Vocabulary & Speaking education

1 Work with a partner. Look at the subjects in the box and discuss the questions.

maths science PE (Physical Education) art
drama IT (Information Technology) literature
history languages economics

1 Which of these subjects did you do at school?
2 Which did you most/least enjoy?
3 Which do you think are the most/least useful?

2a Match questions 1–8 to answers a–h. Check the meaning of any words and phrases in **bold** that you don't know.

1 Which subjects did you **do well in** when you were at school?
2 Was your school **strict**?
3 Did you have to wear a **uniform** at school?
4 Do you think **private schools** offer the best **education**?
5 Do you think a university **degree** is necessary for **success** in life?
6 What **qualifications** do you have?
7 How do you feel about **taking exams**?
8 Do you know anyone who has done or is doing a **Master's degree** (MA = Master of Arts, MSc = Master of Science)?

a No, it was quite **relaxed**.
b It depends which **career** you want later on.
c I get very nervous.
d No, I don't. I think **state schools** are just as good.
e Yes, my brother. He's doing an MSc in **psychology**.
f I was good at maths, science and IT, but my **grades** in literature and languages weren't great.
g I **trained** as a chef and I have a **diploma** in food safety.
h Yes, I did. Until the age of sixteen.

b Work with a partner and ask and answer the questions. Ask for more information.

Grammar & Reading obligation, necessity and permission (*must, have to, can*)

3 Work in a group. Discuss which of these things are important for a good education. Give each one a score from 1–5. (5 = very important)

- regular exams
- use of latest technology
- lots of homework
- an enjoyment of learning
- studying for many hours a day
- small classes
- well-qualified teachers
- regular sport/exercise
- strict rules

4 Read the article about two different education systems. Which of the things in exercise 3 are mentioned?

Top of the class

Lessons from Finland and Shanghai

An international study called PISA (Program for International Assessment) tests 500,000 students from over 60 countries in maths, science and reading. In the last few years, Finland and Shanghai have achieved the highest grades in the tests. But what is it about their education systems that produces these great results?

FACTFILE Finland

- Children don't have to go to school until they are seven and don't take any exams before they are eighteen.
- School generally starts at 8 a.m. and finishes at 2 p.m. After that, all students go home. There are no after-school activities. Students only have to do a maximum of half an hour's homework a day.
- All education must be completely free. Schools can't charge money for anything, including books or meals.



- The atmosphere is relaxed. Students don't have to wear uniforms and can call their teachers by their first names.
- All teachers must have a Master's degree. Teaching is a well-respected and well-paid profession.
- Students do physical exercise (PE), but schools generally don't encourage competition in sport.

5 Read the article again. Decide if the sentences below are true (T), false (F) or we don't know (?).

In Finland ...

1 parents can pay for their children's school education.
2 school lunches are free.
3 teachers can earn a lot of money.

In Shanghai ...

4 many students want to go to university.
5 teachers must have a Master's degree.
6 students can't do PE for more than an hour a day.

6 What did you find most surprising about education in the two countries?



FACTFILE Shanghai

- Education is free, but parents have to pay a small fee for books and uniforms.
- Schools finish late in the afternoon. Students can go home, but 80% of students then go to private colleges or *buxibans* to do extra work to help them pass exams. Many students study for 16 hours a day.
- Students are willing to work extremely hard to prepare for their exams. They know there is strong competition for university places and their future depends on their university education.
- The university/college entrance exam is called the *gao kao*. The night before the exam, builders mustn't make noise so that students are able to get a good night's sleep. On the day of the *gao kao*, roads are closed near schools so students can arrive on time.
- The government has passed some laws to protect students' mental and physical health. All buxibans must close at 10 p.m. Teachers can't give more than an hour and a half of homework a day and students must do physical activity for at least an hour a day.

7 Read the rules in the Grammar focus box. Then underline more examples of *must, have to, mustn't, can't* and *don't have to* in the article and match them to the rules.

GRAMMAR FOCUS obligation, necessity and permission (*must, have to, can*)

1 We use *must* or *have to* to talk about things that are necessary.
All teachers must have a Master's degree.
2 We use *don't have to* to talk about things that are not necessary.
Children don't have to go to school until they are 7.
3 We use *can* to say it is OK to do something: it is allowed.
Students can call teachers by their first names.
4 We use *can't* or *mustn't* when we mean 'Don't do this'.
Teachers can't give more than half an hour's homework a day.

→ Grammar Reference page 149

8a Choose the correct option to complete the facts about education systems around the world.

1 In many traditional Japanese schools, pupils *can* / *must* clean their school at the end of the day.
2 Students in England *can't* / *have to* leave school until they are sixteen.
3 In Argentina, students *don't have to* / *mustn't* pay to go to university. It's free.
4 In Sweden, all eleven-year-old children *can* / *must be able* to swim 200 metres.
5 In Hong Kong, there are often more than forty students in a class so teachers often *can* / *have to* use microphones.

b Work with a partner. Are any of the things above true in your country?

9 Complete the sentences about the education system in your country. Then compare your answers with a partner.

1 Children _____ wear a school uniform.
2 Students _____ use mobile phones in class.
3 Parents _____ pay for school meals.
4 All students _____ study English.
5 Schools _____ offer classes in PE.
6 Students _____ wear jewellery.

10a TASK Work in a group. Write some rules for a perfect education system.

Students can use mobile phones and tablets for studying. They don't have to do end-of-year exams.

b Present your ideas to the class.

VOX POPS VIDEO 8.2

8.3 Vocabulary and skills development

GOALS ■ Understand connected speech (2) ■ Understand and use *make* and *do*

Listening & Speaking understanding connected speech (2)



1 Work in a group and discuss the questions.

1 What's your favourite word in English?
2 Why do you like it?

2a **8.5** Listen and complete these sentences.

1 They _____ when it started to snow.
2 This _____ chocolate.

b **8.6** Read and listen to the information in the Unlock the code box about connected speech.

UNLOCK THE CODE
connected speech

- When a word ends in a consonant and the next word starts with a vowel sound, speakers link the words together so they sound like one word. This can make it difficult to understand.

went in	*sounds like*	wentin /wentɪn/
the sound of it	*sounds like*	thesoundofit /ðəsaʊndʌvɪt/

- Sometimes words that end and start with consonants are also linked the same way.

let's leave	*sounds like*	letsleave /letsli:v/

c **8.7** Listen and write the words you hear.

1 He likes the _____.
2 You can't _____ in the house.
3 It _____ house.
4 I _____ because it _____.
5 Be careful, _____.
6 She _____ me _____ presents.

3 **8.8** Listen to seven people talking about their favourite word in English. Number the words in the order you hear them.

a happiness
b blossom
c octopus
d tomorrow
e care
f snow
g probably

4a Work with a partner and answer the questions.

1 Which words did people choose because of their pronunciation or meaning?
2 Which words did people choose because the word made them feel good?

b **8.8** Listen again and check your answers.

5 **8.9** Listen and complete some sentences from the listening using between one and three words in each space.

a Then [1]_____ I was [2]_____ all the new words we'd learnt that day [3]_____.
b Snow [4]_____ the quiet snow world. It's white and clean and I love freezing weather.
c It's [5]_____ the first words that I [6]_____ _____ in English.
d It seems [7]_____ possibilities leading to a bright future.
e [8]_____ short and simple word, but it [9]_____.
f It [10]_____ of young [11]_____ crisp, sunny spring mornings.
g Snow – [12]_____ the quiet snow world. It's [13]_____ clean [14]_____ freezing weather.

6 Work in a group and discuss the questions.

1 Which of the words in exercise **3** do you like best? Why?
2 Do you have any good ways of remembering new words in English? Share your tips.

Snow – because I like the quiet snow world.



Vocabulary & Speaking *make* and *do*

7 Look at these sentences from the listening and choose the correct option.

1 Probably: Why? Because it's the best answer to give when you don't want to answer a question or *make* / *do* a decision.

2 When I started learning English at the age of ten, my dad always helped me *do* / *make* my homework.

8a **8.10** Listen to six conversations. Which one is about ...?

a how to decide things
b not disturbing children
c a billionaire
d work around the home
e a newspaper article
f something going wrong

b **8.10** Listen again and write all the expressions you hear with *make* and *do*.

c Complete the table with the words in the box.

a noise exercise sport a decision a list a mistake sth well/badly your homework a sandwich money

do	make

9 Read the information in the Vocabulary focus box and add the words in the box below to the table in exercise **8c**.

VOCABULARY FOCUS *make* and *do*

- We usually use *do* with actions, e.g. *do exercise*, with housework, e.g. *do the washing-up*, and subjects you study, e.g. *do chemistry*.
- We usually use *make* when there is an end product, e.g. *make a mess, make an appointment, make dinner, make a cup of tea*.

a phone call a course friends homework a meal nothing a job an exam

10 Complete the questionnaire with *do* or *make*.

1 Do you find it easy to ...?
_____ friends
_____ nothing

2 Have you ever ...?
_____ an interesting course
_____ a big mistake
_____ very well at something
_____ a delicious meal
_____ an exam

3 Do you have to ...?
_____ lots of phone calls at work
_____ homework after every class

4 Do you know anyone who ...?
has _____ a lot of money
can't _____ a decision
_____ a job they love

5 How much ...?
housework do you _____
noise do your neighbours _____

11a TASK Work in a group and take turns to ask each other the questions in exercise **10**. Find out more information by asking questions with *when, why, who, how, what* and *where*.

b Choose the five most interesting pieces of information you found out. Report back to the class, using *One of us ...*, *Two of us ...*, *All of us ...* and *None of us ... .*

Two of us do homework every night.

8.4 Speaking and writing

Listening & Speaking asking for clarification

1a Work with a partner and look at the pictures. What communication problems do you think the people are having?



b When did you last have one of these problems? Tell your partner about the situation and what happened.

2 **8.11** Listen to three conversations and match each conversation to one of the pictures. What is the problem?

3 **8.12** Listen and complete the expressions.

1 You're _____ up.
2 Could you _____ that, please?
3 Please could you speak _____?
4 What does she _____ by 'the literature'?
5 Sorry, I'm a bit _____.
6 Sorry, what did you _____?
7 It's too _____ in here.

4a Match the expressions in exercise **3** to these functions.

a asking someone to repeat something
b asking someone to speak louder
c asking for clarification
d saying you don't understand
e explaining the problem

b Look at the audioscript on page 163. Add the expressions in *italics* to the functions in exercise **4a**.

5a Work with a partner. Complete the two-line conversations with suitable expressions from the Language for speaking box. Sometimes more than one expression is possible.

1 **A** _____
B I said I'll arrive at 11.
2 **A** _____
B Sorry, I'm on the train.
3 **A** _____
B Never mind, I'll tell you later.
4 **A** _____
B I mean there's a small problem, but nothing serious.
5 **A** _____
B Yes, I'll explain everything when you get here.

b Practise saying the expressions and responses with your partner.

LANGUAGE FOR SPEAKING asking for clarification

Asking someone to repeat something
Could you repeat that, please?
Pardon?
Sorry, what did you say?
Sorry, what was that?

Asking someone to speak louder
Please could you speak up?

Asking for clarification
What do you mean by ...?
Please could you explain ...?

Saying you don't understand
I'm afraid I can't follow ...
Sorry, I'm a bit lost/confused.

Explaining the problem
Sorry, it's too noisy in here.
Sorry, you're breaking up/I keep losing the signal/it's a really bad connection. (mobile phones)

6a TASK Work with a partner. Choose one of the situations below and prepare a role-play.

1 **On a train:** colleagues talking on a mobile phone. Student A, turn to page 128. Student B, turn to page 133.
2 **In a college:** a student asking for clarification. Student A, turn to page 129. Student B, turn to page 133.
3 **In a restaurant:** two friends discussing their weekend. Student A, turn to page 129. Student B, turn to page 133.

b Practise your role-play, then perform it to another pair.

Writing completing a form

7 When did you last complete a form? What was it for? Discuss your answer with a partner.

8 Look at Forms A and B. What is each one for?

YOU SHOULD COMPLETE THIS FORM IF YOU ARE COMING TO THE UK AS A STUDENT VISITOR.

What is the main purpose of your visit to the UK? _____

How long do you intend to stay in the UK? _____

PART 1: ABOUT YOU

1 Title
2 **Given name(s)**
3 **Family name**
4 **Date of birth** (dd/mm/yyyy)

5 **Sex** Put a cross ✗ in the relevant box
Male Female
6 **Place of birth**
7 Nationality
8 **Marital status?** Put a cross ✗ in the box
Single
Married
Divorced
9 **Occupation**

PART 2: YOUR CONTACT DETAILS

10 Your full address and postcode

11 Home (landline) phone number

12 Your mobile phone number

13 Email address

14 Applicant's **signature**

15 Date (dd/mm/yyyy)

Form A

ACTION HOLIDAYS

PLEASE USE **CAPITAL LETTERS**

PERSONAL DETAILS

Please complete all **required fields** below

Course Scuba-diving

Mr / Mrs / Miss / Ms / Dr (delete as appropriate)

First name ADAM

Surname WRIGHT

Email address atm29yahoo.com

D.O.B. 30/8/96

Gender M/F

Mobile tel 07905232634

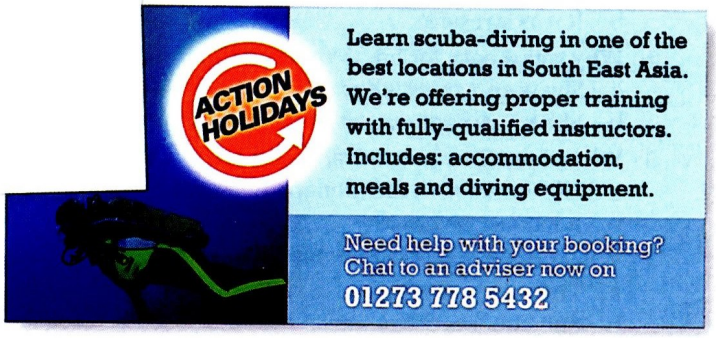
Name of **next of kin** Dorothy Wright

Relationship MOTHER

Mobile tel 0790281546

Medical conditions (allergies, etc.) N/A

Form B



9 Find words or abbreviations in **bold** on the forms which mean the following. Sometimes there is more than one possible answer.

1 last name
2 forename
3 the day, month and year you were born
4 a person to contact in an emergency
5 man or woman
6 not applicable (it does not apply to you)
7 where you were born
8 your job
9 your name as you usually write it
10 title
11 health problems
12 sections you have to fill in
13 married or unmarried
14 big letters (A, B, C)

10 8.13 Listen to Adam talking to an adviser about the scuba-diving course and correct the six mistakes on Form B.

11 Would you prefer to go scuba-diving in Thailand or study in the UK? Discuss your answer with a partner.

12a TASK Complete Form A with your own details.

b Read the Language for writing box. Check your form is correct.

c Now swap forms with a partner and check each other's forms using the checklist in the box.

LANGUAGE FOR WRITING checking your writing

It is always important to check your writing. This is particularly important when you complete forms. Using a checklist can help you notice mistakes.

Checklist
- Have you given the correct information?
- Is it in the correct place on the form?
- Is the information complete?
- Have you checked spellings?

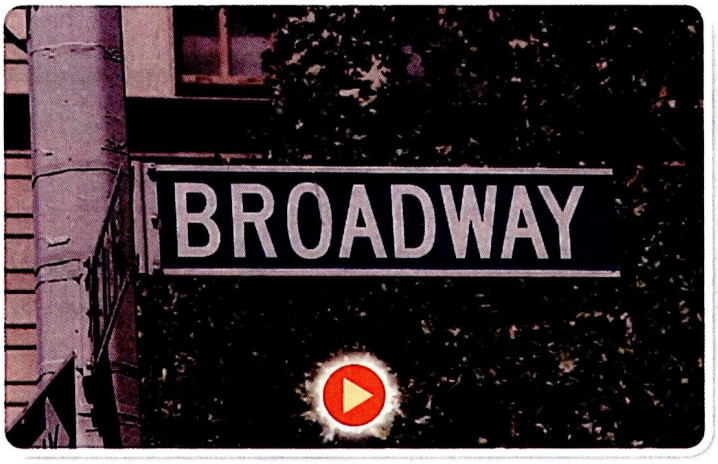
8.5 Video

Career change

1 Work with a partner. Guess the meaning of the words in **bold**.

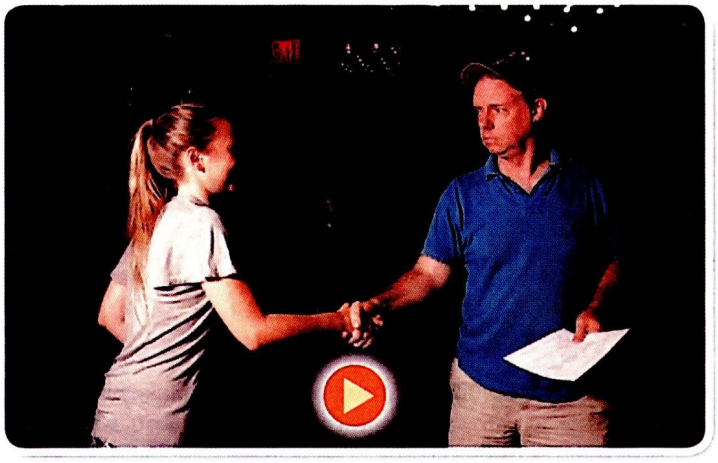
1 I have a friend who has **dual citizenship**. He's Spanish and Colombian.
2 He is an actor in one of the best theatre companies in the country. A lot of **talented** people work there.
3 He went to several **auditions** before he got the acting job.

2 Look at the photos. What do you think the woman does?



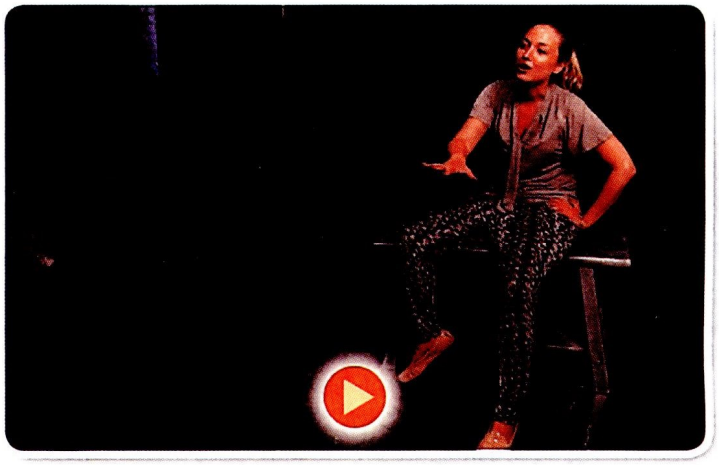
3 Watch the video. Use the words below to give a brief description of what Kate was talking about.

London New York talent agent actor change happy



4 Watch again and choose the correct answer.

1 What did Kate think of her job in London?
a It was exciting.
b It was stressful.
2 Why was it easy for her to move to the USA?
a She is an American citizen.
b She knew someone at the University of California.
3 What does she like most about her new job?
a She works with different people every day.
b It lets her be creative.
4 What does she miss about her old job?
a The salary was better.
b She had lots of holidays.
5 What is the most important thing for her?
a She is her own boss.
b She does what she loves.



5a TASK Work with a partner as A and B. You are going to have a written conversation about a career change. You need one piece of paper between you. Read the situation.

A | You have recently changed careers (or started a new career). You live in a new place and you are happy with your choice. Write a brief note to B. Explain where you are and what your new job is.

B | Read A's note. Write a reply on the same paper. Ask a question about A's new job or new life.

b Continue exchanging the paper. Each person should write four times.

c Exchange papers with another pair and read the conversations. Who chose the best new life?

Review

1a Choose the correct verb form to complete these facts about the human brain.

1 The brain *can't / isn't able* to live more than six minutes without oxygen.
2 Scientists think eating seafood *might be able to / might / can* reduce dementia by 30%.
3 Everyone has four to seven dreams each night, but some people *can / can't* remember their dreams.
4 After five minutes, you *will be able to / will / can* remember only 50% of your dream. After ten minutes, only 10%.
5 In the future, the Japanese think they *can / will be able to* show people's dreams on film.

b Work in a group. What fact do you find the most surprising? Do you know any other brain facts?

2a Look at these rules for a language class. Write sentences with the same meaning using *have to/don't have to, can/can't* or *must/mustn't.*

1 It's not necessary to buy the coursebook.
You _____ buy the coursebook.
2 It's important to be in class by 10.00 a.m.
We _____ be in class by 10.00 a.m.
3 It's OK to check vocabulary using your mobile phone.
You _____ check vocabulary using your mobile phone.
4 Don't speak in your own language. Use English!
We _____ speak in our own language.
We _____ use English.
5 You decide if you want to bring a dictionary to class. It's not obligatory.
You _____ bring a dictionary to class.

b Work with a partner. Write some of the rules of your language class.

3a Choose the correct word to complete each expression.

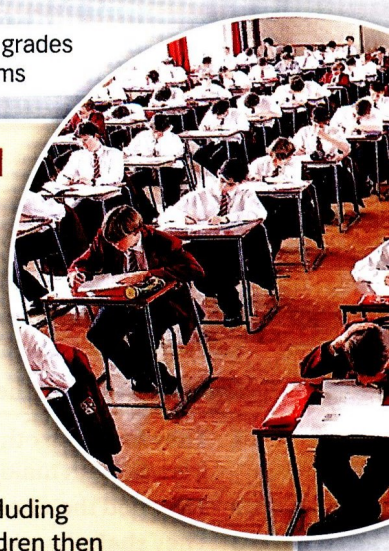
1 telling *jokes / directions*
2 fixing *decisions / things*
3 taking care of *children / events*
4 giving *directions / children*
5 organizing *jokes / events*

b For each activity in exercise **3a**, write the name of someone you know who is either very good or terrible at it.

c Work with a partner. Talk about the people and explain your opinion.

4a Complete the text with words from the box.

degree do well in education grades maths qualifications take exams



Education in Scotland

Scotland is part of the United Kingdom, but has a different [1]_____ system from England. There are also differences between English and Scottish [2]_____.
In both countries, children [3]_____ at 16. In Scotland, pupils take National 4/5 Exams, normally in eight subjects including English and [4]_____. Children then study for one year to prepare for the next exams, called 'Highers'. Teenagers who [5]_____ their Highers and get good [6]_____ can start university in Scotland at 17. However, many students stay at school to do 'Advanced Highers'. This is essential if you want to do a [7]_____ at an English university.

b Work with a partner. Tell your partner about school exams in your country.

5a **8.14** Listen to some words. After you hear each word, write it in the correct box: *make* or *do*.

make	
do	

b Work in a group. Discuss which things you like and dislike doing and explain why.

6a Put these expressions in the correct order.

1 did / you / sorry / what / say ?
2 up / could / bit / please / you / speak / a ?
3 lost / afraid / a / I'm / bit / I'm
4 that / please / you / could / repeat ?
5 up / breaking / sorry / you're

b Work with a partner and role-play a mobile phone conversation. Include all the expressions in exercise **6a**.

9 Body and mind

9.1 The rise and fall of the handshake

GOALS ■ Talk about greetings ■ Talk about possible situations and the results

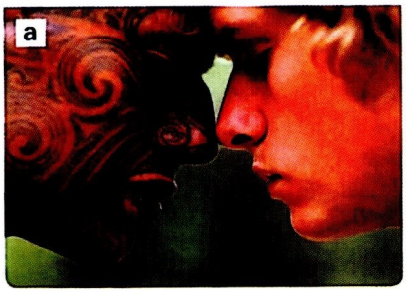
Vocabulary & Speaking body and actions

1 Work with a partner. How much do you know about international greetings? Match the countries to the greetings 1–9. Which greetings can you see in photos a–c?

Greetings around the world

1 They **hug** each other when they **greet** good friends, both male and female.
2 They **nod** their heads and **smile**.
3 They **shake** hands for a very long time.
4 They sometimes **bump** fists in informal situations.
5 They put both hands together at chest level, without **touching** the body.
6 They **stick** their tongues **out** at each other.
7 They **clap** their hands three times before saying hello.
8 They **kiss** three times, starting with the right cheek.
9 They **press** their noses and foreheads together while closing their eyes.

Mozambique
the UAE
Maoris (in New Zealand)
China
Germany
Tibet
Cambodia
Argentina
the USA







2 Work with a partner. Test each other on the words in **bold** in exercise 1.

A *You do this with your hands at the end of a concert or play.*
B *Clap.*

3 Work in a group and discuss the questions.

1 In your country, how do people greet their friends, parents, grandparents, work colleagues?
2 Are the rules different between men and women?

Grammar & Reading *if* + present simple + *will/won't/might*

4 Read this article about the handshake and match the headings to the paragraphs. There is one heading you don't need.

a A health risk?
b Men and women
c 'I come in peace'
d Not all handshakes are the same
e Reasons for shaking hands

The handshake

1 _____

The handshake goes right back to the 5th century BC. A common theory is that it started as a sign of peace. Men put their right hand forward towards another man and opened it to show they were not holding a knife or other weapon. The men then joined hands and shook them up and down to prove that there were no weapons hiding in their sleeves.

2 _____

This action, which began as a simple message of peace, is now used in many situations: we do it when we meet new people and, when we greet friends and colleagues. We do it when we congratulate people – at a graduation ceremony, for example – or when we make friends again after an argument. We do it when we make a business deal. Sports people do it before and after matches. But the message of a handshake is always the same: 'I trust and respect you and we are equal.'

5 Read the article again and answer the questions.

1 In ancient times, what was the purpose of a handshake?
2 What is the basic meaning of a handshake now?
3 How is a handshake in China different from in the US?
4 Why do some people prefer to bump fists rather than shake hands?

6 Look at the sentence below from the article and answer the questions.

if clause: **If you plan to do business abroad,** main clause: **you will need to learn the right way to shake hands.**

1 What tense is the verb after *if*? What tense is the verb in the main clause?
2 Which part of the sentence is about a possible action? Which part describes the result of the action?



3 _____

Handshakes are different around the world. If you plan to do business abroad, you will need to learn the right way to shake hands. If you get it wrong, you might give a bad impression. In most western cultures, a strong handshake shows you are confident. If you shake another person's hand lightly and loosely, they will think you are weak, shy or just not interested. Other cultures, however, prefer a gentle handshake. In China or Turkey, for example, if your handshake is too tight and strong, you will seem rude.

4 _____



In recent years, the handshake has become less popular in some countries because people worry they might catch germs if they shake somebody's hand. A recent study in the USA showed that 40% of the population preferred not to shake hands. Many are choosing a 'safe shake' like touching elbows or bumping fists.

- **impression** feelings or thoughts you have about somebody or something
- **germ** a very small living thing that can make you ill

7 Read the Grammar focus box and complete the rules with the words *might, present simple, first* and *result*.

GRAMMAR FOCUS *if* + present simple + *will/won't/might*

- We use *if* + [1]_____ tense to talk about a possible action or situation and we use *will, won't* or *might* to talk about the [2]_____ of the action or situation.
  If your handshake is too strong, you will seem rude.
  ... they might catch an illness if they shake someone's hand.
- The *if* clause can come first or second. If it comes [3]_____, we put a comma after it.
- If we are not certain about the result, we can use [4]_____ instead of *will/won't*.

→ Grammar Reference page 150

8 Complete listeners' tweet responses to a radio programme with the correct form of the verbs in brackets. Use contractions (*'ll, won't*) where possible.

Thursday 28th November

To shake or not to shake ...?



On today's programme, health expert Dr Klaus talks about the health risks of shaking hands and recommends that we greet each other with a fist bump instead.

Tweets All / No replies

I've got a better solution. Wash your hands! If you [1]_____ (keep) your hands clean, you [2]_____ (not pass) on germs. Reply Retweet Favourite

How ridiculous! People [3]_____ (think) you are unfriendly if you [4]_____ (refuse) a handshake. Anyway, what's so terrible about getting a cold? If you [5]_____ (get) a cold, it [6]_____ (not be) the end of the world. Reply Retweet Favourite

Handshaking is fine. (Trust me, I'm a doctor ...) If you [7]_____ (not touch) your eyes and nose after a handshake, you very probably [8]_____ (not get) ill. Reply Retweet Favourite

Bumping fists! Seriously? In my country, you [9]_____ (look) very silly if you [10]_____ (do) this. Reply Retweet Favourite

Show more

9 Which of the tweets do you agree with? Why?

10 TASK Work with a partner. You are going to practise giving advice. Turn to page 129.

VOX POPS VIDEO 9

9.2 Going back to nature

GOALS ■ Talk about health and fitness ■ Use present tenses in future time clauses

Vocabulary & Reading health and fitness

1 Work with a partner and discuss the questions.

1 What do you do to keep fit and healthy?
2 Do you enjoy doing physical exercise? Why/Why not?

2a You are going to read an article. Look at the title and the picture. What do you think the article will be about?

b Now read the article and check your predictions.

3 Discuss these questions with a partner.

1 Have you heard about Paleo before?
2 What do you think about it?

4a Put the words in **bold** in the article into one of the four groups.

1 eating
2 doing/not doing exercise
3 being ill
4 mental health

b Complete the sentences with the words in exercise **4a**.

1 In today's world of escalators and cars we are not as _____ as we were before.
2 I would like to have a healthier _____ and eat more _____ but I love _____.
3 Swimming is a great way to improve your _____.
4 If I don't get enough sunlight, I feel a bit _____.
5 Last winter she had a long _____.
6 After work, I like to _____ in front of the TV.

PRONUNCIATION *eat* and *bread*

5a 9.1))) You can pronounce 'ea' in different ways. Listen to these two words.

/i:/	/e/
eat	bread

b 9.2))) Write the words in the box in the correct place in the table. Then listen and check your answers.

disease health meat instead easy weather already

c 9.3))) Listen and repeat the words.

6 Work in a group and compare your lifestyles to the Palaeolithic lifestyle. Whose lifestyle is most/least like the Palaeolithic lifestyle?



Going back to nature

The Paleo movement is a recent trend in health and **fitness**. Followers of Paleo believe that if we eat and exercise like people from Palaeolithic times, 40,000 years ago, we will be fitter, healthier and happier. Many of today's **diseases**, like diabetes and **cancer**, exist as a result of our modern **diet** and lifestyle. Prehistoric people didn't get these **illnesses**. Instead they died from things like viruses or old age.

How to 'go paleo'

- Eat only **natural food** like meat, vegetables and fruit. Avoid food that wasn't around in Palaeolithic times. So no potatoes or bread, and definitely no **junk food**, like crisps.
- Be **active**. But make time to **relax**, too. Prehistoric people had to save energy.
- Do plenty of **gentle exercise** like walking, **cycling** and swimming. Only do intense activity like **weight-lifting** and fast running occasionally.
- Do 'natural movements' (such as throwing, carrying, catching) which use the whole body.
- Reduce your **stress** levels. Don't spend too much time at work.
- Spend time in the sun so you get enough vitamin D. Lack of this can make you **depressed**.

Grammar & Listening present tenses in future time clauses

7 Read the advert. What is MovNat and how is it different from going to a gym? Would you like to do a fitness course like this? Why/Why not?



MovNat™ – *moving naturally* – the new way to get fit

- ➤ We practise whole body movements: running, jumping, climbing, crawling, balancing, catching, carrying
- ➤ Focus on useful physical skills: carrying heavy weights without hurting your back, landing safely after a fall
- ➤ Enjoy being in the open air
- ➤ We offer MovNat courses all around the world

Find a course near you | Contact us

8a 9.4 Listen to a woman enquiring about a MovNat course. Tick (✓) the things she wants to know about.

- Cost?
- Level of fitness?
- What happens in bad weather?
- Dates?
- Book in advance?
- What to bring?

b Compare your answers with a partner. Can you remember the answers to the questions?

9a Match the two halves of these sentences.

1 Do I need to go to the gym	a the instructor will assess your fitness level.
2 When you arrive	b the experience will be even more exciting!
3 What will happen	c before you come.
4 If it's raining or snowing,	d before I begin the course?
5 You'll definitely need to reserve a place	e as soon as I know.
6 I'll get back to you	f if it rains or snows?

b 9.4 Listen again and check your answers.

10 Work with a partner. Look at the sentences from the listening and answer the questions.

a When you arrive, the instructor will assess your fitness level.
b If it's raining or snowing, the experience will be even more exciting!
c I'll get back to you as soon as I know.

1 Do the sentences refer to present or future time?
2 What tense is used after time words *when*, *if* and *as soon as*?
3 What tense is used in the rest of the sentence?

11 Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present tenses in future time clauses

- We use [1] **present / future** tenses to talk about the future after *when*, *if*, *as soon as*, *before* and *after*.

  You will need to book a place before you come.
  NOT ... ~~*before you will come*~~
- We use [2] ***if / when*** when we are not sure something will happen. We use [3] ***if / when*** when we are sure. We use [4] ***when / as soon as*** to show that one thing will happen immediately after another.

  If it rains, they won't cancel the course.
  When the course finishes, we'll feel exhausted.

→ Grammar Reference page 151

12 Complete the conversations with the correct form (present simple or *will*) of the verbs in brackets.

1 **A** Come on. Let's book this course before I _____ (change) my mind about it.
B I promise you, you _____ (enjoy) it when you _____ (get) there.
2 **A** Do you think we _____ (do) warm-up exercises before we _____ (start)?
B Definitely. If we _____ (not do) any, our muscles _____ (hurt) later.
3 **A** I like this Paleo Diet. I think I _____ (continue) with it after the course _____ (finish).
B I'm bored with it. As soon as I _____ (leave) here, I'm going to have a big plate of chips.

13 TASK Complete the sentences and make them true for you. Then discuss your answers in a group.

1 Before I get too old ...
2 ... when I get some free time.
3 If I earn enough money ...
4 As soon as this lesson ends ...
5 I'll feel ... when ...
6 I ... as soon as ...

9.3 Vocabulary and skills development

GOALS ■ Use sequencing words to understand ■ Use verbs and prepositions

Listening using sequencing words to understand

1a Work with a partner. Read the facts about social media and decide if they are true or false.

1 The average Facebook user has between 50 and 100 Facebook friends.
2 Facebook is older than LinkedIn.
3 Twitter started as a simple text service.

b Check your answers at the bottom of the page.

2a Read the introduction to a radio programme about social media. Complete the gaps with the correct form of the words in the box.

worry depend consist work

Ilaria di Genaro is a freelance professional photographer. She's [1]_____ for newspapers from all around the world and she [2]_____ on social media for her job. Last year she started to [3]_____ about spending too much time on it. She realized that her average day [4]_____ of checking social media sites up to twelve times an hour.

b 9.5 Listen and check your answers.

3a Read the information in the Unlock the code box about sequencing words.

UNLOCK THE CODE
sequencing words

A speaker sometimes uses sequencing words like *firstly, secondly, next, then, after that, finally* to introduce the next step in a process or story. Listening for these words can help you understand these steps.

b 9.6 Listen to the second part of the interview with Ilaria. Match the sequencing words in the box to sentences a–d.

then firstly finally next

a _____ she looked at how she used social media.
b _____ she thought she had to do something about it.
c _____ she tried a special app to help her.
d _____ she decided to give money to charity every time she looked at Facebook or LinkedIn.



1 False. The average Facebook user has 130 Facebook friends.
2 False. LinkedIn is older than Facebook. It was started on May 5th 2003. Facebook was started on February 4th 2004.
3 True. Jack Dorsey started Twitter as a text service so one person could communicate with a group of people.

4 Imagine you want to give up social media. Which three methods that Ilaria tried do you think are easiest and why? Compare your answers with your partner.

5 9.6 Listen to the second part of the interview again. Answer the questions.

1 Why was social media so important to her?
2 When did she realize there was a problem?
3 Why didn't she just stop?
4 What did the app do?
5 What happened when she got a smartphone?
6 Why did giving the money to a charity work?

6 Think of something that you have given up, e.g. taking the lift, driving to work, eating chocolate. Explain how you did it to a partner, using sequencing words.

Vocabulary & Speaking verbs and prepositions

7a Complete the sentences from the programme with a suitable preposition.

1 I work _____ myself.
2 I depended _____ social media.
3 I really believed _____ my ability to just stop.
4 Finally, I thought _____ a good idea.

b Read the information in the Vocabulary focus box about verbs and prepositions.

VOCABULARY FOCUS verbs and prepositions

- With some verbs we use a preposition (e.g. *on, about, at*) before an object:
  She depends on social media for her job.
- A verb that follows a preposition is always in the *-ing* form.
  She started to worry about spending too much time on it.
- It is important to record and learn the verb and preposition together.

8 Complete the sentences using the correct form of the verbs in the box.

believe belong consist depend dream happen think work

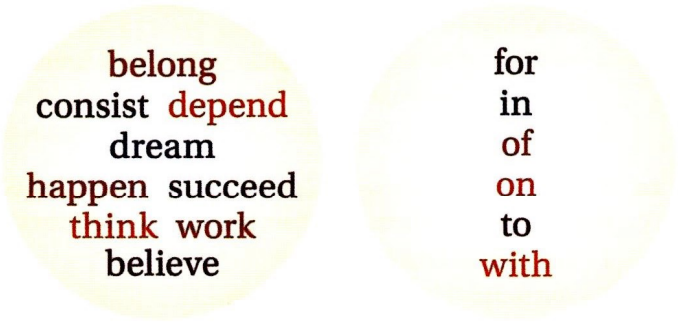
1 I don't _____ in the health benefits of taking exercise.
2 It's not a good idea to _____ of the future all the time.
3 I've _____ for six different companies in my life.
4 Your diet should _____ of proteins, carbohydrates and plenty of fruit and vegetables.
5 Your success in life does not _____ on other people, but on just you.
6 You must always look after things that _____ to other people.
7 Sometimes it's difficult to _____ of the right word in English.
8 If something good _____ to me, it's because I deserve it.

9a Add the verbs and prepositions from exercise **8** to the table.

Verbs	Prepositions
belong happen	1 _____
believe	2 _____
consist 3 _____ 4 _____	of
depend	5 _____
work	6 _____

b Discuss the sentences in exercise **8** with your partner. Do you agree? Why/Why not?

10a TASK Make 4–6 questions using the words in the circles.
Do you belong to any clubs?



b Work with a partner. Take turns to ask and answer your questions.

9.4 Speaking and writing

GOALS ■ Ask for help and give advice ■ Write a formal covering letter

Listening & Speaking asking for help and giving advice

1 Work with a partner and discuss the questions.

1 Is it easy to get an appointment to see a doctor, or do you usually have to wait a few days?
2 Imagine you need to see a doctor when you are abroad. What kind of problems might you have?

2 With your partner, match problems 1–8 to advice a–h. There is more than one possible answer.

1 I've got a headache.	a Drink lots of water.
2 Something has bitten me.	b Don't walk on it.
3 I've hurt my back.	c Stay in bed.
4 I've got a sore throat.	d Take some painkillers/tablets.
5 I've broken my arm.	e Don't lift anything heavy.
6 I feel sick.	f Put some cream on it.
7 I've got a temperature.	g Take it easy.
8 I've sprained my ankle.	h Go to hospital for an X-ray.

3 9.7))) Listen to three people asking for medical advice. For each situation, answer the questions below.

1 Where does each conversation take place?
   a a chemist's
   b the accident and emergency (A&E) department of a hospital
   c a doctor's surgery
2 Which problem from exercise 2 does each person have?

4a 9.7))) Who said these sentences in the conversations? Write D (doctor), P (patient) or C (chemist). Then listen again and check your answers.

1 You should take it easy.
2 You mustn't lift anything heavy.
3 Can I help you?
4 Have you got anything for insect bites?
5 You could try this cream, which should help.
6 It's a good idea to keep your windows closed at night.
7 He must try to keep still.
8 I don't think you should feel bad.

b 9.8))) Listen and repeat the sentences.

c Which sentences in exercise **4a** give **a)** advice, **b)** very strong advice?

5 Work with a partner. Turn to the audioscript on page 163 and practise the conversations.

6 **TASK** With your partner, do a role-play in a doctor's surgery or in a chemist's, using the Language for speaking box to help you. Use the problems below or your own ideas.

a heavy cold a stomach ache
a sore throat insect bites

LANGUAGE FOR SPEAKING
asking for help and giving advice

Giving advice
You must/mustn't (do)...
You should/shouldn't (do)...
I think/I don't think you should (do)...
You could try (doing)...
It's a good idea to (do)...

Note: We often use *I think/I don't think* before *should* to sound more polite.

Asking for help
Have you got anything for ...?
Could you give me something for ...?

Offering help
What can I do for you?
How can I help you?



Writing a formal covering letter

7 A covering letter is a letter that you send with documents (e.g. certificates , a CV, etc.) or with a package to give information about what you are sending. Have you ever sent a covering letter? What was it for?

8 Read the letter below and answer the questions.

1 Why does Julien write to Dr Cheung?
2 What does he send with the letter?

[1] Avenida Carrera 30#26
Bogotá, Cundinamarca 111321
Colombia

[2] 1st March 2015

[3] Dr A. Cheung
Department of Chinese Medicine
Middlesex University
London NW4 4BT

[4] Dear Dr Cheung,

I am writing to apply for the MA course in Chinese Medicine.

Please find enclosed my completed application form, and photocopies of my degree certificate and IELTS certificate.

[5] I am happy to provide any additional information that you need.
[6] I look forward to hearing from you.

[7] Yours sincerely,

Julien Moreno

[8] Enclosures: application form, degree certificates, IELTS certificate

9 Label the parts of the letter 1–8 using a–g below.

a the date
b a list of documents he is sending
c address of the sender
d polite expressions to close a letter (x2)
e the greeting
f the ending
g address of the person he is writing to

10 Underline expressions in the letter which have a similar meaning to the expressions below.

1 further details
2 as requested, I enclose
3 Dear Professor King
4 I hope to hear from you soon
5 I wish to apply for

LANGUAGE FOR WRITING a formal letter

Greetings and endings

- In a formal letter, it is important to match the correct greeting to the correct ending.
- If we don't know the name of the person, we use:
  Dear Sir/Madam → Yours faithfully
- If we know the name of the person, we use:
  Dear Mrs Al-Sayed → Yours sincerely

Explaining the reason for writing

I am writing to ... (e.g. *apply for, request*)
I would like to ... *I wish to ...*

Explaining what you have sent

Please find enclosed ... *I enclose ...*
As requested, I enclose ...

Polite expressions to close a letter

I am happy to provide any additional information that you need.
I look forward to hearing from you.
I hope to hear from you soon.

11 Look at this covering letter. The words and phrases in *italics* are too informal. Replace them with more formal expressions from the Language for writing box.

39 Poplar Road
Birmingham
B14 6DL

3rd March 2015

Professor D. Schmidt
School of Education
University of Birmingham
Birmingham B15 2TT

[1] *Hi Prof* Schmidt
[2] *Please can I have* some more time to do my assignment, because I was ill last month.
[3] *Here's* a copy of my medical certificate.
[4] *Let me know if you need anything else.*
[5] *Can't wait to hear from you.*
[6] *Take care*

Luisa Sanchez

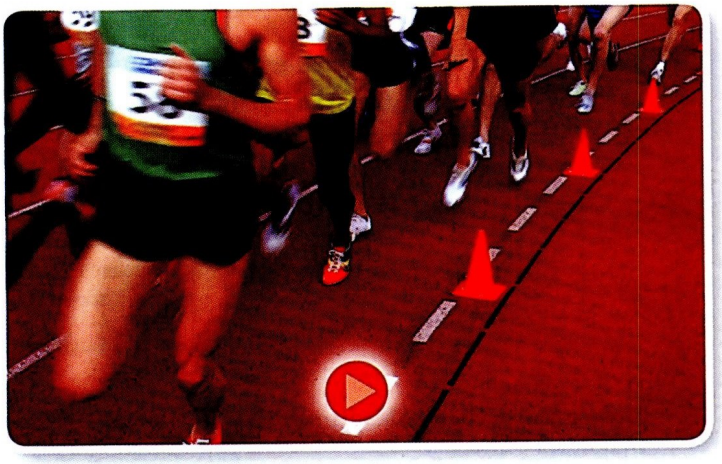
[7] Sent with this letter: medical certificate

12a TASK Work with a partner. Write a covering letter to your company or university to explain why you were away from work or college last week and to send a medical certificate.

b Exchange your letter with another pair and check each other's letters.

9.5 Video

Sports scholarship in the USA

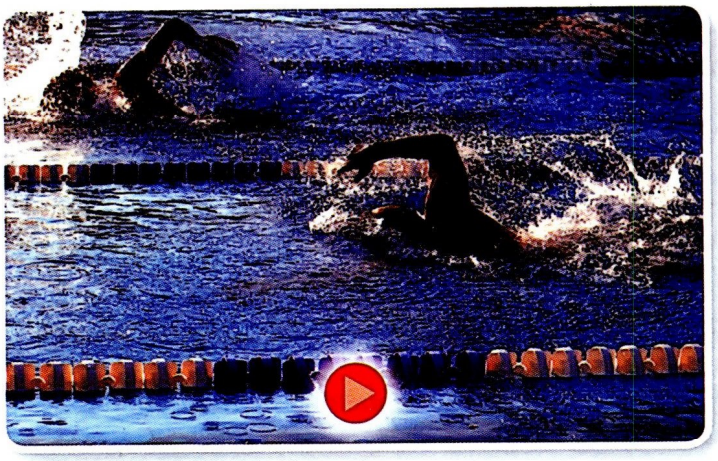


1 Match the words in the box to their definitions 1–4.

college tuition fee spectator scholarship

1 A person who watches at a show, game, or other event.
2 Money offered to talented students for their education.
3 Money that students pay for lessons at university.
4 The American word for a university.

2 Look at the photos. What sports do you see? What type of institution has all these sports?



3 ▶ Watch the video and answer the questions.

a What do the three top athletes have in common?
b Why are sports scholarships important for students at US universities?
c Why is sporting success important for US universities?

4 ▶ Watch again. Match the two halves of the sentences.

a The Arizona State Sun Devils have some of
b Arizona State University has attracted top athletes because of
c Around 83% of the students receive some kind of
d The university spends a lot of money on
e Winning in sports is a great advertisement for

1 facilities and equipment.
2 financial assistance.
3 its sports scholarships.
4 the best sports teams in the country.
5 the university.



5a TASK Work in small groups. You are going to create a sports and school questionnaire. Look at the questions below to help you get started. Write six to eight more questions.

SPORTS QUESTIONNAIRE
- How many sports have you played in your life?
- Were you interested in sports at school? What sports did you like best?

b Work in small groups. Ask and answer your questionnaires.

c Report back to the class. Who are the 'sportiest' people in the class?

Review

1a Make sentences using the prompts, adding *will*, *won't* and *might* where appropriate. Add commas where necessary.

1 if / you / drink coffee / late at night / you / sleep well
2 you / lose weight / if / you / do regular exercise
3 if / you / continue / to eat / junk food every day / you / definitely / have / health problems
4 if / you / eat / small meals / regularly through the day / you / feel / hungry

b Match the advice in exercise **1a** to the responses below.

a I'll join the gym **as soon as** I get paid.
b I'll just have warm milk **before** I go to bed.
c I'll stop eating it **when** you give up smoking!
d I'll try to do that **if** I can find the time to cook more.

c Work with a partner. Write three more pieces of advice about health and fitness.

d Swap your advice with another pair and write appropriate responses to their advice. Include some of the words in **bold** from exercise **1b**.

2a Number the parts of the body in order, starting at the top of your head and working down to your feet.

shoulder fist forehead chin cheek elbow hand lip tongue chest thumb

b Use words from exercise **2a** to complete the information about gestures in Spain. Use one of the words twice.



Gestures in Spain

In Spain, people normally greet friends with a kiss on the [1]_____, but in formal situations people shake [2]_____.

If you agree, you nod your [3]_____, but if you disagree, you shake it from side to side and you can make a 'click' noise with your [4]_____.

To show something is expensive or that someone has a lot of money, you rub your fingers and [5]_____ together.

As in many other countries, in Spain it's rude to put your [6]_____ on the table during a meal. If you're in a restaurant and you want the waiter to bring the bill, you lift your [7]_____ and pretend to sign in the air.

c Work in a group. What gestures are used in your country? Write a short guide about gestures for visitors to your country.

3a Complete these phrases about health and fitness.

1 gentle e_____ (noun)
2 s_____ levels (noun)
3 junk f_____ (noun)
4 k_____ fit (verb)
5 n_____ food (adjective)
6 h_____ diet (adjective)

b Write three sentences about yourself using phrases from exercise **3a**. Then compare your sentences with a partner.

4a Match 1–6 to a–f to make questions.

1 What nice things have happened	a of going on?
2 Do you belong	b to you this week?
3 What holiday do you dream	c in doing this year?
4 Do you believe	d on when you need help?
5 Who do you depend	e to any social media sites?
6 What would you most like to succeed	f in life on other planets?

b Work with a partner. Ask and answer the questions.

5a 9.9 Put this conversation between a patient and a doctor in order. Then listen and check your answers.

D Well, just before you go to bed, have a bath or drink some warm milk. ____
D How can I help you? 1
D If things don't improve, come back and see me in a week. ____
D It's also a good idea to keep calm during the evening. No violent TV programmes. ____
D OK, first of all, you should try to reduce caffeine or other stimulants. ____
P I see, well I'll try those ideas. ____
P I'm having real trouble sleeping just now. 2
P OK, thanks. ____
P OK. I won't watch any. And what about at bedtime? ____
P Right, I can probably drink a bit less coffee. Anything else? ____

b Work with a partner. Close your books and have a similar conversation.

10 Food

10.1 A question of taste

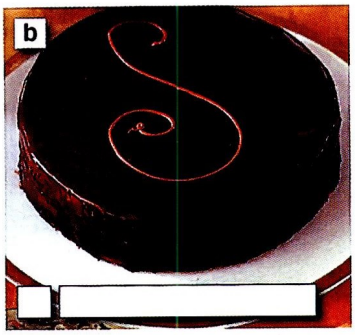
GOALS ■ Describe a national dish ■ Use the *-ing* form

Vocabulary & Listening describing food

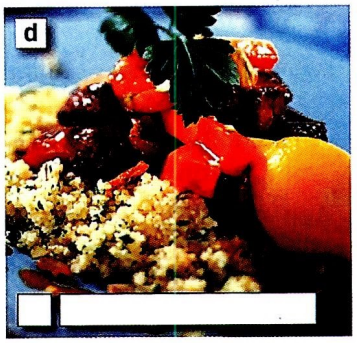
1 What's the nicest meal you've eaten recently? Where did you have it? Tell a partner about it.

2 **10.1** Listen to four people describing a dish from their country. Write the number of the speaker and the country the food comes from on photos a–d.









3 **10.1** Listen again and complete the sentences using between one and three words.

1 It's covered with _____ which **has a** nice, bitter **taste.**
2 **It's often served with** _____.
3 **It's a kind of** stew ... **It's made with** _____ lamb.
4 The tagine has some _____ in it, so **it tastes** _____.
5 The sauce **has** _____ **in it** to make it sour.
6 **They are served as** part of a meal or _____.
7 **It's a sort of** cake, but _____ than a cake.
8 **You can eat them** _____ temperature.

4 Write the words from the box in the correct column in the table.

baked bitter boiled dessert fried herbs honey hot/spicy lamb mild plain raw sauce savoury snack sour spices stew sweet thick

Type of dish	Ingredient	Texture and taste	How it is cooked/eaten

5 Work in a group. Take turns to describe a national dish or a dish you like. Use the phrases in **bold** in exercise **3** and the words in exercise **4.**

PRONUNCIATION words with shortened vowels

Some words have vowels which are not pronounced. For example, *chocolate* is pronounced 'choclat' /ˈtʃɒklət/. It looks as if it has three syllables, but it is pronounced with two syllables.



6a **10.2** Listen to some sentences. For each word in the box, cross out the vowel which is not pronounced.

vegetable strawberry raspberry favourite different temperature several

b **10.3** Listen and repeat the words.



Grammar & Reading uses of the *-ing* form

7a Work with a partner and look at the title of the article. What do you think a 'supertaster' is? Do you think it is a good or bad thing to be?

b Read the article and check your ideas.



SUPERTASTERS

When you taste a dish, are you good at recognizing the different flavours? Can you tell which ingredients are in a sauce, or which spices are in a curry? If so, you might be a 'supertaster'.

According to scientists, people taste food differently: it depends on the number of taste buds on your tongue. If you have a large number of taste buds, things taste stronger. People who can taste things very well are called supertasters. Taste researchers divide people into three groups:

- **Non-tasters** (about 25%)
- **Medium tasters** (about 50%)
- **Supertasters** (about 25%)

Many professional chefs are supertasters. Also, supertasting is more common in women than in men, and more common in Asia, Africa and South America than other countries.

However, being a supertaster is not all good news.

Supertasters often find common foods too bitter, sweet or spicy. So, for example, coffee, some alcoholic drinks and dark green vegetables like spinach can taste too bitter; cake and ice cream can be too sweet, and chilli peppers too hot.

Recent research has shown that supertasting brings some health benefits. Supertasters can be slimmer than non-tasters because they don't like eating very sweet food. Also, smoking is less common in supertasters because of the strong taste of tobacco. On the other hand, there are downsides to being a supertaster as you may avoid eating certain healthy vegetables and fruit.

You can find out if you are a supertaster by looking in the mirror and counting the number of bumps on your tongue.

8 Read the article again and discuss the questions with your partner.

1 What makes some people better at tasting than others?
2 What percentage of the population has a very good sense of taste?
3 Why do some supertasters dislike drinking coffee?
4 How can being a supertaster be good for your health?

9 Work in a group. Do you think you are a non-taster, a medium taster or a supertaster? Give reasons.

10 Read the information in the Grammar focus box. Then find one more example in the article of each use of the *-ing* form.

GRAMMAR FOCUS uses of the *-ing* form

When we add *-ing* to a verb, the verb can be used as a noun. We can use the *-ing* form as:

1 the subject of a sentence.
Being a supertaster is not all good news.
2 an object after another verb.
They don't like eating very sweet food.
3 an object after a preposition.
Are you good at recognizing different flavours?

→ Grammar Reference page 152

11a Complete the questionnaire with the *-ing* form of the verbs in the box.

become cook eat (x3) know share spend take talk watch

Are you a foodie?



1 Do you prefer _____ home-cooked food or café/restaurant food?
2 Are you good at _____?
3 Is there any food that you avoid _____ because it's unhealthy?
4 Would you be happy to try a new dish without _____ what was in it?
5 Is _____ photos of your food in restaurants and _____ them with friends strange, or normal?
6 When your food arrives at the table, do you stop _____ and concentrate on _____ it?
7 Do you enjoy _____ cookery programmes on TV?
8 Have you ever considered _____ a vegetarian?
9 Is _____ a lot of money on a meal wrong, when millions of people don't have enough to eat?

b Why is the *-ing* form used in each question? Write S if it is the subject of a sentence, V if it is the object of a verb and P if it is the object of a preposition.

c Work with a partner and ask and answer the questions. Ask follow-up questions. Who is more of a foodie?

12a TASK Turn to page 129 and complete the sentences with your own ideas. Work in a group and compare your ideas.

VOX POPS VIDEO 10

10.2 Canned dreams

GOALS ☐ Talk about food ☐ Use the passive

Vocabulary & Speaking food containers

1a Look at the photos and complete the table with a word or phrase from the box.

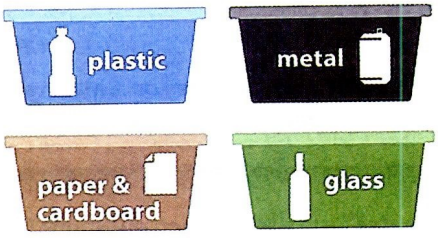


apple juice chocolates frozen peas lemonade olives sparkling water tomatoes toothpaste

1 a box of	
2 a can of	
3 a packet of	
4 a tin of	
5 a bottle of	
6 a tube of	
7 a jar of	
8 a carton of	

b Think of one more thing that can go in each type of container and add it to the table in exercise **1a**.

2 In which of these bins would you put each container when you've finished with it?



3a Write down six items of food or drink that you like having in your kitchen. Use the container phrases in exercise **1a**.

b Work in a group and compare your lists. What do they say about your eating and drinking habits?

Grammar & Listening the passive

4 Work with a partner and discuss the questions.

1 How often do you eat canned soup, canned vegetables, canned fish and canned fruit?

2 What are the advantages and disadvantages of canned food compared to fresh food?

5 **10.4** Listen to a talk about preserving food (keeping food fresh for a long time). Tick (✓) the topics you learn about.

a the dangers of opening cans

b the first food containers

c the dangers of eating canned food

d the future of cans

e the reason why cans were invented



6 **10.4** Listen again and complete the sentences.

1 Millions of years ago, water was kept in dried _____ skins and coconut shells.

2 Cans were invented in the year _____ by a French chef.

3 The first cans were used by _____.

4 These days more than _____ cans are produced every year in the UK.

7 Look at sentences a–c and answer the questions.

a The first cans were used by soldiers.

b Soldiers used the first cans.

c The first 'safe' can opener was invented in 1925.

1 Do sentences **a** and **b** mean the same? In which sentence do we focus more on the cans? In which sentence do we focus more on the people who used them?

2 Does sentence **c** tell us who invented the can opener?

8 Read the Grammar focus box and complete the rules.

GRAMMAR FOCUS the passive

- We can often say sentences in two ways, in the active or in the passive.
  1 We use the active when we want to focus on the person or thing (the agent) that does the action.
  A French chef invented the can in 1810.
  2 We use the passive when we want to focus on the person or thing that the action happens to.
  The first can was invented by a French chef in 1810.
- We often use the passive when we don't know who the agent is, or when it is obvious or not important.
  Over 18 billion cans are produced every year.
  (It's not important who produces them.)
- We form the passive with the verb [1]_____ (*is, am, was*, etc.) and the past participle (*made, grown*, etc.).
- If we want to say who does or did an action (the agent), we use the preposition [2]_____.
  The first cans were used by soldiers.

→ Grammar Reference page 153

9 Underline examples of the passive in exercise **6**. Are they the present simple passive or the past simple passive?

10 Complete the review of the film *Canned Dreams* with the present simple active or passive form of the verbs in brackets.

11 Is it important to you to know where the food you eat comes from and how far it has travelled? Why/Why not?

12 Work with a partner. Cover the film review in exercise **10**. Can you remember which products in **A** are prepared, grown, made, produced, etc. from which of the countries in **B**?

A *I think bauxite is produced in Brazil.*
B *I agree./I'm not sure. I think ...*

A	B
bauxite	Italy
meat	France
pasta	Portugal
olive oil	Denmark and Poland
wheat	Brazil
tomatoes	Ukraine

13 TASK Work with a partner. Do a quiz about the production of goods around the world. Student A, look at the questions on page 129. Student B, look at the questions on page 133.

REVIEWS Search

Home > Entertainment > Film > Reviews

Canned Dreams

In the film *Canned Dreams* by Finnish director Katja Gauriloff, we [1]_____ (learn) there's nothing simple about a can of ravioli.

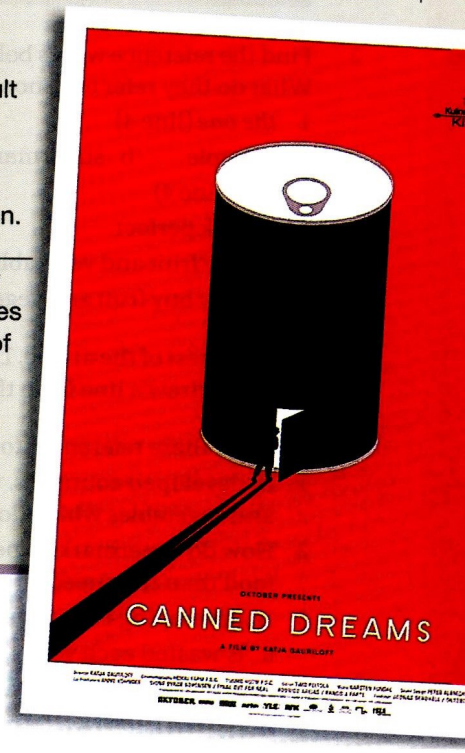
As we watch the film, we [2]_____ (take) on an amazing 30,000-kilometre journey through the eight countries where ravioli's main ingredients [3]_____ (come) from.

The wheat [4]_____ (grow) in Ukraine. The tomatoes in the sauce [5]_____ (grow) in Portugal. The filling inside the ravioli [6]_____ (make) of meat from Denmark and Poland. The eggs for the pasta come from France and the olive oil is from Italy. All the ingredients [7]_____ (take) to a factory in France, where the final product [8]_____ (prepare) and then put in cans. These aluminium cans are made from bauxite, which is mined in Brazil. Then the cans of ravioli [9]_____ (transport) to a supermarket shelf in Finland.

The film focuses on the people who [10]_____ (produce) the ingredients. For each ingredient, Gauriloff interviews one or two workers and we hear all about their lives and dreams. Some enjoy their work. Others [11]_____ (talk) about their hopes for a better life.

Gauriloff says her aim isn't to make us feel guilty about the difficult conditions for the workers, or about the environmental cost of so much transportation. Instead, she [12]_____ (want) to show us how much human work goes into producing a can of food which sells for under $2.

Like Share
Comment



10.3 Vocabulary and skills development

GOALS ■ Understand reference words in a text ■ Understand words with more than one meaning

Reading understanding reference words in a text

1a Work with a partner. Look at the headline of the newspaper article and discuss the questions.

1 Why do people throw food away?
2 What food do you think is thrown away most often?

b 10.5 Listen to a radio news report and make notes to answer the questions in exercise 1a.

2 Read the information in the Unlock the code box about reference words in a text.

UNLOCK THE CODE
reference words in a text

- We often use words like *this, that, these, those* to refer to a word or group of words earlier in a text.

  Compare:
  One third of the world's food is wasted. This is a shocking figure.
  One third of the world's food is wasted. This is shocking.
- Other words which refer back are *the one(s)* and *so*. *The one(s)* refers back to a noun(s). *So* refers back to a verb.
  The red apples look fresh. So do the green ones.

3 Find the reference words below in paragraph 1 of the article. What do they refer to? Choose from options a–c.

1 *the one* (line 4)
a apple b supermarket c brown mark
2 *this* (line 4)
a look perfect
b buy fruit and vegetable from farmers
c only buy fruit and vegetables which look perfect

4 Read the rest of the article. Look at the reference words in **bold** and draw a line from these to the word(s) they refer to.

5 Now use these references to help you answer the questions.

1 In developed countries, what do farmers do with fruit and vegetables which don't look perfect?
2 How do supermarkets persuade customers to buy more food than they need?
3 In developing countries, how much food ...?
a is wasted each year
b is wasted by the average person
4 What can cause waste during production and transportation in these countries?

One third of the world's food is wasted, says UN study



It's a pretty shocking figure. So what are the facts behind it?

Imagine you're buying an apple in a supermarket. There are two left, one with a small brown mark, one without. Which do you choose? Be honest – you'd go for **the one** that looks perfect. Supermarkets do **this** too, but on a much, much larger scale when buying fruit and vegetables from farmers. And what happens to the ones with marks on them? They are thrown away. **So** are **the ones** that are a funny shape or size.

Another reason for waste is that people buy more food than they can eat and supermarkets do everything they can to encourage **this**, for example with offers like, 'Buy one, get one free'.

Developed countries, like those in Europe and North America, waste about 650 million tonnes of food each year and **so** do developing countries, like sub-Saharan Africa. But the waste happens for very different reasons. In developed countries, 95–115kg of food is wasted per person every year. But in developing countries, **this** figure is only 6–11kg. It's clear, therefore, that in **these** countries, it's not the consumers who are responsible for waste. Instead, the waste happens on farms during production or transportation. One cause of **this** is the hot and humid weather.

As the world's population grows, this problem will only get worse so we need to take action urgently.

6 Read the leaflet. For each tip, circle the reference word(s) and underline the words they refer to.

Tips for reducing waste

- Avoid shopping on an empty stomach. If you do that, you'll buy too much.
- Don't buy food which has travelled thousands of miles. This is already several days old.
- Don't throw away soft apples or oranges. These make great fruit juices. So does other 'old' fruit.
- Understand food labels. A 'Best before' is different from a 'Use by' date. The first one tells you about quality, not safety. Food often lasts much longer than that date.



- Share a starter with someone else. Do this with your dessert, too.
- Ask the waiter for a 'doggy bag', to take home food you can't eat. Don't be shy about asking for one of these.

7 Which of the things in the leaflet can you do **a)** at home, **b)** while shopping, **c)** in a restaurant?

Vocabulary words with more than one meaning

8a Read the information in the Vocabulary focus box.

VOCABULARY FOCUS words with more than one meaning

- Many English words have more than one meaning. The words may be the same parts of speech.
  I'm free (adj) *on Tuesday. This bottle of water was free* (adj).
- Or they may be different parts of speech.
  Can (verb) *I help you? A can* (noun) *of soup.*

b Find words 1–6 in the newspaper article on page 100. Choose the correct meaning for each one, as it is used in the article.

1 pretty
   a attractive
   b quite/very
2 left
   a remaining, still there
   b opposite of *right*
3 mark
   a a spot or line that spoils the look of something
   b a score in a test or essay
4 funny
   a making you laugh
   b strange
5 figure
   a the shape of the human body
   b a number
6 clear
   a something you can see through
   b obvious

c Work with a partner. Write a sentence for each word to show the other meaning.

9a Choose the correct meaning for the word in **bold** as it is used in the sentences.

1 In the **past**, people were not as wasteful as they are today.
   a later than
   b the time before now
2 Supermarkets should **charge** customers for shopping bags.
   a ask someone to pay a price
   b put electricity into a battery
3 Food that's travelled a long **way** doesn't taste as good as locally-grown food.
   a distance
   b method
4 Going on a **diet** is a waste of time.
   a food you normally eat
   b food you eat to get thinner

b Work with a partner and decide if you agree or disagree with the statements in exercise **9a**.

10a Complete the questions using the words in **bold** in exercise **9a**. Then write **a** or **b** in the brackets to show which meaning.

1 Is there anything you don't mind eating/drinking when it's *past* (*a*) its sell-by date? What?
2 Can you think of another _____ (____) that supermarkets persuade you to spend more money?
3 Would you like to have a healthier _____ (____)?
4 How often do you need to _____ (____) your mobile?

b Ask and answer the questions with a partner.

10.4 Speaking and writing

GOALS ■ Explain and deal with problems ■ Write a review of a restaurant

Listening & Speaking problems in a restaurant

1 Work in a group and discuss the questions.

1 Where is your favourite place to go out to eat?
2 How often do you go and who do you usually go with?
3 What is the worst place you have eaten in? Why?
4 What things can go wrong when you go to a restaurant (food, service, bill, etc.)?

2 **10.6** Listen to five conversations in which people have a problem in a restaurant. For each conversation, decide if the restaurant (R) or the customer (C) is at fault.

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

3a **10.6** Listen again and complete the phrases from the conversations.

Conversation 1

1 _____ you _____ bring me a cloth?
2 Don't worry. It's not _____.

Conversation 2

3 There _____ be a mistake ...
4 You've _____ for two coffees ...
5 I'm _____ sorry.

Conversation 3

6 I _____ apologize.

Conversation 4

7 Would _____ waiting ...?
8 _____ about it.

Conversation 5

9 I'm _____ I can't eat this ...
10 I'd _____ something else, please.

b **10.7** Listen to the phrases again and repeat them.

4 With your partner, look at the situations below. Take turns to describe the problem and make a request. Use the phrases in the Language for speaking box.

1 The menu is in a language you don't understand.
2 There is a large, noisy group of people at the table next to you.
3 Your food order is taking a long time to arrive.
4 Your knife has fallen on the floor.
5 The waiter has brought you something you didn't order.
6 There is a mistake in the bill.



5 Work with your partner. Role-play conversations in a restaurant using the Language for speaking box to help you. Take turns to be the customer and waiter.

LANGUAGE FOR SPEAKING explaining and dealing with problems

Introducing/explaining a problem
There seems to be a mistake ...
You've charged us for ..., but ...
I'm afraid ...

Making a request
Would you mind ...? *Could you (possibly) ...?*
I'd like to ..., please.

Making an apology
I do apologize. *I'm (terribly) sorry.*

Responding to an apology
Don't worry about it. *It's not your fault.*

Reading & Writing a restaurant review

6a Work with a partner. Which of these things are most important for you when you choose a restaurant? Why?

location atmosphere food service value for money

b Match the sentences to the words and phrases in exercise **6a**.

1 There's a wide range of dishes.
2 It's quiet and relaxed.
3 The prices are pretty reasonable.
4 It's a long way from the city centre.
5 The staff are sometimes rude.

7 Read the two restaurant reviews. Which topics from exercise **6a** do they mention? Do they agree about these topics?

Home | Restaurants | Hotels | Things to do | More

Thai Kitchen



Reviews

20 Reviews sorted by

- Date
- Rating
- Cuisine

Write a review



Lee Min ★★★★☆

I discovered this place a year ago and I keep coming back. You sit at large tables which are shared with other people. It's always busy and the atmosphere is very lively. The staff are friendly and helpful and have a good knowledge of the dishes on the menu. There isn't a huge choice of food, but the food's tasty and good value. You're usually served very quickly, so it's a great place to go if you're short of time and if you don't mind sharing tables and listening to other diners' conversations.



Isabelle ★★☆☆☆

I was really excited about eating at the Thai Kitchen, but it was very disappointing. The location's great – it's right in the middle of town – and the atmosphere's very cool and modern. The food's tasty, but it isn't good value because the portions are tiny! We weren't happy with the service, either. We couldn't get the waiter's attention for ages. When he eventually came, he didn't listen properly to our order and forgot to bring my friend's main course. When it finally arrived, the rest of the food was cold. So, all in all, it was a disaster. We aren't planning to go back!

8 Read the reviews again and do the following.

1 Find adjectives that describe the restaurants and the food.
2 Find expressions that mean the opposite to the ones in exercise **6b**.

9 Read the Language for writing box about using apostrophes. Find and underline all the apostrophes in the reviews and decide which type (1–4) they are.

LANGUAGE FOR WRITING using apostrophes

We use apostrophes with:

1 contractions (short forms) of some auxiliary verbs.
he is → he's, it has → it's, I will → I'll,
the location is → the location's
2 the contraction of *not*.
were not → weren't
will not → won't
3 singular nouns to show possession.
the waiter's notepad
4 plural nouns to show possession.
my parents' restaurant

Note: Don't use an apostrophe to make a noun plural.
NOT ~~The starter's were good~~.

10 Tomek hasn't checked his use of apostrophes in his review. Some are missing and some are used wrongly. Find seven mistakes and correct them.



Tomek ★★★★★

I went to the Thai Kitchen last week with a group of friend's. Finding the restaurant isnt difficult. Its the place with the long queue outside! But don't worry – you wont need to wait very long and the foods worth the wait. I had the chefs special dish of the day, which was beef and mango salad. I also tried my friends dishes. They were all delicious too. The restaurant gets noisy sometimes, but if you avoid going at peak time, then you'll find the place nice and quiet.

11a TASK Think of a restaurant or café and make notes about what you like/don't like about the location, the service, the food, the atmosphere, the prices, etc.

b Write a review of this restaurant or café.

c Swap reviews with a partner. Give your partner's review a star rating, e.g. ★★★. Would you like to go there?

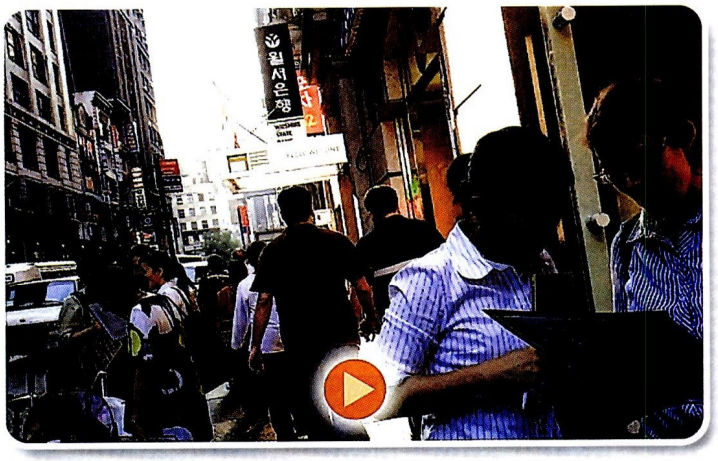
10.5 Video

Koreatown

1 Complete the sentences with a nationality word so they are true for you. Compare your sentences with a partner.

1 I've never had _____ food.
2 I tried eating _____ food once, and I hated it.
3 There are lots of _____ restaurants in my city.
4 _____ food is usually quite expensive in my country.
5 I think that _____ food is very spicy.

2 Look at the photos. Where is this? What sort of food are they eating?



3 ▶ Watch the video. Which three words or phrases in the box below best describe the video.

a Korean restaurant New York business people
a Korean dish desserts Seoul



4 ▶ Watch again. Correct the sentences.

a Koreatown is not very close to big New York attractions.
b Many Koreans started doing business there in the 1970s.
c *Japchae* is a special dish. It means 'meat' and 'vegetables'.
d The vegetables are baked in the oven.
e Japchae is served cold.
f Some people add herbs to make Japchae sweeter.

5a TASK Work in small groups. You are going to help the owners of a new restaurant. Read the situation.

A traditional restaurant from your country is opening in New York and the owners need advice. What kind of food will it serve? What will the special dishes be?



b Prepare a menu for the restaurant. Include at least one special dish the restaurant will serve.

c Share your ideas with other groups. Decide as a class which is the best restaurant menu.

Review

1 Complete the text with the active or passive form of the verb in brackets, in the present or past simple.



A multibillion-dollar industry

Bottled water is a multibillion-dollar industry. Fifty billion litres [1]_____ (consume) globally every year. But when bottled water [2]_____ (first bring) onto the market, nobody [3]_____ (want) to buy it. However, that changed in the late 1980s when water [4]_____ (sell) in PET bottles. PET (polyethylene terephthalate) is a kind of strong, light and safe plastic. It [5]_____ (make) from petroleum and it [6]_____ (now use) for the packaging of many different products, from soap to ready meals. Around this time, we [7]_____ (also tell) by the World Health Organization that we [8]_____ (need) to drink about 2 litres of water a day. This was great news for the bottled water industry and, between 1990 and 2000, the sales of bottled water doubled.

2a Complete the sentences with a verb from the box in the *-ing* form.

buy drink get pay protect spend

1 I enjoy _____ bottled water because it tastes purer than tap water.
2 I worry about _____ ill from tap water.
3 _____ money for something you can get for free is crazy.
4 I avoid _____ bottled water because the bottles cause pollution.
5 When I'm really thirsty, I don't think about _____ the environment.
6 _____ money on bottled water is wrong when many people don't have clean water.

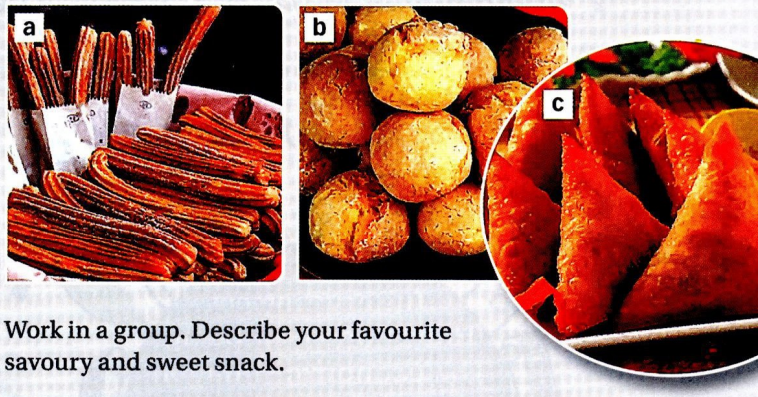
b Work with a partner. Which sentences do you agree with?

3a Underline the word which is different from the others.

1	bitter	sour	thick	mild
2	boiled	baked	canned	fried
3	olives	cake	honey	chocolate
4	stew	carrot	onion	chicken
5	jar	carton	packet	plastic

b Work with a partner and explain your answers.

4a **10.8** Listen to two people describing their favourite snack food. Which of the photos show the food they describe?



b Work in a group. Describe your favourite savoury and sweet snack.

5a Use the same word to complete each pair of sentences.

1 a There are two biscuits _____, one for you and one for me.
  b The car park's on the _____ of the station.
2 a It's a long _____ to the nearest shop.
  b Running is a good _____ to get fit.
3 a The film's very _____. It'll make you laugh.
  b This chicken smells _____. We should throw it away.

b Work with a partner. Write two more pairs of sentences like the ones in exercise **5a**. Choose from the words in the box.

pretty past charge figure mark clear

6a Make the sentences more polite using the words in brackets.

1 Give us a quieter table, please. (mind)
2 This soup is cold. (afraid)
3 Bring us some more tap water, please. (possibly)
4 Sorry. (terribly)
5 There's a mistake in the bill. (seems)

b Work with a partner. Role-play a conversation using the sentences in exercise **6a**.

11 World

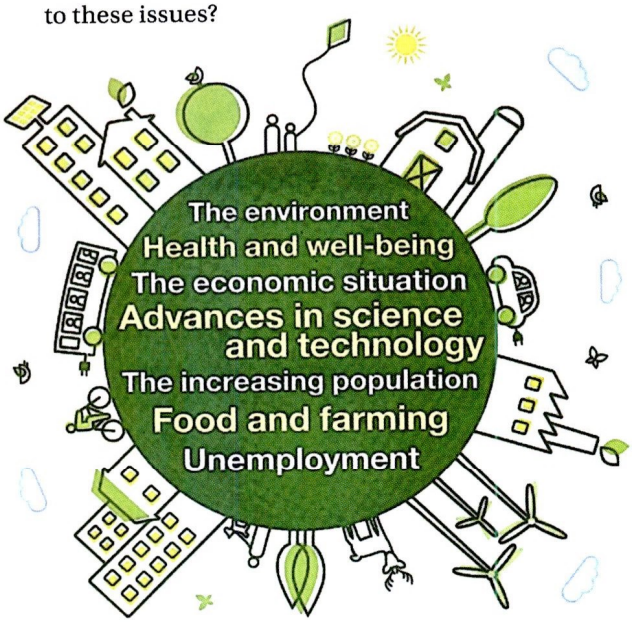
11.1 Making the world a better place

GOALS ■ Talk about unlikely situations in the future ■ Talk about global issues

Vocabulary & Speaking global issues

1 Work with a partner and discuss the questions.

1 What do you understand by 'global issues'?
2 Which of the issues below are most affecting your country at the moment? How?
3 What recent news stories can you think of in connection to these issues?



2 Match the newspaper headlines a–g to one or more of the global issues above.

a **10 billion people by 2050**
b A possible cure for AIDS?
c Financial crisis spreads through Europe
d **Is global warming really happening?**
e World hunger: the facts and figures
f **World happiness report: the happiest country is ...**
g Car factory creates 2,000 new jobs

3a Look at the words and phrases in exercises 1 and 2 and check you know their meaning.

b Complete the statements using words and phrases from exercises 1 and 2.

1 Many people are looking for jobs abroad because of high _____ in my country.
2 There has been an increase in extreme weather conditions as a result of _____ .
3 The government has introduced strict laws on tobacco and alcohol to improve public _____ .
4 The _____ is slowly rising. There are now about 60 million people living in this country.

c Which of the statements above are true for your country?

4 Work in a group and discuss the questions.

1 Do you know about any recent advances in science and technology?
2 What are the most important problems facing the environment today?
3 What makes a country the happiest in the world?

Grammar & Listening *if* + past tense + *would*

5a 11.1 Listen to a programme in which people present an idea in 60 seconds which could improve the world and answer question A.

A What is the idea?	B How would it improve the world?
1	Could help scientists find [1]_____ for illnesses, e.g. [2]_____ disease and Alzheimer's. Could solve social & [3]_____ problems.
2	Salsa helps you get [4]_____ and be happy. More happiness = less [5]_____ & less [6]_____.
3	Little gifts, e.g. some [7]_____, a little toy, some home-made [8]_____ would make the world seem [9]_____ and friendlier.

b 11.1 Listen again and complete the notes for question B.

6 Work in a group. Discuss whether you think each suggestion is a good or a bad idea. Give each idea a score out of 10.

7a 11.2 Listen to the judge's opinions about the ideas. Are her scores the same as yours?

b 11.2 Listen again and complete the sentences.

1 I would _____ a smart pill if I _____ it was safe.
2 If only a few people _____ afford them, that would give them an unfair advantage.
3 If you _____ a little bit every day, then you would _____ confident.
4 If everybody _____ a gift to a neighbour once a year, it wouldn't _____ the world's problems.

8 Look at the sentences above and answer the questions.

1 Do they describe situations that are real or imaginary?
2 Are the situations in the past or the present/future?
3 What tense is the verb after *if*?
4 What is the verb form in the main clause?

9 Choose the best option to complete the rules in the Grammar focus box.

GRAMMAR FOCUS *if* + past tense + *would*

- We use *if* + [1] **past / present** tense to talk about [2] **a likely / an unlikely** or imagined future situation and we use *would/ wouldn't* + infinitive to talk about the result.

  If scientists took a smart pill, they'd be more likely to find cures for illnesses.
- The *if* clause can come first or second. If it comes [3] **first / second**, we usually put a comma before the next clause.

→ Grammar Reference page 154

10a Make sentences using the prompts below.

1 if we all / stop eating meat / we feel healthier
2 crime rates / go down / if guns be illegal
3 even if we produce / no greenhouse gases at all / it not stop global warming
4 the world be a better place / if there be no tobacco industry
5 if we live in an ideal world / we still find something to complain about

b Do you agree with the statements in exercise **10a**? Discuss them with a partner.

11 Make notes about what you would do in these imaginary situations.

1 If I could break the law once today ...
2 If I had to choose between health, money and happiness ...
3 If I could meet my country's leader ...
4 If I were in charge of my government's finances ...
5 If I could go back in time and change one event ...



12 Work in a group. Make the sentences in exercise **11** into questions and answer them.

A *What would you do if you could break the law once today?*
B *I'd go to an expensive restaurant, eat loads of food and leave without paying.*

13a TASK Work with a partner. You are going to give a 60-second presentation about an idea to make the world a better place. Follow the steps below.

1 Think of an idea which would make the world a happier, safer, healthier and/or greener place. Use your imagination! The idea could be:
   - a new way of behaving
   - a new invention
   - a new law
   - a new 'special day' (e.g. international hand-washing day)
2 Write a paragraph of about 120 words. Describe your idea and explain how it would improve the world. Use at least one sentence with *if* + past tense + *would*.
3 Take turns to read the presentation aloud. Time yourselves.

b With your partner, form a group with two or three other pairs of students. One person from each pair reads aloud their presentation. The other members of the group give an overall score out of 10 based on the following questions.

- Could it improve the world?
- Is it an original and interesting idea?
- Was it 60 seconds long?

11.2 Breaking news

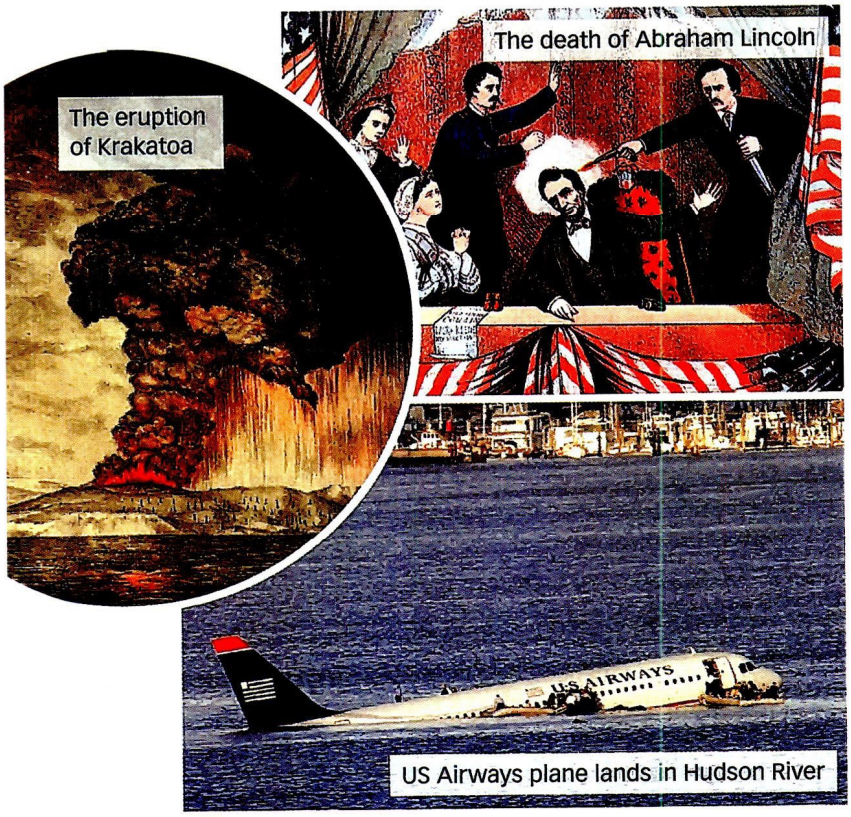
GOALS ■ Talk about past habits and situations ■ Talk about the news

Grammar & Reading *used to*

1 Work in a group and discuss the questions.

1 How often do you read, listen to or watch the news?
2 Do you prefer to get news from the television, radio, newspapers or online? Why?

2 In your group, look at the three pictures of news events from the past. What do you know about them? How long do you think it took for news of each event to travel to the other side of the world?



3 Quickly read the article and check your answers for exercise 2.

4 Read the article again and match each paragraph to a heading a–e. There is one heading which you don't need.

a From the still to the moving image
b From the few to the many
c From professional reporter to citizen journalist
d From local to national
e From weeks to minutes

Media milestones

1 _____

The first newspapers appeared in the 17th century, but ordinary people didn't use to buy them often because they were expensive. This changed in the 1850s with the invention of powerful printing presses, which could print 10,000 papers per hour. As a result, newspaper prices came down and more people could afford to buy them. Thanks to another new invention, the photograph, it was also the first time that newspapers contained pictures as well as articles.

2 _____

When a volcano erupted on the Pacific island of Krakatoa in 1883, it killed 36,000 people. It was one of the worst natural disasters in history. It was also significant because it was the first time that news could travel around the world in minutes, using undersea electrical telegraph wires. Before the telegraph was invented, it used to take weeks for news to travel to a different continent. News of Abraham Lincoln's death, for example, took nearly two weeks to reach Europe in 1865.

3 _____

In the early 20th century, before televisions became popular, people used to go to the cinema to watch the news. Ten-minute films called 'news reels' contained moving images of four or five top news stories. The news reels were changed weekly, not daily, so the news wasn't always up to date. Nowadays, they are important as historical documents, as they provide the only audiovisual records of those times.

4 _____

At the start of the 21st century, developments in smartphone technology and the growth of social media like Twitter, Facebook and Instagram have completely changed the way that we get our news. Now anybody can report news. This is sometimes called 'citizen journalism'. One of the first and most famous examples of it happened in New York in 2009 when a plane carrying 150 passengers landed in the Hudson River after a flock of birds flew into the plane's engine. People who saw the crash posted comments and photos on Twitter and the news spread around the world in minutes. Professional journalists didn't arrive at the scene until 15 minutes later.

SHARE TWEET EMAIL

5 Look at these sentences and answer the questions.

a People used to go to the cinema to watch the news.

b Ordinary people didn't use to buy newspapers very often.

1 Do people go to the cinema to see the news now?

2 Did they go to the cinema once or more than once?

3 Do people buy more newspapers now?

4 How do we make the negative form of *used to*?

6 Complete the rules in the Grammar focus box with the words *did*, *not* and *once*.

GRAMMAR FOCUS *used to*

- We use *used to* + infinitive to talk about habits and situations that were true in the past but are [1]_____ true now.

  It used to take weeks for news to travel to a different continent.

- We can't use *used to* to talk about something which only happened [2]_____.

  In 2009 a plane crashed in the Hudson river.
  NOT ~~*In 2009 a plane used to crash in the Hudson River.*~~

- We use the auxiliary verb [3]_____ in negative sentences and questions.

  In the past people didn't use to send texts. How did people use to get their news?

→ Grammar Reference page 155

7 Rewrite the sentences with *used to/didn't use to* where possible.

1 Mobile phones didn't have cameras.

2 In the 1940s, people listened to the radio to get the latest news.

3 Jack Dorsey, who started Twitter, sent the world's first tweet in 2006.

4 Before the 1850s, newspapers didn't contain photos.

5 Newspaper apps became popular in the early 21st century.

6 Before the telegraph, it took ten days by horse to deliver news across the USA.

8 Work with a partner. Talk about how your lives have changed, using the ideas below or your own ideas. Whose life has changed the most and why?

A *I used to live in Paris.*
B *When did you live there?*
A *In 1995.*
B *And where do you live now?*
A *Madrid. I moved because of my job.*

- the people you live with
- the way you spend your weekends
- the place where you live
- the music you listen to
- the things you worry about
- the books you read
- the clothes you wear
- the things you spend your money on

Vocabulary & Speaking the news

9 Complete the sentences. Use the highlighted words in exercise 4.

1 The news you get on _____ sites such as Twitter is always _____.

2 _____ like floods and forest fires affect thousands of people every year.

3 I read a couple of interesting _____ in today's newspaper about science and technology.

4 There was a car _____ on the motorway this morning, but nobody was hurt.

5 A _____'s job is to find and _____ news as quickly and correctly as possible.

6 How long did it take Apollo 11 to _____ the moon?

7 International news _____ very slowly before the telegraph was invented.

8 I used to read a newspaper every day. Now I read a _____ paper, on a Sunday.

10 Complete the sentences to make them true for you. Then compare your ideas with a partner and ask each other questions to find out more.

1 If I want up-to-date news I ...

2 I think _____ has very interesting articles.

3 I think/don't think ordinary people should report the news because ...

4 I sometimes/never use social media to share articles and photos with friends because ...

5 I read/don't read a weekly newspaper because ...

11 Divide the words and phrases in the box into the following categories.

a natural disasters b man-made news events

flood election forest fire hurricane robbery transport strike



12 TASK Work in a group. Choose one recent news story each. Explain what happened and why it interested you.

VOX POPS VIDEO 11

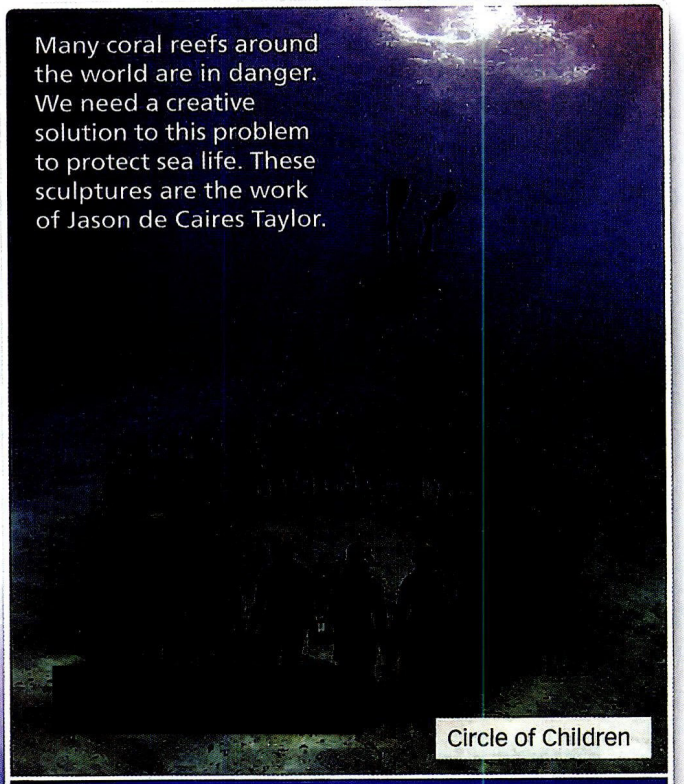
11.3 Vocabulary and skills development

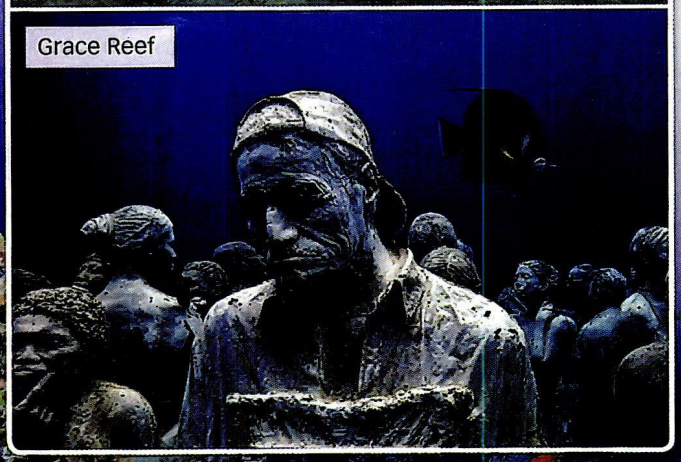
GOALS ■ Understand connected speech (3) ■ Understand and use phrasal verbs

Listening understanding connected speech (3)

1 Work with a partner. You are going to listen to an interview about a sculptor called Jason de Caires Taylor. Look at the photos and answer the questions.

1 Where are the sculptures?
2 What do you think is special about them?





2a 11.3 Listen to some phrases from an interview about Jason de Caires Taylor. Complete the phrases.

1 Why _____ there?
2 _____ always loved ...

b 11.4 Read and listen to the information in the Unlock the code box about common expressions.

UNLOCK THE CODE
common expressions

In natural speech we say common expressions, such as *I don't know*, *you know*, or *I want to* as a single unit. This means some sounds change or disappear at the end of one word and the start of the following word. Recognizing this will help you understand more easily; using them will develop your fluency.

In natural speech:

I don't know	*sounds like*	/aɪdə'nəʊ/
I want to	*sounds like*	/aɪ'wɒnə/
Do you know what I mean?	*sounds like*	/ʤə'nəʊwɒaɪ'miːn/
I've been a	*sounds like*	/aɪv'bɪnə/
for a while	*sounds like*	/'fərə'waɪl/

3a 11.5 Listen to and write down seven phrases from the interview.

b 11.6 Work with a partner. Listen and repeat the phrases from exercises **2a** and **3a**.

4 Work with a partner. Student A, turn to page 129. Student B, turn to page 133. Follow the instructions.

5 11.7 Listen to the first part of the interview and answer the questions.

1 What has Jason done?
2 Why has he done this?

6a 11.8 Listen to the second part of the interview and make notes on the following topics.

Grace Reef
- statues
- weather, sand and how it changes

Circle of Children
- number of statues
- how long it took to make
- how he made it

b Work with a partner and compare your ideas.

7 Would you like to visit the underwater sculpture park? Why/Why not? Use the ideas to help you.
- what you see
- the cost
- being underwater
- what you wear

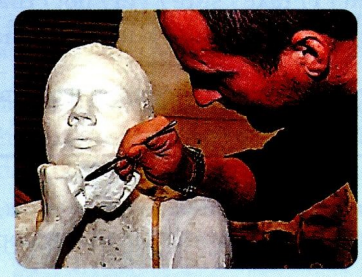
Vocabulary & Speaking phrasal verbs

8 Read the article about Jason de Caires Taylor and answer the questions.
1 When did Jason start diving?
2 Where has he placed the statues?
3 Why does he never stop trying hard?
4 What does he say about **a)** children, **b)** time and nature?

Underwater art

Jason de Caires Taylor took up diving when he was a child and later did a degree in sculpture. He has set up underwater sculpture parks in Grenada in the West Indies and off the coast of Cancún, Mexico. If you want to find out more and enjoy his amazing art, you'll need some diving equipment!

Taylor has created over 400 life-size statues which he has carefully put down in specially chosen areas to encourage tourists to stay away from damaged reefs.



Although this is challenging work, Taylor never gives up because he believes we need to protect the environment and solve some of the serious problems with our oceans. He wants children to grow up to have a positive relationship with nature and the statues help communicate this.

Through his art, Taylor shows that history and human problems change, but time and nature carry on. According to Taylor, the coral puts the paint on the statues, the fish create the atmosphere and the water provides the mood!

9a Look at the sentences from the article. What do the words in **bold** mean?
1 Jason de Caires Taylor **took up** diving when he was a child and later did a degree in sculpture.
2 He has **set up** underwater sculpture parks in Grenada in the West Indies and off the coast of Cancún, Mexico.

b Read the Vocabulary focus box about phrasal verbs.

VOCABULARY FOCUS phrasal verbs
- Phrasal verbs are verbs, e.g. *put, give,* with a particle, e.g. *down, up,* some of which have a special meaning.
- Some phrasal verbs don't have an object.
  All children grow up.
- Other phrasal verbs take an object which can go before or after the particle.
  He set up a museum. He set a museum up.
- When the object is a pronoun, e.g. *it, them,* the pronoun must go before the particle.
  He set it up. NOT ~~*He set up it.*~~
- Phrasal verbs are very common in spoken English.

10 Read the article again and match the highlighted phrasal verbs to meanings 1–8.
1 continue
2 stop
3 discover
4 get older
5 cover something with clothes/make-up/paint
6 place
7 start something (e.g. a business or organization)
8 start a hobby/sport

11 Work with a partner. What kind of things can you **a)** set up, **b)** take up, **c)** find out, **d)** give up, **e)** put on, **f)** put down? Use the ideas in the box. Some can be used with more than one phrasal verb.

clothes a sport a business a book golf chocolate information a company shoes facts weight a meeting smoking the answer a hobby news a pen

You can set up a business, a company or a meeting.

12a TASK Write five sentences with a phrasal verb in each. The sentences should be true for you. Leave a gap for the phrasal verb.
I would like to _____ my own company one day.

b Work with a partner. Take turns to read your sentence and guess the missing phrasal verb. Ask follow-up questions.
A *I would like to _____ my own company one day.*
B *Is it 'set up'?*
A *Yes.*
B *What kind of company would you like to set up?*

11.4 Speaking and writing

GOALS ■ Express and respond to opinions ■ Give a presentation



Listening & Speaking expressing and responding to opinions

1 Some media experts say that 'privacy is dead'. Read the definition of privacy below, then discuss with your partner how the photos are connected to privacy.

> **privacy** /ˈprɪvəsi/ *noun* [U] **1** the state of being alone and not watched or disturbed by other people: *There is not much privacy in large hospital*

2 11.9 Listen to a radio programme about privacy. What does each person think about the question below? Put a tick (✓) in the correct place in the table.

Is privacy dead in our 21st century world?

Interview	Agree	Disagree	Not sure
1 Hannah	○	○	○
2 Mateo and Pilar	○	○	○
3 Lena	○	○	○
4 Albert	○	○	○

3 11.9 Complete the sentences using the words in the box. Then listen again and check your answers.

maybe take right disagree sure agree point views

1 No, I'm afraid I _____.
2 Well, _____, yeah.
3 That's a good _____.
4 Yeah, I _____.
5 I'm not _____ about that.
6 I _____ your point, but ...
7 I don't have strong _____ on this.
8 That's _____.

4a Match the phrases in exercise **3** to these functions.

a expressing opinions b agreeing c disagreeing

b Add these phrases to the correct function in exercise **4a**.

1 I think
2 Yeah, but
3 True, but what about
4 Personally, I don't like
5 In my opinion
6 I don't think
7 I'm sorry, but I don't really agree

PRONUNCIATION expressing opinions politely

When we give opinions, it is important to sound polite, especially if we disagree. Using expressions such as *I'm afraid ...* or *I'm sorry, but ...* can help because they soften what we are trying to say, but it also depends on **how** you say them.

5a 11.10 Listen and compare sentences **a** and **b**. Which sounds more polite?

a I'm afraid I disagree. b I'm afraid I disagree.

b 11.11 Put the words in the correct order. Then listen and check your answers.

1 but / really / agree / sorry / I / don't / I'm
2 I / but / don't / yeah / true / think / that's
3 your / but / point / I / take / sure / I'm / not / that / about
4 other / at / true / are / ways / to / but / look / there / it

c 11.12 Listen and repeat the sentences. Copy the intonation to sound polite.

6a TASK Read the comments and decide if you agree or disagree. Then add one more comment about a topic that interests you.

- 'I think there's too much pressure to join professional networking sites these days.'
- 'Only older people worry about loss of privacy. Young people are happy to share their lives with each other.'
- 'People spend too much time online. They should spend more time with friends and family instead. Social networking destroys your social life!'

b Work in a group. Discuss the comments in exercise **6a** and your own comments. Use the Language for speaking box to help you.

c Tell the class about your most interesting discussion.

LANGUAGE FOR SPEAKING expressing and responding to opinions

Expressing opinions
I think ... *I don't think ...*
Personally, I don't like ... *In my opinion/view ...*
I don't have strong opinions about/views on ...

Agreeing
Yeah, I agree. *Maybe.* *That's right.*
That's a good point.

Disagreeing
Yeah, but ... *True, but what about ...*
I'm sorry, but I don't really agree.
I'm afraid I disagree. *I take your point, but ...*
I'm not sure about that.

Reading & Writing a presentation

7 Do you ever have to give presentations? What kind of presentations are they? Discuss your answers with a partner.

8a You are going to look at a slide from a presentation about email security. First, work with your partner and brainstorm tips for using email securely.

Never share your password with anyone.

b Read the short text. How many of these ideas did you think of?

No email communication is 100% secure. You should avoid sending credit card details by email. It's also not a good idea to send user names or passwords. You should only open attachments if you trust the sender. Be careful when you check emails in an internet café as public Wi-Fi is not always secure.

9a Now look at Slide **A**. What differences do you notice between the text in exercise **8b** and the slide below? Discuss your ideas with a partner.

Email Security

Emails are not 100% secure.
1 **Do not send personal data by email.**
2 **Only open attachments if you trust sender.**
3 **Be careful when you check emails in internet cafés.**



Slide A

b Read the Language for writing box and find examples of the things mentioned in the box on Slide **A**.

LANGUAGE FOR WRITING writing for a presentation

Content
- Include key points only.
- Check the information is correct.

Language
- Use short simple words and phrases.
- Miss out unnecessary words (e.g. *a, the, and, because*).
- Avoid contractions (e.g. *doesn't, can't*) and use full forms instead (e.g. *does not, cannot*).
- Do not use personal expressions (e.g. *I think, you should*).
- Use general words to express ideas (e.g. *do not include your PIN number or bank account number in an email → do not include your bank details in an email*).

Design
- simple, clear and easy to read
- attractive (pictures, photos, diagrams)

10a Work with a partner and look at Slide **B**. What problems are there with this slide?

Data Protection at work

- **There can sometimes be lots of probelsm with data protections at work.**
- **It's not a good idea to leave your work computer unlocked and you should never tell people in your office your computer password.**
- **Also you shouldn't leave lots of papers on your desk and go away form your desk for a long time.**
- **I don't think you should lend someone your work laptop either.**
- **Don't leave your work files or laptop in your car because someone might steal them.**

Slide B

b Rewrite Slide **B** to improve it.

11a TASK You are going to write a presentation slide about using social media for work, study or in your social life. Work in a group and discuss the questions below.

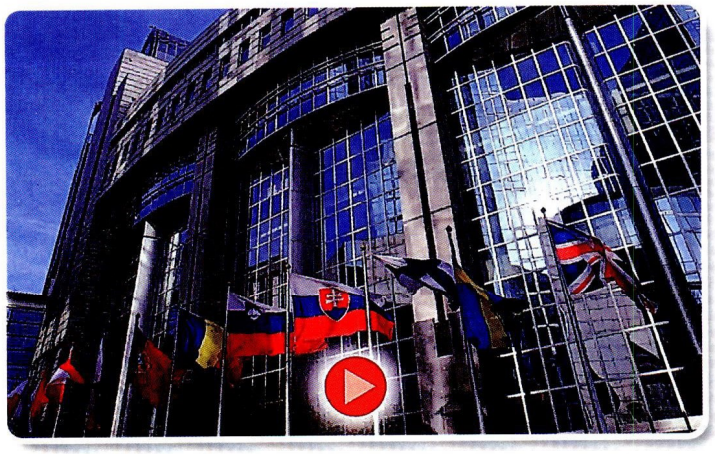
1 What problems do people sometimes have with social networking?
2 What tips would you give someone about how to use social networking?

b Write three tips to include on your slide. Then design the slide. Think about how you will make it look attractive.

c Compare your slide with another group. Comment on the content, language and design of each other's slide.

11.5 Video

The European Union







1 Work with a partner. Follow the instructions below.

1 In one minute, list as many words as you can on the topic of Europe. Use the photos to help you.

2 Compare your list with another pair. Did you write any of the same words?

2 ▶ Watch the video about the European Union. Which topic is not mentioned in the video?

a the origins of the European Union (EU)
b how countries become members of the EU
c the headquarters of the European Council
d the president of the European Commission
e the European Commission and Parliament
f opinions about the power of the EU

3 ▶ Watch again and answer the questions.

a What year did the European Economic Community (EEC) become the EU?
b Name three of the original countries of the EEC.
c Name one reason why they decided to form the EEC.
d Name one test that a country needs to pass to become a member.
e How often do members meet at the European Council?
f Which institution suggests new legislation (laws) for the EU: the European Council, the European Commission or the European Parliament?
g Why do some countries think that the EU has too much power?

4a TASK Work with a partner. You are going to create a short general knowledge quiz about Europe. Think of five interesting facts. Use the video and the phrases in the box to help you.

countries and capitals famous people historical dates
food and drink the European Union

b Write five questions from your facts. Use question forms.
What is ...? *Where is ... from?* *What year did ...?*
What do people do ...?

c Work with another pair. Read your quiz to each other. Can you answer all the questions?

Review

1a Complete these sentences with your own ideas.

1 I would offer to help if ...
2 If I saw a robbery, I ...
3 If I saw a car crash, I ...
4 I would give all my money to someone in the street if ...
5 If I had the chance to do voluntary work, I ...
6 If there was a flood warning in my area, I ...

b Work with a partner and compare your sentences.

2a Put these sentences in the right order.

1 used / shorter / be / phone calls / to / a lot
2 face-to-face contact / people / more / used / have / to
3 diaries and address books / in the past / used / have / people / to
4 to / in albums / people / put / used / photos / their
5 use / we / to / all our information / on just one or two devices / didn't / have
6 slowly / technology / change / to / used / more

b Work with a partner and discuss the advantages and disadvantages of these changes.

3a Complete these sentences with one word. The first letter is given.

1 When there is h_____ unemployment, many people are out of work.
2 N_____ disasters include floods and hurricanes.
3 Many trees will be destroyed if there is a forest f_____.
4 Facebook and LinkedIn are examples of social m_____.
5 Global w_____ is a big environmental problem.
6 When there is unemployment, the government tries to c_____ jobs.
7 If there are problems with the banks, it can cause a f_____ crisis.
8 World h_____ is an important problem: millions of people don't have enough to eat.

b 11.13 Use phrases from exercise **3a** to complete this news report. Then listen and check your answers.



The [1]_____ in the woods of the northern provinces is the second [2]_____ to affect the region after last June's floods. The area also has very [3]_____, with around 40% of under 30-year-olds out of work.

Yesterday, we heard that a multinational company has decided not to build a new factory here. People had hoped this would [4]_____ in the region. When they heard the news, many young people wrote angrily on [5]_____.

c Work with a partner. Talk about a region in your country which has suffered natural or man-made problems.

4a Rewrite each sentence, substituting the verb in **bold** with the correct form of a phrasal verb.

1 One day I'm going to **start** my own business.
2 I **discovered** that I'm actually quite good with cars.
3 Every time I start going to the gym, I **stop** after a few weeks.
4 I'd like to **start** blogging.
5 I'm going to **continue** using this mobile phone for another six months and then get a new one.

b Work with a partner. Are the sentences true for you?

5a 11.14 Listen to people agreeing and disagreeing with the statement below and complete their answers.

> "We spend all day connected – by phone, on the internet, etc. People today find it difficult to be alone."

1 You know _____ this is probably _____.
2 I'm _____ I don't really _____.
3 In _____, young people in particular find it very hard to be alone.
4 Yeah, I _____. I'm always on the phone or listening to something.
5 I _____, we do spend more time in contact with people now, but we still have quiet moments.

b Work in a group and discuss the statement, using the phrases above.

12 Work

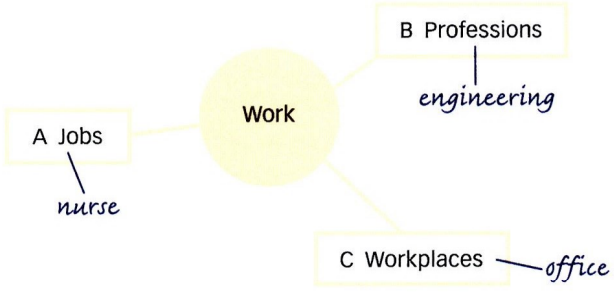
12.1 The working environment

GOALS ■ Talk about jobs and professions ■ Use the present perfect simple with *for* and *since*

Vocabulary & Speaking jobs, professions and workplaces

1 Work with a partner and add the words in the box to the mind map.

information technology (IT) building site software developer construction laboratory law medical research scientist health care sales accountant politics journalist personal assistant (PA) administrator administration engineering judge builder factory hospital court nurse office



2a Cross out the words that don't go with the phrases in **bold**.

1 **I'm a** sales / software developer / journalist.
2 **I'm studying** engineering / scientist / IT.
3 **I work as** a nurse / politics / a PA.
4 **I work for** a construction / builder **company**.
5 **I work in** sales / administrator / IT / publishing.
6 **I'd like to become** an accountant / engineering / a nurse.

b Rewrite two of the sentences in exercise **2a** so they are true for you. Compare your sentences with a partner.

3 Work in a group. Look at the jobs in exercises **1** and **2a** and discuss the questions.

1 Which job would you most/least like to do? Why?
2 Which job do you think is **a)** the most stressful, **b)** the best paid, **c)** the most important to society?

Grammar & Listening present perfect simple with *for* and *since*

4 Work with a partner. You are going to listen to a podcast about working in an open-plan office. Look at the photos and discuss the questions.

1 Do you know any offices that look like these? Where?
2 Which type of office would you work best in?
3 Think of one advantage and one disadvantage of each type of office.



5a Which items in the box do you think you will hear about in the podcast?

history of open-plan offices informal meetings
not enough space to work podcaster's job too dark
too much noise too little noise solutions to noise problems

b 12.1 Listen to the podcast and check your ideas.

6 12.1 Listen again and complete the notes.

Notes

Today 11.23 AM

History of open-plan offices

First open-plan offices appeared in [1]_____ at the end of the [2]_____ century.

Aim: to help workers to communicate and share [3]_____.

Noise in open-plan offices

Scientists say it's impossible to understand more than [4]_____ conversations at same time. Research shows [5]_____% less work is produced in noisy open-plan offices.

Another problem: some offices are too [6]_____ for private conversation.

Solution can be 'pink noise'. Sounds like [7]_____ in the trees or falling rain.

7 Work in a group. Think of solutions to the problems of open-plan offices. Present your ideas to the class.

8a Look at the sentences from the listening and answer the questions below.

a I've been a newspaper journalist since 2001.
b I've worked in this office for five years.

1 When did the man become a newspaper journalist?
2 Is he a journalist now?
3 When did he start working in this office?
4 Does he work in this office now?

b Read the Grammar focus box and choose the correct option to complete the rules.

GRAMMAR FOCUS present perfect simple with *for* and *since*

- We use the present perfect simple with *for* and *since* to talk about present situations that started in the past and **[1] finished in the past / continue now.**

  I've had this job since 2012. NOT ~~*I have this job since 2012.*~~
  She's been my boss for two years.
- We use **[2] *for* / *since*** when we give the beginning of the time, e.g. *2011, yesterday, I was a child.*
- We use **[3] *for* / *since*** when we give the length of time, e.g. *three months, two years.*

→ Grammar Reference page 156

9 Do the phrases below go with *for* or *since*? Write *for* or *since* before each phrase.

_____ three o'clock
_____ an hour
_____ ages
_____ a long time
_____ we arrived here
_____ a couple of days
_____ many years
_____ I left school
_____ last year
_____ Monday

10 Complete the web postings with *for* and *since* and the correct form of the verbs in brackets (present simple, present perfect simple or past simple).

Search thread | Post a new thread

Open-plan offices – love them or hate them?

Posted by Vanya: I [1]_____ (work) at this company [2]_____ eleven years and I [3]_____ (have) my own office [4]_____ last May. Before that I [5]_____ (work) in open-plan offices but always wanted a private office. Now I have one and I [6]_____ (feel) lonely and bored all day!

Posted by Loz: Phones ringing. Emails pinging. Colleagues shouting. It's a nightmare! I [7]_____ (not be) able to work properly [8]_____ my company decided to put us all together in one big office. The company has saved lots of money, though …

Posted by Yoshi: Open-plan offices [9]_____ (be) unhealthy places. When I worked in an open-plan office I constantly [10]_____ (get) ill. I now have my own office and I [11]_____ (not have) a cold [12]_____ ages.

PRONUNCIATION *has* and *have*

11a 12.2 Listen to the questions below. Notice how *have* and *has* are pronounced.

/əv/
How long have you worked here?
/əz/
How long has he known her?

b 12.3 Listen and repeat the questions.

c 12.4 Listen and write down the four questions you hear.

d Now ask and answer the questions with a partner.

12a **TASK** Work with a partner. Student A, turn to page 129. Student B, turn to page 133. Look at the prompts and write down names or words.

b Look at the names or words your partner has written down. Find out what each one refers to.

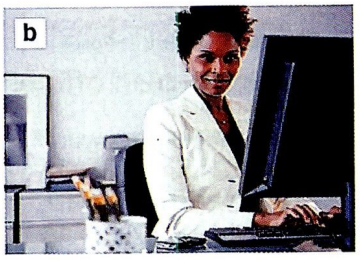
12.2 The changing face of work

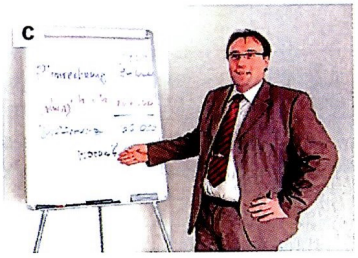
GOALS ☐ Talk about what a job involves ☐ Use the infinitive with *to*

Vocabulary & Listening job responsibilities

1 What work activities are shown in these photos? How have these changed in the last 50 years? Discuss with a partner.

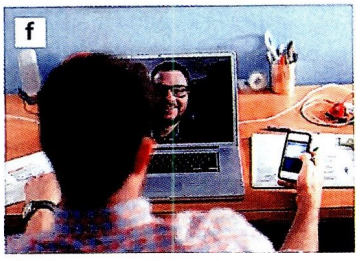












2 12.5 Listen to three people talking about their jobs. Does each person sound positive, negative or neutral about their job?

3 12.5 Complete the sentences from the listening with the words in the box. Listen again and check your answers.

meetings emails business team (x2) presentations paperwork staff enquiries clients

1 My job is to advise _____ about their advertising campaigns.
2 I attend five or six _____ a day.
3 I often have to give _____.
4 I manage a _____ of fifteen people.
5 I train kitchen and waiting _____.
6 I also do a lot of _____.
7 I work in a _____ of four people.
8 We run the day-to-day _____ of the court.
9 We answer phone _____ and deal with _____.

4 Match the words and phrases in the boxes to the pairs of verbs below.

new staff meetings reports customer enquiries

1	employ/recruit train	
2	deal with answer	
3	type up write	
4	organize attend	

a team the phone clients presentations

5	advise entertain	
6	manage work in	
7	write give	
8	answer talk on	

5a Work with a partner and discuss the questions.

1 Which of these activities do you think are most challenging?
2 Which are you/would you be good at?
3 Which are you/would you be less good at?

b Think about the jobs of two people you know well. Tell your partner what they do in their jobs.

Grammar & Reading uses of the infinitive with *to*

6 What methods do companies in your country use to recruit new staff? Work with a partner and make a list of all the different methods you can think of.

advertise in the newspaper

7 Quickly read the article opposite and choose the best summary.

1 advice about how to work and have fun at the same time
2 information about how to get a job in the computer game business
3 an explanation of developments in the world of job recruitment

Game on!

Play your way to a job ...

Thomas Edison is famous for inventing the light bulb. But not many people know that in the 1920s he invented the first employment test to recruit staff for his research laboratory. It had questions in it like, 'Who killed President Lincoln?'and 'Where is the Sargasso Sea?' It was difficult to answer the questions and only a few people managed to pass the test. Nowadays we would ask: Is it really necessary to know things like this if you want to work for an inventor?

Now, a hundred years later, employment tests are still used by companies, but are very different in what they test. The way that companies recruit new staff has also changed. One recent trend in recruitment is 'gamification'. Gamification, in general, means using characteristics of games (e.g. scoring points, competing with others and rules of play) to add some fun to situations that are usually more serious. One of the first companies which has used gamification to recruit new staff is the cosmetics company, L'Oréal. L'Oréal created an online computer game called *Reveal*, where you try to solve real-life problems in a virtual environment. The best players were invited for an interview.



Another company, the international hotel group Marriott, developed a Facebook game, *My Marriott Hotel*™ to attract young people to a career in the hotel industry. In the game, players managed a virtual hotel kitchen. The game could be played in English, Spanish, French, Arabic and Mandarin. It was designed to recruit staff in markets outside the USA. The game was a great success and brought thousands of people to the Marriott Facebook career page (which currently has over one million likes).

Experts believe gamification is likely to become so common in recruitment that perhaps we should all train as games designers!

8 Read the article again. Work with a partner and explain why these things are mentioned.

1 Thomas Edison
2 gamification
3 L'Oréal
4 Reveal
5 Marriot
6 one million likes

9 What is your opinion of using games in recruitment? What pros and cons can you think of?

10 Read the Grammar focus box and find examples of infinitives with *to* in the article. Are they examples of uses 1, 2 or 3?

GRAMMAR FOCUS uses of the infinitive with *to*

We can use the infinitive with *to*:

1 to give a reason for doing something.
Edison invented the employment test to recruit staff.
2 after some adjectives.
It was difficult to answer the questions.
3 after some verbs (e.g. *want, need*).
Only a few people managed to pass the test.

We make the negative by putting *not* before the infinitive.
Try not to move. NOT ~~*Try to not move*~~.

→ Grammar Reference page 157

11 Read the tips about how to succeed in a video interview. Complete the tips by adding *to* in eight more places.

How to succeed in a video interview

✓ Tidy your room and desk to make a good impression.
✓ Before the interview, call a friend make sure your speakers and microphone are working properly. It's sensible test your internet connection, too.
✓ Dress in smart clothes. That includes smart trousers or skirt, in case you need get up during the interview.
✓ It's important make eye contact with the interviewer. So remember look into your camera and try not look at the video of yourself.
✓ Don't forget warn your family and flatmates about the interview. You don't want be interrupted by a sudden blast of music or someone shouting your name.

12a TASK Work with a partner. Choose one of the topics below and write five tips. Include the infinitive with *to* where possible.

- How to make a good impression on your first day at work
- How to manage a team of people well
- How to deal with difficult clients

b Read your tips out to the class. Which tips are the best?

VOX POPS VIDEO 12

12.3 Vocabulary and skills development

GOALS ■ Understand linkers for surprising information ■ Use phrases with *in*

Reading & Speaking understanding linkers for surprising information

1 Have you ever had an interview for a job or study course? Tell a partner what you can remember about it.

1 When was it and what was it for?
2 How did you feel?
3 What did you wear?
4 Did it go well?

2a Read the information in the Unlock the code box about linkers for surprising information.

UNLOCK THE CODE
linkers for surprising information

Some linkers tell us about things that are not what we expect. These include *but, although, even though, despite, instead, however.*

Although/Even though he was late for his interview, he got the job.

Despite being late for his interview, he got the job.

He was late for his interview. However, he got the job.

His parents wanted him to become an engineer. Instead, he became an actor.

b Choose the correct option to complete the sentences.

1 Although it was hot, *he wore shorts / he wore a heavy suit.*
2 *She didn't go to work, / She went to work,* despite the fact that she felt ill.
3 *He answered his phone / He put his phone on silent* even though he was having an interview.
4 I asked her to call me. Instead, *she emailed me / she phoned me.*
5 They offered me the job. However, *I didn't take it / I took it.*

c Complete the sentences with your own ideas.

1 I like my job. However, _____.
2 He _____, even though he couldn't afford it.
3 She didn't reply to my question. Instead she _____.
4 We _____, despite the bad weather.

3 Read the stories from a website for people who work in recruitment. Match four of the stories to the pictures.

Home | Recruitment advice | Interviews

How *not* to get that job

We asked you to post your favourite interview stories. Here are some of the best.

1 'Not long ago I had someone whose phone rang in the middle of the interview. Normally when this happens the person apologizes and turns off the phone. However, this guy answered it, then asked me to leave my office because he needed to have a 'private' conversation.'

2 'I recently interviewed a young man who, although he was applying for a job in sales, turned up in shorts and a long shirt. And it gets worse … as he was standing up to leave at the end, his shorts fell down. Thank goodness for long shirts!'

3 'I asked a candidate once, 'Where do you see yourself in five years' time?' He answered, ' I'd like to be the chief executive of a bank' ... even though he was applying for a job at the corporate office of a shoe company …'

4 'We once interviewed a candidate who got out a piece of paper, folded it into a paper aeroplane and flew it around the room. Then, despite the shocked look on our faces, he went up to every one of the interviewers and asked us if we wanted an arm wrestle. He did not get the job.'

5 'We once asked a candidate, 'What's your greatest achievement?' We were expecting an answer like 'My university degree', or 'Successfully managing a team', but this guy thought for a few moments and replied, 'My 23 insect tattoos.' Then, in front of everybody, he stood up, took off his shirt and showed us his back, which was covered in insect tattoos (complete with Latin names under each one).'

6 'I always keep a bowl of sweets on my desk. I asked a candidate if he would like one. Instead, he took the whole bowl and stuffed a handful of them into his pockets 'for later'.'

Site map Search tips Terms and conditions Privacy and C… …ility

■ arm wrestle

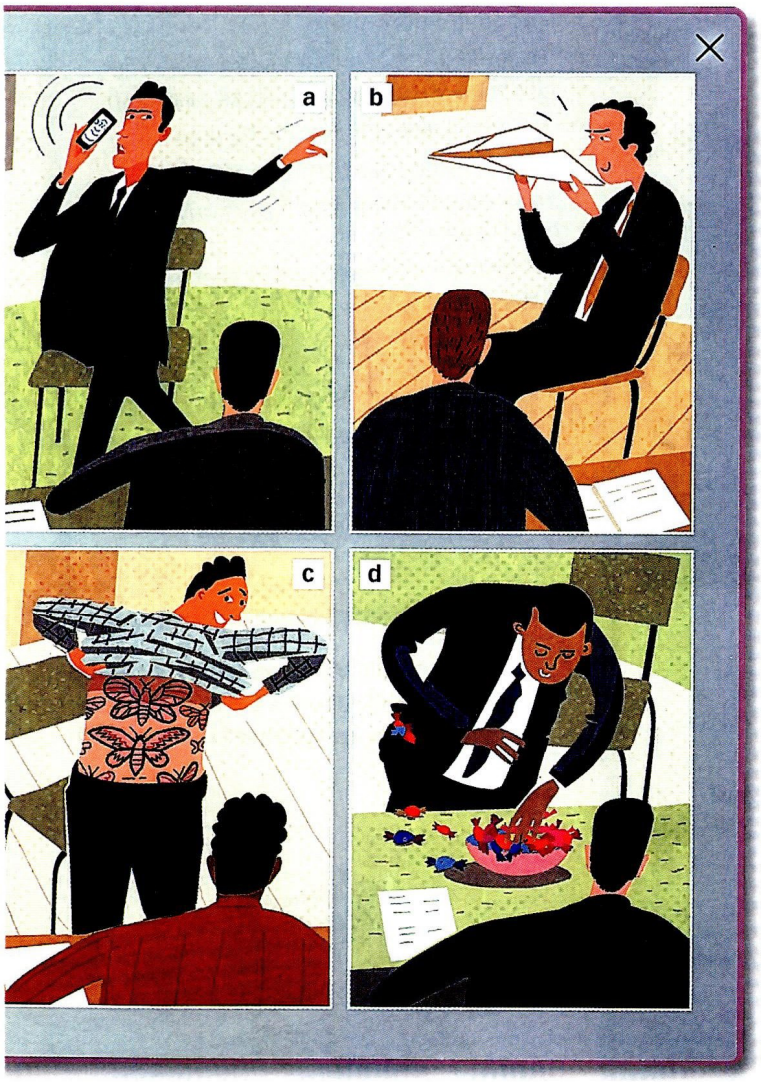


4 Read the stories again. In each story, circle a linker from the box in exercise **2a** and underline the surprising information which it introduces.

5 Which story 1–6 is about a candidate who ...?

a accepted more of something than he was offered
b made an impolite request
c removed an item of clothing during the interview
d wasn't suitably dressed for an interview
e seemed more interested in a different job
f didn't behave seriously enough in his interview

6 Work in a group. Which story does each of you like best? Why?



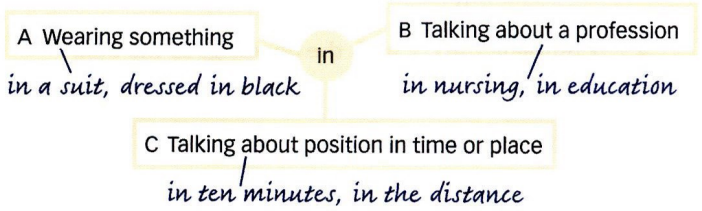
Vocabulary phrases with *in*

7a Read the box about phrases with *in*.

VOCABULARY FOCUS phrases with *in*

- The preposition *in* has several general meanings. For example, we use it to talk about professions (e.g. *in IT*), wearing things (e.g. *in jeans*) and for talking about time or place (*in a moment*).
- It is also used in fixed phrases, e.g. *in love*.

b Add the highlighted phrases from the stories to the correct place in the mind map.



8 Look at the fixed phrases in **bold** in sentences 1–6. Work out their meaning from the context and match them to the definitions a–f.

1 He never tidies his desk. It's always **in a mess**.
2 There isn't time to explain the plan **in detail** now.
3 If I'm late again, I'll be **in trouble** with the boss.
4 My colleague and I have lots **in common**. We share the same birthday and live in the same street.
5 The assistant manager's **in charge of** the hotel while the manager's away.
6 It's easy to make mistakes if you do things **in a hurry**.

a a situation where somebody will be angry with you
b including many small facts
c having control over something
d untidy
e having the same interests and opinions
f quickly

9a Complete the questions with a phrase which includes *in* and a word from the box.

charge mess front hurry common five years' time trouble

1 Do you feel as if you're always _____?
2 Do you hate it if your desk is _____?
3 Have you ever had to speak _____ a large audience?
4 Are you _____ the finances at home?
5 Were you often _____ at school?
6 Do you have a lot _____ with your closest friend?
7 Would you like to live somewhere different _____?

b Work in a group and ask and answer the questions.

12.4 Speaking and writing

GOALS ■ Write a CV ■ Take part in a job interview

Writing a curriculum vitae (CV)

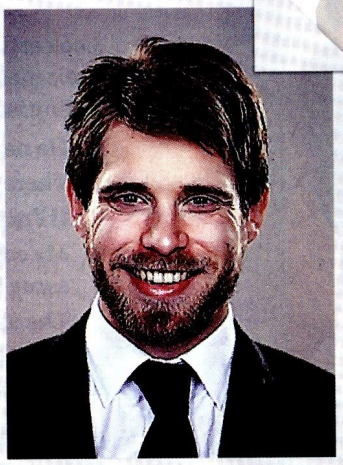
1 Work with a partner and answer the questions.

1 Have you ever written a CV?
2 Do you have an online CV, e.g. on LinkedIn?
3 What kind of information should a CV contain? How long should it be?

2 Complete the CV with the headings in the box.

Referees Date of birth Work Experience Interests
Education and Qualifications Skills Email address

Curriculum Vitae
Stefan Nielsen



NATIONALITY Danish

1 _____ 16 December 1989

2 _____ san@bluemail.dk

3 _____

2009–10 Bachelor of Arts in Business Management

2006–09 Certificate in Fashion Design

4 _____

2014–present Fashion Retail Manager: manage a team of 75 staff, develop marketing strategies, prepare weekly sales reports, develop programmes to improve customer service

2011–13 Assistant Store Manager: interviewed and trained new staff members, worked with Store Manager to choose monthly stock, managed window displays

5 _____ Languages: Danish and English
Good IT skills and knowledge of latest software systems

6 _____ Martial arts, badminton

7 _____ Doctor Mikkel Jensen, Copenhagen Business School
Astrid Malling, Illum Department Store, Copenhagen

3 Look at an extract from another CV below. The words and phrases in *italics* are too informal. Replace them with more formal words and phrases from the box.

assisted managed attended basic developed provided
fluent on request good knowledge of training

Work Experience

Assistant Sales Manager, SK Medical Equipment:

- [1] *was the boss of* a team of 20 sales reps
- gave [2] *lessons* in sales skills to new staff
- [3] *made* a sales and marketing plan
- [4] *went to* sales conferences regularly
- prepared proposals and [5] *gave* sales reports every day
- [6] *helped* the management in special projects

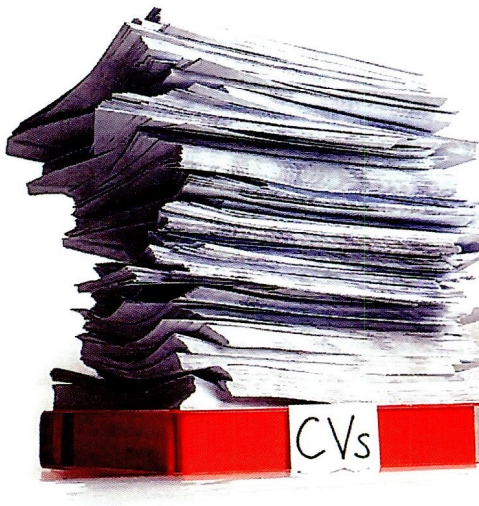
Skills

- Spanish ([7] *brilliant*) Turkish ([8] *a few words*)
- [9] *know a lot about* the latest sales software

Referees

[10] *I can give you these if you ask me*

4 **TASK** Write a CV for yourself or a person you know well. Use the CV in exercise **2** and the words and phrases in exercise **3** to help you.





Listening & Speaking answering questions in a job interview

5 **12.6** Danielle has applied for one of the jobs in the adverts above. Listen to the first part of the interview. Which job is the interview for?

6 **12.7** Listen to the rest of the interview and note down Danielle's answers to these questions.

a What qualifications have you got for this job?
b How much experience do you have?
c Why do you want to work for this company?
d What are your strengths and weaknesses?
e What's your greatest achievement?

7a **12.7** Choose the correct option to complete Danielle's answers. Then listen again and check your answers.

1 **I've got a university degree in** *journalism / sports science.*
2 **I've worked as a** sports journalist for *two / six* years.
3 **I'm currently working for** *a teenage sport / an ice-hockey* magazine.
4 **I'd really like to get into** *newspaper / online* publishing.
5 **I can** work *well in a team / quickly.*
6 **I'm good at** *interviewing sports people / working alone.*
7 **I find it hard to** *say 'no' / get up early.*
8 **I won an award for** best young *sports / football* journalist.

b **12.8** Listen and repeat the sentences in exercise **7a**.

c Match the questions in exercise **6a** to the answers in exercise **7a**. Some questions have more than one answer.

8 Work with a partner. Take turns to use the expressions in **bold** in exercise **7a** to make sentences about yourself.

9a TASK You are going to role-play an interview for one of the jobs in exercise **5**. First choose one of the job adverts.

Student A You are the interviewer. Use the questions in exercise **6a** and write two more questions.

Student B You've got an interview. Prepare answers to the questions in exercise **6a**. Use the Language for speaking box to help you.

Now role-play the interview.

b Change roles and do exercise **9a** again.

c How was your interview? Do you think you would get the job?

LANGUAGE FOR SPEAKING answering questions in an interview

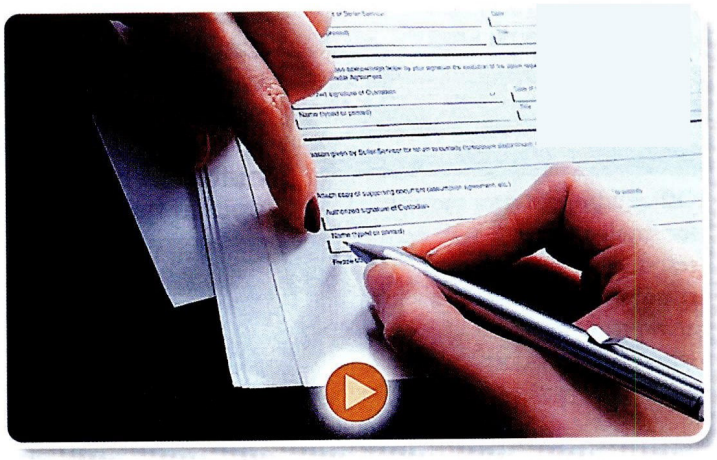
Talking about qualifications and experience
I've got a university degree in ...
I've worked as a ...
I'm currently working for ...

Talking about what you'd like to do
I'd really like to get into ...

Talking about strengths, weaknesses and achievements
I can ...
I'm good at ...
I find it hard to ...

12.5 Video

Personal assistant



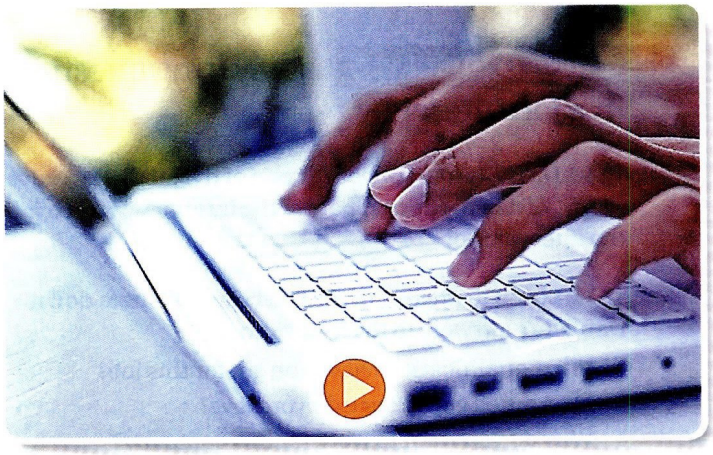
1 Match the verbs to the nouns.

book	make	set up	sign
a hotel reservation	a meeting	a document	a flight

2 Look at the photos. What tasks do you think Liz Conibere, a personal assistant (PA) to the director of a school of management, does in her job? Name as many as you can.

3 ▶ Watch the video and answer the questions.

a What are Liz Conibere's two jobs?
b What does she like about her job? Name one thing.
c What does she not like about her job? Name one thing.



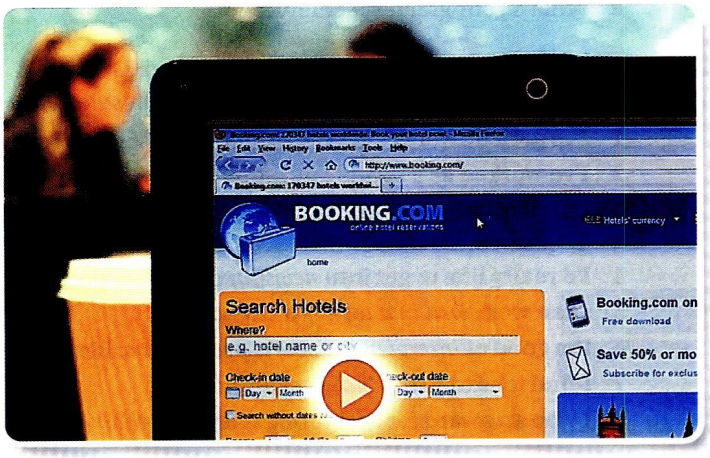
4 ▶ Watch again. Decide if the sentences are true (T), false (F), or if Liz doesn't say (DS).

a She organizes different parts of her boss's travel.
b Her boss travels every week.
c She has no contact with students at the university.
d She usually checks emails first thing in the morning.
e She meets her boss every morning to discuss the day.
f Her colleagues are very friendly and helpful.
g She sometimes has to get many people to sign a document.

5a TASK Work with a partner, A and B. Read the situation.

A | You are the director of international study at a university. You must plan the end-of-year event for the international students. There are a total of 400 international students. You have a budget for a one-day event, including food and entertainment.

B | You are A's PA. It is Monday and you are having a meeting.



b Discuss your ideas. What do you need to do? How can your PA help?

c Share your ideas with the class. Who has the best idea for an end-of-year event?

Review

1a Complete the sentences with the correct form of the verbs in brackets and your own ideas.

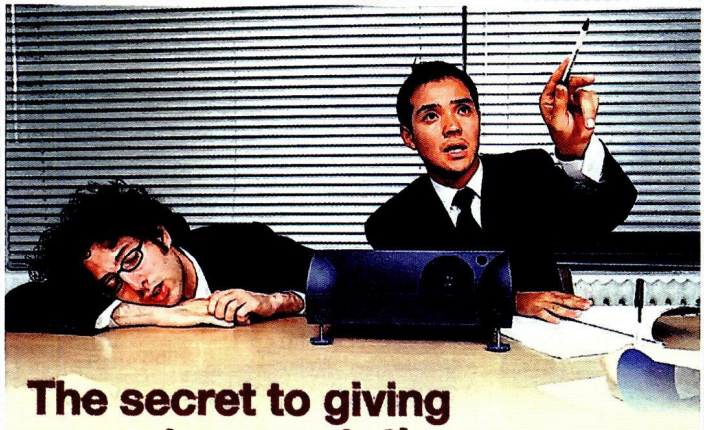
1 I _____ (live) in my current home since ...
2 I _____ (not have) a cold since ...
3 I _____ (not eat) in a restaurant for ...
4 I _____ (be) ... since ...
5 I _____ (know) ... for ...
6 I _____ (have) ... since ...

b Work with a partner and compare your sentences. Ask extra questions to find out more.

2a Work in a group and discuss the questions.

1 How often do you give presentations for your work or studies?
2 When was the last time you gave one? How did it go?
3 What can go wrong when you're giving a presentation?

b Complete the advice about giving presentations by adding *to* in eight places.



The secret to giving a great presentation

It's easy give a good presentation if you follow a few key tips.

Prepare: It's important find out as much as you can about your audience before you meet them. Make some notes on cards help you remember your words.

Keep the audience's attention: Use interesting images get the audience's attention. Ask questions get people talking. Include data in your presentation, but try not give too much information. Ask yourself, 'Do people really need know about this?'

Stay calm: Remember breathe slowly and take your time. And don't forget that the classic advice to avoid feeling nervous is to imagine the audience in their underwear!

c In your group, discuss which you think is the best tip. Can you add any more tips?

3a Match the six jobs to the six professions in the box below.

health care PA judge administration law builder
medical research scientist software developer IT
construction nurse

b Work with a partner. Discuss which of the professions you think is **a)** the most interesting, and **b)** the most difficult to get into.

4 **12.9** Listen and answer the nine questions. Write *Yes* or *No*.

5 Choose the correct words to complete these sentences.

1 It's expensive to *advise / entertain* clients.
2 I have to write *a report / an inquiry* about the conference I attended.
3 We need to *employ / train* staff in how to use the new software.
4 All staff have to *give / attend* the meeting.
5 Have you ever *managed / run* a team?

6a Complete the answers to the interview questions with the words in the box. Then match the answers to questions a–e.

into at to as in

1 I've got a university degree _____ law.
2 I've worked _____ an administrator for six years.
3 I'm good _____ working in a team.
4 I find it hard _____ manage my time.
5 I'd really like to get _____ making children's TV programmes.

a What is one of your greatest strengths?
b Do you have any weaknesses?
c How much experience do you have?
d What would you like to do in the future?
e What qualifications do you have?

b Work with a partner. Take turns to ask the questions and give your own answers.

Communication

1.4 All students Exercise 7a

1 **Social**

Prepare a mini presentation about things you like and don't like doing in your free time. Use the ideas below and your own ideas.

- exercise
- relaxation
- shopping
- housework
- time with other people

2 **Academic**

Prepare a mini presentation about things you like and don't like about student life. Use the ideas below and your own ideas.

- exams
- early morning lectures
- sitting at a computer all day
- working alone
- working in a library
- writing essays
- food in the college cafeteria

3 **Professional**

Prepare a mini presentation about things you like and don't like at work. Use the ideas below and your own ideas.

- travelling abroad on business
- early morning meetings
- going to meetings
- wearing a uniform
- working in a team
- sitting at a computer all day
- working at home

2.2 All students Exercise 12a

A person who lives near you	A household object that you can't live without	A place where you often go
A person who stays with you	A possession that you love	A place where you'd like to live
A person who gives you lovely presents	A building that you love	A place where you feel happy

2.4 Student A Exercise 6

1 Write the room names below on the floor plan in exercise **4b**, but do <u>not</u> show your partner.

Room **G** is the Gold Pavilion and Room **B** is the Study.

2 You want to visit the Silk Pavilion and the Dining Room. Ask Student B for directions to these rooms, using the floor plan.

2.4 Student A Exercise 7a

1 **Asking for directions around a company**

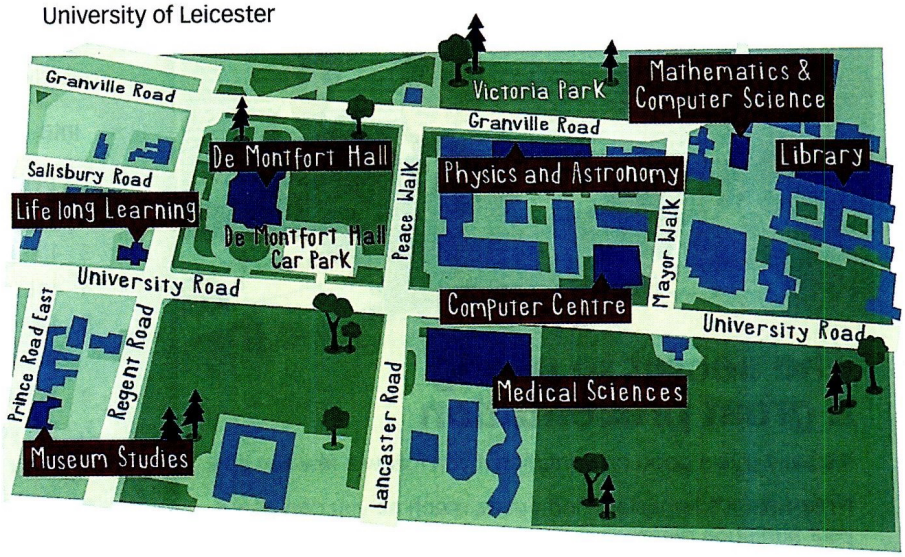
1 You are at the reception desk of Silva Holdings. Ask for directions to Room 1027. Listen to the directions and repeat them to check your understanding.

2 You are in Room 1027. Ask for directions to the cafeteria. Listen and repeat the directions to check your understanding.

2 **Giving directions around a university**

You are a student at the University of Leicester. You are outside De Montfort Hall Car Park on University Road. Use the map to give directions to a visitor.

University of Leicester



3 **Asking for directions around Paris**

1 You are at the Louvre Museum. Ask for directions to the Orsay Museum. Listen and repeat the directions to check your understanding.

2 Ask for directions from the Orsay Museum to the Arc de Triomphe. Listen and repeat the directions to check your understanding.

3.1 Student A Exercise 12

a Read the factfile about James Cameron. Student B will ask you questions. Use complete sentences in your answers.

Journey to the deepest part of the ocean — FACTFILE

EXPLORER James Cameron, Hollywood film director (*Titanic*, *Avatar*)

DATE 26 March 2012

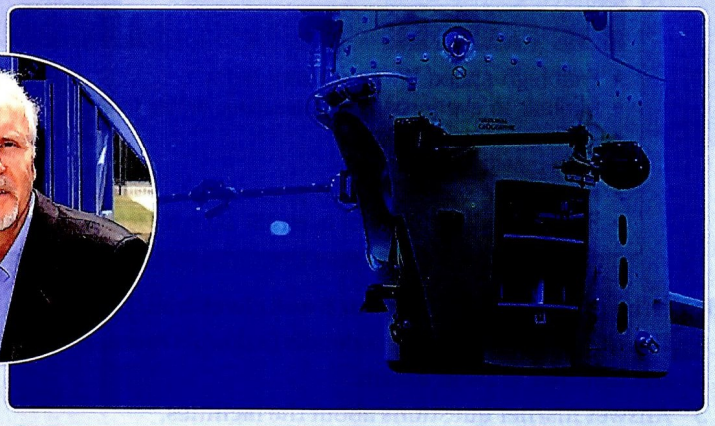
PLACE The Mariana Trench (11 km deep) in the Western Pacific Ocean

VEHICLE Submarine called *Deep Sea Challenger*. Cameron and his team designed it. It took seven years.

JOURNEY TIME Two hours to get to the bottom. Then four hours at the bottom, taking photos and videos.

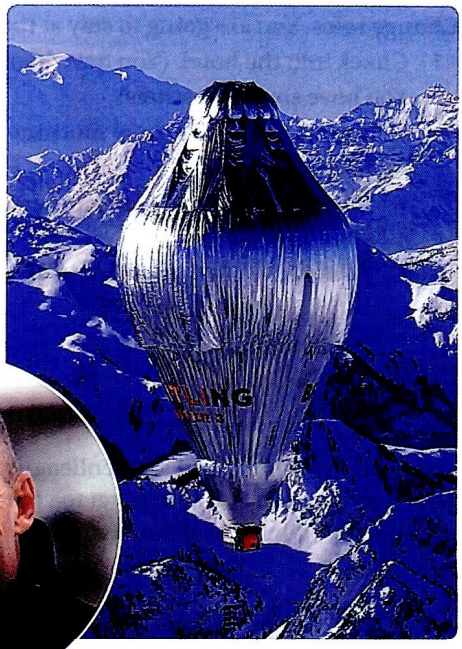
AIM To make a documentary film/help scientists find out about deep sea life

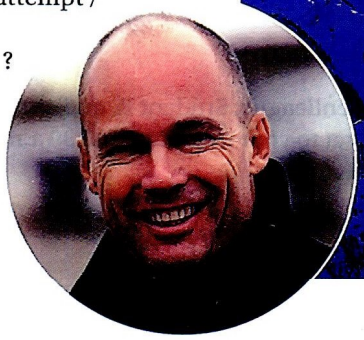




b Look at the photo of another man. Ask Student B questions to find out about him. Use the prompts below.

1 what / do / in 1999 ?
2 when / trip / begin ?
3 who / go with ?
4 where / the balloon / start from ?
5 how long / the trip / take ?
6 anybody / attempt / this trip / before him ?

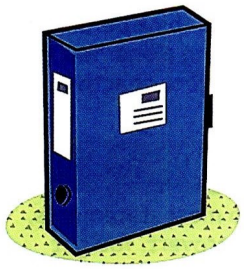




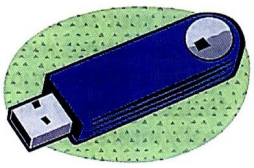
5.4 Student A Exercise 6

You are a shop assistant. Student B is a customer. You start the conversation.

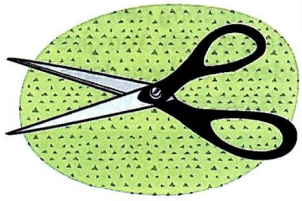
1 Offer to help.
2 Listen to the description of an object. Which of these is he/she describing?



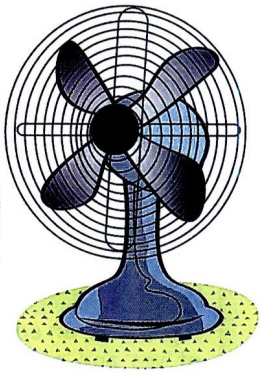
file



flash drive



scissors

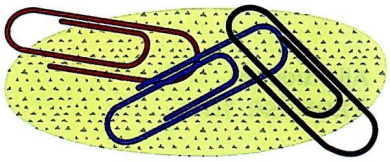


fan

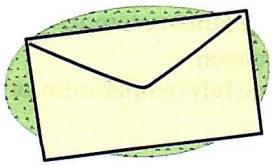
3 Give the name of the object and explain where to find it.
4 Repeat with the next object.

Change roles. Now you are the customer. Student B starts the conversation.

1 Say you are looking for the things below but you don't know their name.



2 Describe them. Say what they're used for and what they look like.
3 Listen to the name of the object and where it is. Thank Student A.
4 Repeat with this object.



6.1 All students Exercise 9c

Your Personality Profile

I = Introvert

If you answered 'yes' to most statements, you're probably an introvert. You prefer to spend your social time just with the people you care about most. You think before you speak, and you enjoy being alone. You like focusing deeply on a subject or activity that really interests you.

E = Extrovert

If you answered 'no' to most statements, you are probably an extrovert. You get your energy from being with other people and doing exciting things. You enjoy being with friends as well as meeting new people. You're great at thinking quickly. You give your opinions confidently and you don't mind when people disagree with you.

E/I = Ambivert

If you have an equal or nearly equal number of 'yes' and 'no' answers, you're probably an 'ambivert'. That means you are not a complete introvert or a complete extrovert. In many ways, ambiverts have the best of both worlds.

7.2 All students Exercise 12b

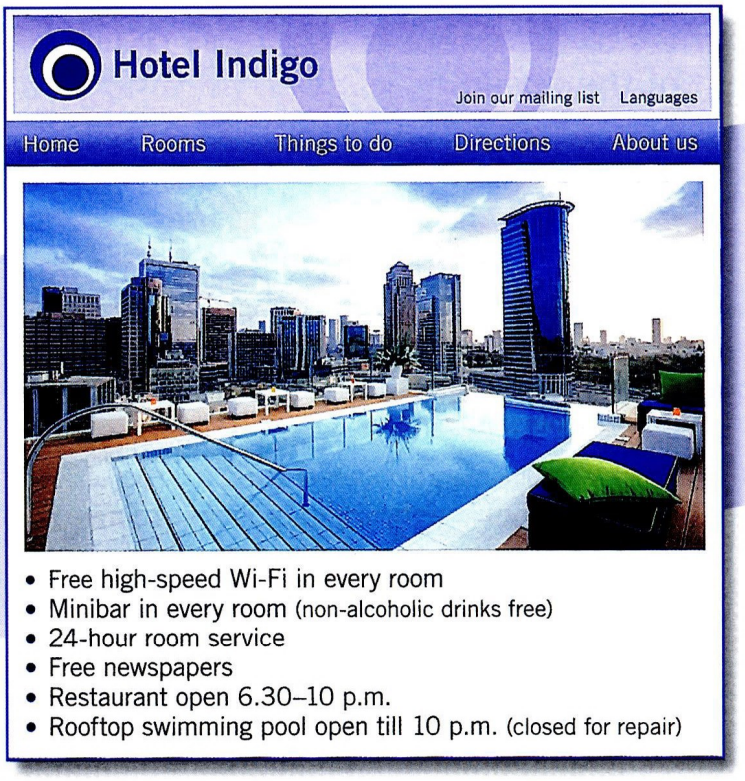
Question 1 = Amsterdam, Holland
Question 2 = Havana, Cuba

7.3 All students Exercise 1b

1 New York
(average January temperature 1°C)
2 Paris
(average January temperature 5°C)
3 Tokyo
(average January temperature 9°C)
4 the Sahara
(average January temperature 22°C)
5 the Amazon
(average July temperature 26°C)

7.4 Student A Exercise 6

You work as a receptionist at the Hotel Indigo. Read about the hotel's facilities. Try to memorize the information.



Begin the role-play. Greet Student B and check him/her into the hotel.

1 Check you have the correct details (a double room, en suite).
2 Ask him/her to fill in a form.
3 Answer his/her questions about the facilities.
4 Wish him/her a good stay.

Change roles. You are going to stay at the Hotel Neptune.

1 Check into the hotel. (You have booked a double room with a sea view.)
2 You have some questions:
   - Tennis court tomorrow morning? (How much?)
   - Minibar in room?
   - Business centre with computers and printer? (You haven't brought your laptop.)
   - Breakfast in bedroom tomorrow at 10 a.m.?

8.4 Student A Exercise 6a

Situation 1

You are on the train. Call your colleague, Student B, and explain that your train is late, so you won't be able to get to your meeting at 10.30 a.m. Apologize and explain what time you will arrive.

Situation 2

You are a lecturer at a college and Student B is one of your students. During the class, explain the following information about the next class project and answer any questions.

- Students have to write 3,000 words.
- They have to complete the project by 10 January.
- They can choose their own title for the project.

Situation 3

You are having dinner with your friend in a very noisy restaurant. Take turns to ask questions about each other's weekend. Ask your friend to speak louder and tell you the story again because you can't hear it the first time.

9.1 All students Exercise 10

a Work with a partner. Look at the situations below and the two options, a and b. Write a sentence about the advantage of each option, as in the example. Use *If ... will/won't/might.*

I've got a cold. Shall I ...
***a)** stay at home or **b)** go to work?*

If you stay at home, you'll get better more quickly.
If you go to work, you won't miss any important meetings.

1 I want to get fit. Shall I ...?
a) join a gym or **b)** take up a sport
2 What shall I study at university?
a) IT or **b)** History?
3 What birthday present shall I buy my girlfriend?
a) concert tickets for two or **b)** a jacket?
4 What pet shall I get?
a) a cat or **b)** a dog?

b Now work with a different partner. Take turns to choose a situation and give advice about what to do, using your ideas from **10a.**

10.1 All students Exercise 12a

Use a verb + *-ing* form to complete the sentences with your own ideas.

1 I could never give up _____ .
2 In my view, _____ is one of life's greatest pleasures.
3 I've read that _____ is a very unhealthy thing to do.
4 I'm totally against _____ .
5 I can't think of anything more boring than _____ .
6 People tell me I'm good at _____ .
7 I find _____ very relaxing.
8 I'm really looking forward to _____ one day.

10.2 Student A Exercise 13

a Make present simple or past simple passive questions using the prompts below.

1 where / the café latte ? (invent)
a Madrid b Florence c **California**
2 in Europe, how much fish / back in the sea ? (throw)
a 25% b 33% c **50%**
3 where / 80% of the world's footballs ? (make)
a **Pakistan** b USA c Colombia
4 how much money / for the world's first mobile phone in 1973 ? (pay)
a $1,995 b $2,995 c **$3,995**
5 what ingredient / sometimes / in dynamite ? (find)
a **peanut oil** b olive oil c fish oil

b Ask Student B your questions. The correct answers to your questions are in **bold**. Then answer Student B's questions. Who knows the most about the production of goods around the world?

11.3 Student A Exercise 4

a Read out the sentences and phrases below in a natural way.

1 Why did you do it?
2 He's been a sculptor for a long time ...
3 ... tell us a bit about the place you visited
4 You mean, ...
5 There's quite a lot of them.

b Listen to Student B's phrases and write them down.

c Check that you have the correct answers.

12.1 Student A Exercise 12a

Write down the names of the following.

1 an object you've owned since you were a child
2 a friend you've known since you were at school
3 a place you love, but haven't been to for ages
4 a hobby you've done for several years
5 a relative you haven't seen for many years

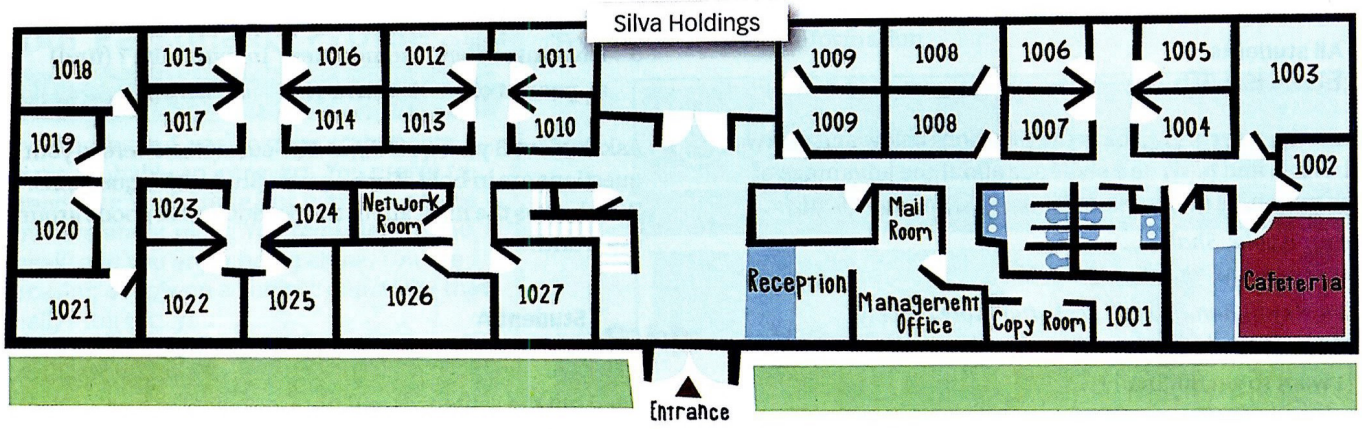
Student B
2.4 Exercise 6

1 Write the room names below on the floor plan in exercise **4b**, but do not show your partner.
Room **F** is the Silk Pavilion and Room **C** is the Dining Room.

2 You want to visit the Gold Pavilion and the Study. Ask Student A for directions to these rooms, using the floor plan.

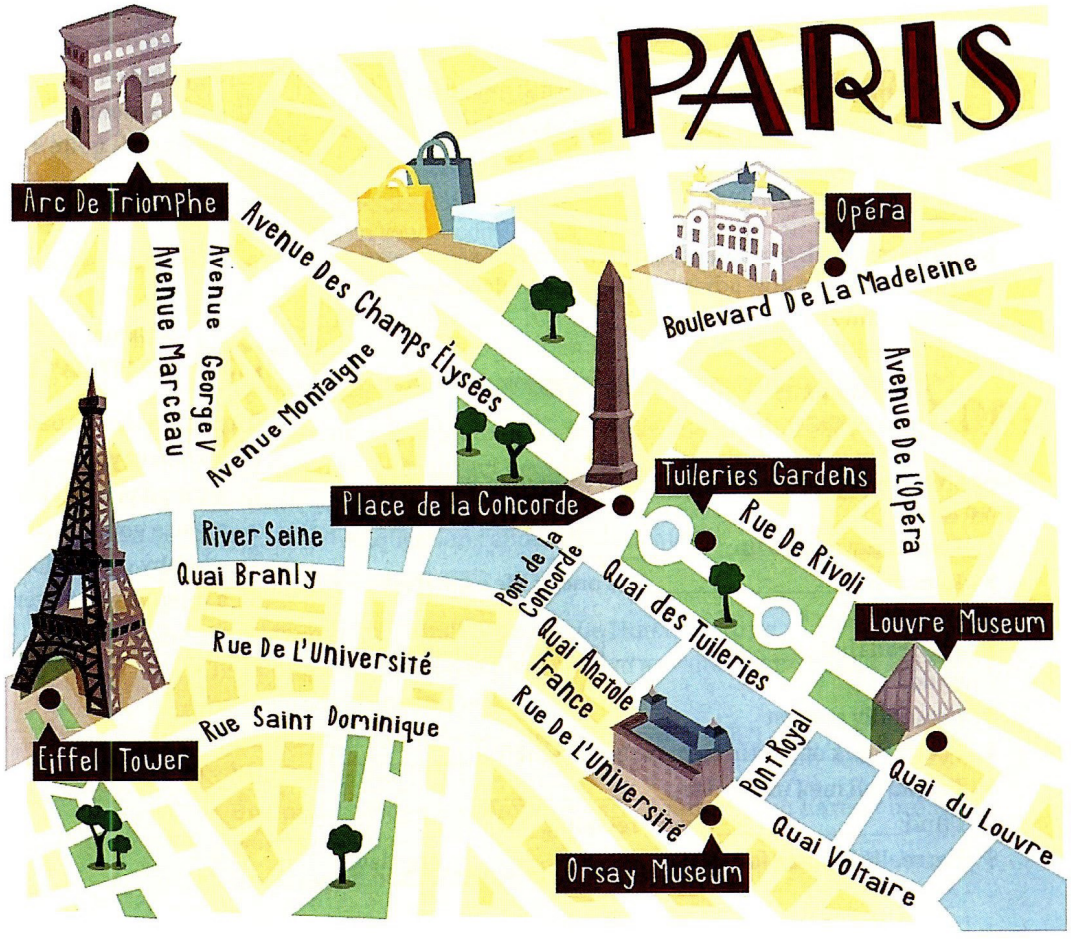
Student B
2.4 Exercise 7a

1 **Giving directions around a company**
   1 You are the receptionist at Silva Holdings. Use the map to give directions to room 1027.
   2 You are at a meeting in room 1027. Use the map to give directions to the cafeteria.



2 **Asking for directions around a university**
   1 Ask for directions to the Medical Sciences Building on University Road. Listen and repeat the directions to check your understanding.
   2 Ask for directions to the Computer Centre on Mayor Walk. Listen and repeat the directions to check your understanding.

3 **Giving directions around Paris**
Use the map to give directions to the places Student A wants to visit.
   1 Start at the Louvre Museum.
   2 Start at the Orsay Museum.



(average January temperature 22°C)

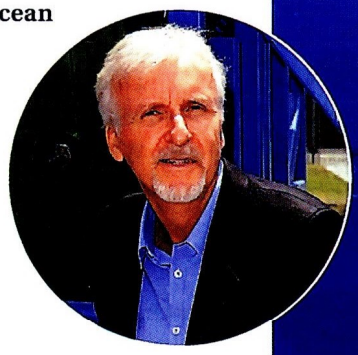
Situation 1

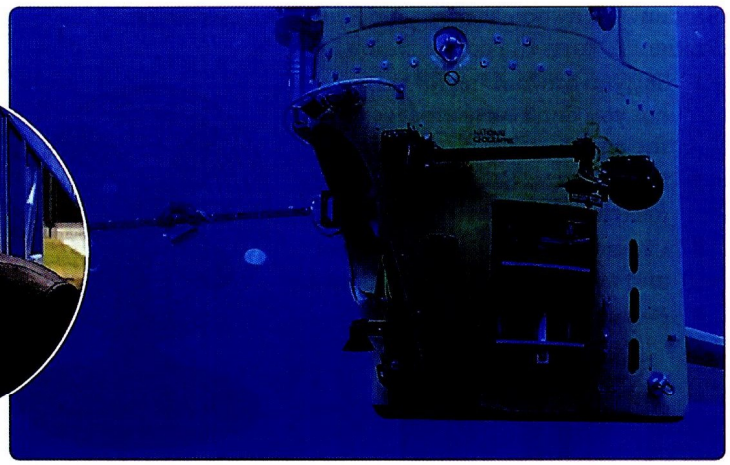
3.1 Student B
Exercise 12

a Look at the photos. Ask Student A questions to find out about this man. Use the prompts below.

Journey to the deepest part of the ocean

1 what / his job ?
2 where / go ?
3 who / go with ?
4 how / get to the bottom ?
5 how long / it / take ?
6 why / do / it ?



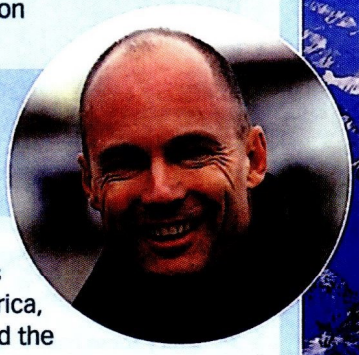


b Now read the factfile about Bertrand Piccard. Student A will ask you questions. Use complete sentences in your answers.

FACTFILE

The first round-the-world balloon trip

- Bertrand Piccard, Swiss balloon pilot and scientist.
- In 1999 completed the first non-stop trip around the world in a balloon with co-pilot Brian Jones (British).
- Trip began on 1st March. Balloon took off in Swiss Alps and travelled over Europe, Africa, Asia and Central America, and the Pacific and Atlantic Oceans.
- Landed near the Pyramids of Giza in Egypt after 19 days, 21 hours and 55 minutes.
- In the months before, British billionaire Richard Branson and the American adventurer Steve Fosset tried to do the trip but failed.

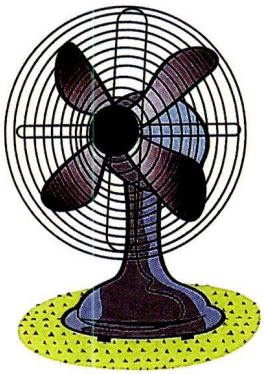


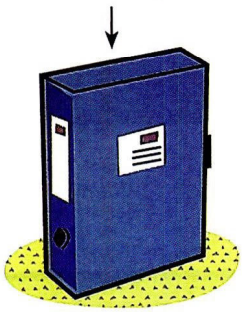


5.4 Student B Exercise 6

Student A is a shop assistant and you are a customer. Student A starts the conversation.

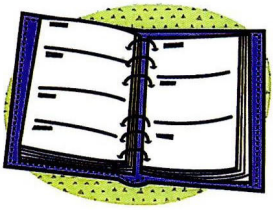
1 Say you are looking for this but you don't remember the name.
2 Describe the object. Say what it's used for and what it looks like.
3 Listen to the name of the object and where it is. Thank Student A.
4 Repeat with this object.



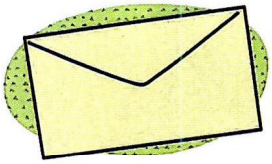


Change roles. Now you are the shop assistant.

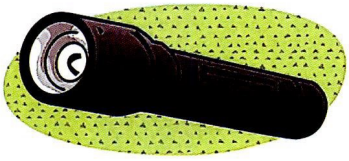
1 Offer to help.
2 Listen to the description of an object. Which of these is he/she describing?



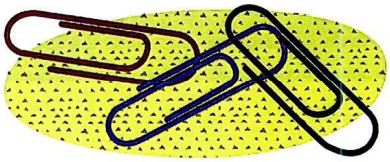
diary



envelope



torch



paper clips

3 Give the name of the object and explain where to find it.
4 Repeat with the next object.

7.4 Student B Exercise 6

You are going to stay at the Hotel Indigo. Student A is the receptionist.

1 Check into the hotel. (You have booked a double room with an en suite bathroom.)
2 You have some questions about the facilities:
   - Minibar?
   - Wi-Fi? Free?
   - Swimming pool – open all day?
   - Restaurant open for breakfast at 6 a.m.? (You have an early flight.)

Now change roles. You are a receptionist at the Hotel Neptune. Read about the hotel's facilities at the hotel. Try to memorize the information.

Hotel Neptune

Home | Facilities | Bookings | Contact us | News



- Every room has Wi-Fi (free for first 30 mins)
- Beach towels (deposit $4)
- Room service 6.30–midnight
- Hotel bar open 24 hrs with light snacks
- Tennis courts free (tennis racket/ball hire $10)
- Fitness centre – open 24 hours

Begin the role-play. Greet Student A and check him/her into the hotel.

1 Check you have the correct details (a double room, view of golf course).
2 Ask him/her to fill in a form.
3 Answer his/her questions about the facilities.
4 Wish him/her a good stay.

8.4 Student B Exercise 6a

Situation 1

You are in your office. You have a meeting with your colleague, Student A, at 10.30 a.m. Answer the phone and explain to your colleague that it is difficult to hear him/her because the signal is bad and he/she is breaking up. Ask your colleague to speak louder and to repeat the information.

Situation 2

You are a student in a class at college. Your lecturer (Student A) is giving you some information about your next class project. Listen to the information and ask Student A to repeat the information about

- how many words you have to write.
- when you have to finish the project.

Then ask Student A for clarification about the title of the project.

Situation 3

You are having dinner with your friend in a very noisy restaurant. Take turns to ask questions about each other's weekend. Ask your friend to speak louder and tell you the story again because you can't hear it the first time.

10.2 Student B Exercise 13

a Make present simple or past simple passive questions using the prompts below.

1 where / French fries ? (invent)
   a USA b **Belgium** c France
2 where / the first Volvo cars ? (build)
   a **Sweden** b Norway c UK
3 how many Google searches / every month ? (make)
   a 50 billion b **100 billion** c 200 billion
4 how much of the world's fresh water supply / for farming ? (use)
   a 50 % b 60 % c **70%**
5 in which country / the most coffee / per person ? (drink)
   a **Finland** b Sweden c Brazil

b Answer Student A's questions. The correct answers to your questions are in **bold**. Then ask Student A your questions. Who knows the most about the production of goods around the world?

11.3 Student B Exercise 4

a Listen to Student A's phrases and write them down.

b Check that you have the correct answers.

c Read out the sentences and phrases below in a natural way.

1 He wanted to bring these two things together.
2 I've always loved the sea ...
3 ... and there'll be more of them ...
4 I don't know ...
5 ... because, you see, it's a special place.

12.1 Student B Exercise 12a

Write down the names of the following.

1 a friend you've known for less than a year
2 a nickname you've had since you were a child
3 a famous person you've admired for many years
4 a club you've been a member of for a few years
5 an unpleasant job you've avoided doing for a long time

Grammar reference

1.1 Question forms

1 Questions with *do* and *did*

GR1.1

Auxiliary	Subject	Main verb	Short answer
Do	you	drink coffee?	No, I don't.
Does	your husband	buy you presents?	Yes, he does.
Did	you	enjoy the concert?	No, I didn't.

Question word	Auxiliary	Subject	Main verb
When	**do**	your children	do sport?
Who	**does**	your sister	play tennis with?
How often	**did**	you	go on holiday as a child?

- In *yes/no* questions we normally put the auxiliary verbs *do/does/did* before the subject. (See below for questions with *be*. *Have got* is also different.)
- We can add question words (*Who, When, How, Why,* etc.) at the start of questions.
- We can use an expression instead of a question word. Common expressions include:
  How often ***What time*** ***What kind of*** (+ noun)
- We put prepositions (e.g. *to, with, from*) at the end of the question. *What music do you listen **to**?*

In present simple questions with he/she/it we don't add *-s* or *-es* to the main verb.
Does my hair look nice? NOT ~~*Does my hair looks nice?*~~

2 Questions with *be*

GR1.1 (continued)

Question word	*be*	Subject		Short answer
	Are	you	hungry?	No, I'm not.
	Was	he	at home?	Yes, he was.
Who	**is**	your	English teacher?	
Why	**are**	our friends	late?	

- When the main verb in a question is *be*, we change the order of the subject and the verb.
  ***Are** you OK?* NOT ~~*You are OK?*~~
- We do not use auxiliary verbs in questions with the verb *be*.
  ***Are** you American?* NOT ~~*Do you are American?*~~

1 Match the question beginnings 1–7 with endings a–g.

1	Where do	a	your new car?
2	How often does	b	Peter angry?
3	Where are	c	food does he like?
4	What time did	d	you arrive home last night?
5	What kind of	e	Sally write in her diary?
6	What colour is	f	you study at university?
7	Why is	g	your new friends from?

1 *f* 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___

2 Write the sentences as questions. Add the question word in brackets where necessary.

1 Laura gets up early. (When?) *When does Laura get up?*
2 You saved a lot of money. (How much?) _____
3 You both enjoy painting. (–) _____
4 We are worried about Jon. (Why?) _____
5 The children speak French well. (How well?) _____
6 Helen was busy last weekend. (–) _____
7 You remember a lot of things from school. (What?) _____
8 Mum plays in the garden with her grandchildren. (Who with?) _____

3 Read the article. Write questions for the answers.

> The psychologist Geert Hofstede believes that people in some cultures think about the future more than others. He wrote a questionnaire and he gave it to students from 23 different countries to find out what the students cared about. He discovered that being happy in the present is important in some cultures, but future happiness is more important for others. For example, East Asians work hard for future goals, but Americans care more about free time.

1	*What did Hofstede write?*	a questionnaire
2	_____	to students
3	_____	from 23 different countries
4	_____	for future goals
5	_____	about free time

1.2 Present simple and adverbs of frequency

1

GR1.2

High frequency	←		→	Low frequency
always	most days nearly always usually often	sometimes every now and then occasionally	hardly ever rarely	never

We use adverbs of frequency and frequency expressions when we talk about how often we do things or how often things happen.

Specific frequency expressions:

once		day
twice	a	week
three times *etc.*		month, etc.

- In positive sentences, we put adverbs of frequency (including the expressions *hardly ever* and *nearly always*) before the main verb, but after the verb *be*.
- In negative sentences, we put adverbs of frequency after auxiliary verbs (*do/does*), but we put *sometimes* before the auxiliary.
- In questions, we put the adverb of frequency after the subject.

2

GR1.2 (continued)

Positive	Negative	Question
I **always** work in the morning.	I don't **always** work in the morning.	Do you **always** work in the morning?
I'**m always** tired on Friday evenings.	I'**m** not **always** tired on Friday evenings.	**Are** you **always** tired on Friday evenings?

We put frequency expressions such as *most days* or *every now and then* at the beginning or at the end of a sentence.

I cook a nice meal ***every now and then***. NOT ~~*I cook every now and then a nice meal.*~~

Use a positive verb with *never*.
I am never late. NOT ~~*I'm not never late.*~~

1 Circle the best option.

1 I need music when I run so I *always* / *occasionally* take my MP3 player with me.
2 It *usually* / *sometimes* rains when we go camping, but not often.
3 My doctor is angry because I *hardly ever* / *often* do exercise.
4 Paul *rarely* / *nearly always* swims in the sea if the weather's nice.
5 I *occasionally* / *never* go to large sports events – I quite like them.
6 We *often* / *sometimes* have a coffee after we go to the gym, but most days we don't.
7 We're not really into computer games, but we play them *every now and then* / *every day*.

2 Make questions or statements in the positive or negative form.

1 James / be / nearly always / at the gym (?)
Is James nearly always at the gym?
2 my parents / often / go on Facebook (–)
3 I / never / do karate (+)
4 his brother / occasionally / play / cards in the evening (?)
5 Katy / be / usually / keen on watching basketball (–)
6 Sandra and I / sometimes / go out for a meal on weekdays (–)
7 Ben / always / happy / when he wins his chess matches (+)
8 you / both / swim / every now and then (?)

3 Rewrite the underlined sentences. Use the adverbs in brackets.

Training to run a marathon isn't easy. [1] Marathon runners train four to six days a week for six months before they run their first race. [2] They are not satisfied with their performance in their first marathon. In addition to training, [3] they eat healthy food and [4] have rest days. [5] They need a lot of support from their families, but [6] their families find it difficult because they spend so much time training.

1 *Marathon runners nearly always train four to six times a week* (nearly always)
2 _____ (usually)
3 _____ (nearly always)
4 _____ (once or twice a week)
5 _____ (sometimes)
6 _____ (often)

2.1 Present simple and present continuous

1 Positive and negative statements

GR2.1

	Subject	Auxiliary	Main verb	
	Present simple:			
+	I		leave	my house at 8 a.m.
	She		gets	home at 7 p.m.
–	He	**doesn't**	like	fish.
	We	**don't**	buy	our food in the market.
	Present continuous:			
+	I	**am**	crossing the road	now.
	She	**is**	enjoying	the music.
–	We	**aren't**	shopping	at the moment.

2 Questions

GR2.1 (continued)

	Auxiliary	Subject	Main verb	
	Present simple:			
	Do	you	give	money to people in the street?
	Present continuous:			
	Are	you	working	today?

- We use the present simple to talk about routines and things that are always true.
- We use the present continuous to talk about things that are happening now or around now.
- We do not usually use the present continuous with stative verbs. Common stative verbs include verbs that describe:

  Feelings: *like, love, hate, feel*

  Desires: *prefer, want, need*

  Thoughts: *understand, know, believe, remember, forget, agree, realize*

  States: *exist, cost, seem, be, mean, belong, own*

1 Circle the correct option.

Living on the streets

A hundred million people around the world [1] *are living / live* on the streets at the moment, on dirty pavements or outside shops. Of course, the problem is very serious in poor countries, but it [2] *exists / is existing* in rich countries, too. In Europe, 3 million people [3] *sleep / are sleeping* on the streets right now. There are many causes: some, for example, [4] *have / are having* no home after a period in prison or when they have arguments with family. Unfortunately, the problem [5] *isn't going / doesn't go* away and this is partly because houses [6] *cost / are costing* a lot nowadays. However, charities [7] *work / are working* hard, especially in the winter, to put roofs over people's heads and to improve the lives of people on the street. This year, there are many interesting projects. For example, charities around the world [8] *are organizing / organize* a huge football competition for people with no home.

2 Complete the sentences with the correct form of the words in brackets.

1 Tourists *always visit* (always/visit) the large department stores.
2 We _____ (sit) in Brown's Café now – come and have a coffee with us!
3 The roads are busy because people _____ (return) from work at the moment.
4 _____ (you/usually/meet) friends in a café?
5 I _____ (not/usually/visit) the city centre at weekends.
6 The band _____ (not perform) here next week.
7 Nowadays, many people _____ (go) to out-of-town shopping centres.
8 _____ (you and Sarah/do) the shopping right now?

3 Rewrite the sentences in the present continuous. Write *not possible* where the present continuous can't be used.

1 I love this place. *Not possible.*
2 I enjoy living here. _____
3 Smartphones don't cost much these days. _____
4 I work in a factory. _____
5 I understand this painting now. _____
6 I prefer to buy fruit in the market. _____
7 People drive quickly down our street. _____
8 I watch football on my laptop. _____

2.2 Identifying relative clauses

GR2.2

1 The woman **who** took the photos is my aunt.
2 The blog **that** he writes is really interesting.
3 This is the shop **where** Susan bought her laptop from.

Identifying relative clauses tell us the person, place or thing we are talking about. We can't understand what the sentence is about without this information.

- We use the relative pronouns *who* or *that* to talk about people.
  *The people **who/that live at number 23** are very kind.*
- We use the relative pronouns *which* or *that* to talk about things.
  *The object **which/that is most special to me** is my ring.*
- We use *where* to talk about places.
  *Tiree is the island **where my parents met**.*

We use the pronoun *which* or *that* when a place is the subject or direct object of the identifying clause.
This is the house which we bought.
NOT ~~*This is the house where we bought.*~~

- When an identifying relative clause has a subject, we don't add an object pronoun.
  *This is the man **who I** met at the wedding.*
  NOT ~~*This is the man who I met him at the wedding.*~~
- We write the identifying clause immediately after the noun or noun phrase it identifies.
  *The room **that** I sleep in is big.*
  NOT ~~*The room is big that I sleep in.*~~

1 Complete the text using *which, who* or *where.*

Bad house designs

Modern houses are often sad and dark places. One of the biggest mistakes [1] *which* people make is having too many rooms [2]_____ they put boxes of rubbish [3]_____ they don't use. These become closed, dark spaces [4]_____ make them feel bad. Rich people [5]_____ care about their image also enjoy having a wardrobe [6]_____ you can walk into. But architects say these create ugly, closed areas [7]_____ don't take you anywhere. People [8]_____ live in cities have another problem – few windows. Windows are not so important in cities [9]_____ have bad air quality, but spaces [10]_____ natural light comes in are better for health and for the environment because lights use a lot of energy.

2 Add the relative clause to the correct place in the sentence. Show the position with ʌ.

1 Can you light the candle ʌ and put it over there.
that we bought

2 In the old museum there are some rooms.
that you mustn't enter

3 The man and woman are lovely people.
who bought our house

4 This is the gallery with the famous painting.
which cost 7 million dollars

5 The park is on the other side of the town.
where people go jogging

6 Stephen is the man in the office.
that I play tennis with

3 Rewrite the two sentences as one. Use an identifying clause.

1 This is the new rug. We bought it last week.
This is the new rug which/that we bought last week.

2 Mr Reynolds is the architect. He designed our home.
_____

3 In the bedroom there is a chest of drawers. You can put your things there.
_____

4 This is the room. We study in here.
_____

5 I wouldn't like to stay in a house. It doesn't have a bathroom.
_____

6 Who is the boy? He lives opposite us.
_____

7 There are two towns near here. They have railway stations.
_____

3.1 Past simple

GR3.1

1 The plane **took off** half an hour late, but **landed** on time.
2 I **didn't sleep** very well last night.
3 **Did** you fall **down** the stairs?

Regular verbs	Past simple form	Example
most verbs	+ *-ed*	I entered the lift.
ends in *-e*	+ *-d*	She decided to jump.
ends in consonant + *-y*	y → *i* + *-ed*	You copied my research.
ends in vowel + *-y*	+ *-ed*	We enjoyed the trip.
ends in short vowel + consonant	double last letter + *-ed*	They planned the holiday.
Negatives (except *be* and modals)	didn't + infinitive	He **didn't sleep** well.
Questions (except *be* and modals)	did + subject + infinitive	**Did** you **enjoy** it?

- Verbs can be regular or irregular. Irregular verbs don't follow the rules for forming the past simple. Look at the examples.
  Regular: *watch → watched, marry → married, dive → dived, land → landed*
  Irregular: *go → went, get → got, set → set, take → took*
  (see the irregular verbs table on page 166)
- We use the past simple for finished actions in the past. We often use it to tell stories.
  *She **left** the house early in the morning.*
  *He **didn't enjoy** the experience.*
  ***Did** she **take** a long time?*

The past simple doesn't change form in the third person, except for the verb *be*.
She wore a beautiful dress.
NOT ~~*She wores a beautiful dress.*~~

1 Write the past simple form of these verbs.

1 grow	*grew*	7 take	_____
2 copy	_____	8 need	_____
3 move	_____	9 write	_____
4 cut	_____	10 play	_____
5 watch	_____	11 do	_____
6 wear	_____	12 chat	_____

2 Complete the biography with the past simple form of the verbs in brackets.

Valentina Tereshkova – the first female astronaut

Career timeline:

1955 At eighteen, Valentina Tereshkova [1] *joined* (join) a parachuting club.

1961 She [2]_____ (apply) to become an astronaut six years later. At that time, the space program of the Soviet Union [3]_____ (begin) to look for women astronauts – they [4]_____ (want) to be the first country to send a woman into space.

1961 Yuri Gagarin [5]_____ (select) Tereshkova to train as an astronaut the same year. But it [6]_____ (be) a secret – her mother [7]_____ (learn) about it on the radio!

1963 On 16 June, Tereshkova flew into space. She [8]_____ (travel) around the Earth forty-eight times before returning to Earth.

1963 She [9]_____ (marry) astronaut Andrian Nikolayev in November.

1964 They [10]_____ (have) a daughter, Yelena – the first child of two astronauts.

3 Rewrite the sentences in the negative form (–) or as questions (?).

1 Armstrong landed on the moon in 1967. (?)
Did Armstrong land on the moon in 1967?
2 She dived into the freezing pool. (?)
_____
3 The passengers were all from Russia. (–)
_____
4 We got tired after running 5 km. (–)
_____
5 Our children played in the tree house all afternoon. (?)
_____
6 I had a bad experience on the journey. (–)
_____
7 Paula ate a delicious meal in the restaurant. (?)
_____
8 They spent the afternoon watching tennis. (–)
_____

3.2 Past simple and past continuous

1 Positive and negative statements

GR3.2))

	Subject	Auxiliary	Verb	
	Past simple:			
+	I		left	the airport in a taxi.
–	We	**didn't**	buy	a ticket.
	Past continuous:			
+	I	**was**	walk**ing**	in the mountains.
–	We	**were**	plan**ning**	our holiday yesterday evening.
–	He	**wasn't**	sleep**ing**	at 1 p.m.

2 Questions

GR3.2)) (continued)

	Auxiliary	Subject	Verb	Short answer	
	Past simple:				
	Did	you	get	cold in the sea?	Yes, I did.
	Past continuous:				
	Were	you	do**ing**	something nice?	No, I wasn't.

- We use the past continuous to talk about actions which were unfinished at a past time.

  *At 3 p.m., she **was** still **packing** her bags.*
- We use the past simple for finished actions and things that happened one after another.

  *I **got** into the car, **shut** the door and **started** the engine.*
- We use the past simple for repeated past actions or completed past actions.

  *He **flew** to Egypt three times.*
  *She **waited** for him for 30 minutes.*
- We often use the past simple and past continuous together. We use the past continuous for the longer action. We use the past simple for a shorter action that happened at the same time as the longer action.

  *While I **was sitting** on the train, I **made** a phone call.*
- In these cases, we often use the words *when*, *while* or *as* to introduce the longer action.

  *He called his friend **as** he walked down the street.*

Stative verbs are not used in the past continuous.
He did a puzzle while we were on holiday.
NOT ~~*He did a puzzle while we were being on holiday*~~.

1 Choose the correct option.

Young hero

One evening, 10-year-old Marc *did / was doing* his homework when he [1] *noticed / was noticing* the house across the street [2] *was / was being* on fire. His father, Eddy, [3] *helped / was helping* with a particularly difficult exercise at the time and when Marc [4] *told / was telling* him what he could see, they both [5] *ran / were running* across the street to help. The mother and father who [6] *lived / were living* in the house [7] *stood / were standing* outside, but their 10-year-old son [8] *was / was being* upstairs in his bedroom. The fire [9] *got / was getting* worse. Eddy [10] *got / was getting* a ladder and while he [11] *held / was holding* it, Marc [12] *went / was going* up, [13] *broke / was breaking* the bedroom window and [14] *helped / was helping* the boy down to safety. Eddy is very proud of what Marc [15] *did / was doing*. After the fire, everyone [16] *said / was saying*, 'I think he's a real hero!'

2 It was 9.50 a.m. yesterday and people were waiting for the ski lift to open. Complete the sentences about them using a word from the box in the past continuous.

feel plan cry lie ~~send~~ put take

1 Some teenagers *were sending* messages on their mobiles.
2 A young girl _____.
3 Some people _____ on their skis.
4 An older man _____ photos of the mountains.
5 Some families _____ their day.
6 A boy _____ to a girl about his skiing.
7 The skiers _____ cold.

3 Write positive and negative sentences and questions using the past simple and past continuous.

1 we / drive / when / the sun / come up
We were driving when the sun rose.
2 the balloon / land / when / the accident happen ?
_____
3 I / not put / my hand up / while / the teacher / talk
_____
4 Dad / walk / down the stairs / when / he / fall ?
_____
5 while / you / climb / the Eiffel Tower / you / feel / ill ?
_____
6 Paul / drop / his ticket / as / he / get off / the train
_____
7 we / not wear / jackets / when / the rain / start
_____

4.1 Verbs with *-ing* and *to*

GR4.1

Subject	Main verb	*-ing* form/infinitive	
I	enjoy	**swimming**	in the morning.
He	hopes	**to win**	the competition.
They	go	**jogging**	every evening.
We	don't like	**to watch**	football on TV.

- We sometimes use a second verb after a main verb. In these cases the second verb is usually an infinitive with *to* or an *-ing* form.
- We usually use the *-ing* form after verbs for discussing likes and dislikes, such as:

  like, love, hate, enjoy, can't stand
  *I **enjoy** eating seafood.*
- We also normally use the *-ing* form after these common verbs:

  imagine, keep, go, stop
  *I **keep** losing my keys.*
- We use the infinitive with *to* after verbs for discussing intentions and decisions, such as:

  hope, plan, want, would like, agree, decide

  She hopes to start her own business soon.
  They decided to move flat last year.
- We also use the infinitive with *to* after these common verbs:

  learn, need

  He only learnt to swim when he was in his early twenties.

  Heidi needs to pass all her exams before she can become a doctor.

The second verb never changes form.
Penny decided to take the exam.
NOT ~~*Penny decided to takes the exam.*~~

1 Do we use the infinitive with *to* or the *-ing* form with these verbs? Put them in the correct place in the table.

hate	can't stand	imagine
agree	like	hope
need	keep	plan
'd like	plan	want

infinitive with *to*	*-ing* form
agree	*hate*

2 Read the article about living alone. Circle the correct option.

More and more people are deciding [1] *to live / living* alone, but why? There are two main reasons. Firstly, fewer people want [2] *to get / getting* married or live with partners now. Secondly, as societies keep [3] *to get / getting* richer, people don't need [4] *to share / sharing* the cost of living with a partner. There are also many advantages to living alone. In particular, many people enjoy [5] *to have / having* peace and quiet, especially after a busy day at work. However, it can be very expensive. People who live alone often decide not [6] *to buy / buying* luxury items so they can pay the rent, and most people say they wouldn't like [7] *to be / being* alone in old age. It's a decision we must make carefully.

3 Complete the sentences with a verb from the box in the correct form.

move be have take leave ~~swim~~ retire get live change

1 I'm learning *to swim* because I'd like to go sailing this summer.
2 I hate _____ house.
3 We're planning _____ a baby next year.
4 My husband agreed _____ when he's 67.
5 Are you hoping _____ home when you get a job?
6 David must stop _____ careers.
7 Beth and Alain like _____ together.
8 I would like _____ up running.
9 They decided _____ married on a beach.
10 I can't imagine _____ an old person.

4.2 *Going to* and present continuous for the future

1 Positive/negative forms

GR4.2

	Subject	Auxiliary		Main verb	
	Present continuous:				
+	We	**are**		hav**ing**	dinner at 8 p.m.
–	He	**isn't**		meet**ing**	anyone this evening.
	be going to:				
+	I	**am**	**going to**	have	a drink.
	She	**is**	**going to**	ask	a technician for help.
–	We	**aren't**	**going to**	watch	a DVD.

2 Questions

GR4.2 (continued)

Auxiliary	Subject		Main verb	
Present continuous:				
Is	he		stay**ing**	here for two weeks?
be going to:				
Are	you	**going to**	finish	your food?

- We can use *going to* or the present continuous to talk about future plans. Both forms are often possible and are very similar.
- When the plan has a fixed time and/or place we usually use the present continuous. These plans normally include other people.
  ***I'm meeting** Gary in the internet café at 10 a.m.*
- We usually use *going to* when we talk about plans or intentions with no time or place.
  ***I'm going to** get a new PC.*

We often prefer the present continuous with the verb *go*:
I'm going to the computer room after the lesson.
NOT ~~*I'm going to go to the computer room after the lesson.*~~

1 Complete the text about a family weekend with the correct form of *going to*.

My family [1] *are going to stay* (stay) at home this Saturday afternoon, However, we [2]_____ (not spend) the time together, thanks to the internet. I [3]_____ (do) some research online on my laptop; my daughter and her friends [4]_____ (make) videos and post them on YouTube; and what [5]_____ (my son/do)? Play online computer games, of course! Meanwhile, my wife [6]_____ (watch) her favourite soap opera on the tablet. When I asked her, 'What [7]_____ (we/eat) tonight?' she replied, 'I [8]_____ (not cook) today.' So later, we [9]_____ (order) some Chinese food from justeat.com. It's delicious!

2 Look at Mike's diary for today. Complete the information using the present continuous.

8.30 a.m.	*go jogging with Cathy*
10.30 a.m.	*relatives from Spain arrive*
12 p.m.	*meet daughter for lunch*
2 p.m.	*play tennis with Joe (cancelled)*
3 p.m.	*chat with friend (you!) online*
5 p.m.	*free!*

1 Mike *is going jogging* with Cathy at 8.30 a.m.
2 His relatives from Spain _____ at 10.30 a.m.
3 Mike's daughter _____ him for lunch at 12.
4 Jo and Mike _____ tennis at 2 p.m.
5 I _____ with Mike online at 3 p.m.
6 _____ anything at 5 p.m? No, he _____.

3 Write statements or questions with the present continuous or *going to*.

1 I / update my Facebook page later
I'm going to update my Facebook page later.
2 we / have a chat online / at 9.30 p.m.
_____
3 you / share that photo of us ?
_____
4 Akemil / not go on holiday / this year
_____
5 Ella and I / not get married / on the 5th July, but on the 6th!
_____
6 you and Roberta / call / when you arrive ?
_____
7 my brother / go / into hospital this evening
_____
8 what time / taxi / come / tomorrow ?
_____

5.1 Articles

GR5.1

1 He works for **an** American company.
2 We waited for **an** hour, but he didn't come.
3 A I bought **a** tablet and **a** smartphone yesterday.
  B Was **the** tablet expensive?
4 Neil Armstrong walked on **the** moon in 1969.
5 Could you open **the** window, please?
6 Museums are more interesting than art galleries.

- We use *a/an* with singular countable nouns to talk about a person or thing for the first time. We use *an* if the next word (the noun or its adjective) has a vowel sound.

  *We bought **a** new sofa yesterday.*
  *I need **an** old bicycle.*

A few nouns start with the vowels 'e' and 'u' but have the consonant sound /j/ so we use *a*, not *an*, before them. Also, some nouns have a silent 'h' and so we put *an* before them:
The bus only costs a euro.
NOT ~~*The bus only costs an euro.*~~

- We use *the* before a noun (singular or plural) when the listener or reader knows what we are talking about. This can be because:
  a we have talked about the thing(s) before.
  *Grandma gave me her rings and watch. **The** watch is gold; **the** rings are silver.*
  b there is only one of the thing.
  *We put our new clock in **the** living room.* (There is only one living room.)
  c what we are talking about is obvious.
  ***The** twins love their new toys.* (There is only one pair of twins in the family.)
- There is no article when you talk about plural and uncountable nouns in general.

  ***Knives** are dangerous.*
  *I love old **furniture**.*

We don't often begin sentences with *a/an* when we describe present situations. Use *there is/was*.
There's a camera on the table.
NOT ~~*A camera is on the table.*~~

1 Complete the sentences with *a* or *an*.

1 There's _a_ piano in the dining room.
2 I found _____ pair of earrings on the ground.
3 Do you have _____ map of London I could borrow?
4 Don't forget to take _____ umbrella in case it rains.
5 They need _____ adaptor for their phone.
6 American cars are too big. I'd prefer _____ European one.
7 Using a smartphone is _____ useful way to help you learn English.
8 There's _____ opera house in the city centre.

2 Complete the sentences with *the* or –.

1 _The_ glasses that you bought look good.
2 I think _____ information is always useful.
3 _____ garden next door is beautiful.
4 Who gave you _____ money for your birthday?
5 We saw some nice houses, but I can't remember _____ addresses.
6 I don't like _____ olives.
7 I went to _____ dentist today.
8 Apparently, _____ tap water in the hotel isn't clean.

3 Complete the article about the Lewis Chessmen with *a/an*, *the* or –.

In 1831 on the island of Lewis, [1]_a_ man called Malcolm Macleod from [2]_____ town of Pennydonald in Scotland found [3]_____ old box of pieces for playing [4]_____ game of chess on [5]_____ empty beach near [6]_____ town. Some say his cow found [7]_____ box! [8]_____ pale, red and white figures of kings, soldiers and horses are large and very beautiful. [9]_____ Norwegian artist probably made them in around 1150 because at that time, [10]_____ island was part of Norway. He used [11]_____ teeth of [12]_____ whales and painted half of them red. You can see [13]_____ Lewis Chessmen in [14]_____ museums in Edinburgh and London.

5.2 Quantifiers

GR5.2

1 I need **some** money to pay my bills.
2 Do you have **any** Chinese coins in your collection?
3 There are **a few** receipts in my wallet.
4 I don't carry **too much** cash with me.
5 Do you have **enough** change for the bus?

- We use quantifiers before nouns to talk about how much of something there is.
- We use *some* and *any* before countable or uncountable nouns when we don't want to be specific about quantities. We usually use *some* in positive sentences and *any* in negative sentences and questions.

  ***Some** bills have arrived.* *I haven't got **any** time.*
  *Have you got **any** money?*
- We use *some* for offers and requests.

  *Would you like **some** pocket money? Could I have **some** coins?*
- We use *a lot of* or *lots of* when we want to describe a large amount; we use *a few* and *a little* when we want to describe a small amount.

	Countable nouns	Uncountable
Small quantity	There are **a few** banks in the town.	I have **a little** money in my wallet.
Large quantity	We've got **a lot of** bank notes.	He's got **a lot of** money.

- We use *many* before plural nouns and *much* before uncountable nouns usually in questions and negative sentences.

  *Are there **many** people in the queue? Yes, and we haven't got **much** time.*
- We use *too much* or *too many* when we want to say the quantity is larger than we want or need. There is often a negative consequence. We use *too many* before countable nouns and *too much* before uncountable nouns.

  *There are **too many** shops here – we can't go to them all.*
  *I did **too much** shopping yesterday – I haven't got any money now.*
- We use *enough* when we want to say 'all that is necessary'.

  *Have you got **enough** chairs for everyone?*

We put the quantifier before the noun.
I haven't got enough time.
NOT ~~*I haven't got time enough.*~~

1 Complete the sentences with *some* or *any*.

1 Have you got *any* coins?
2 They don't want _____ help from us.
3 Do you have _____ euros in your wallet?
4 Would you like _____ coffee? It isn't expensive.
5 I need _____ time to relax.
6 We don't have _____ expensive clothes.

2 Complete the phrases with *a few/a little* or *a lot of*.

1 £12 billion = *a lot of* money
2 3 x 2 cents = _____ coins
3 -£15 = _____ debt
4 £10 m in cash = _____ bank notes
5 2013–2015 = _____ years
6 14 hours on a plane = _____ time

3 Complete the sentence with *too much/too many* or *not enough* and the verb in brackets.

1 I *don't have enough* (have) money to go out tonight.
2 I _____ (keep) cash in my house. It's safer in a bank.
3 There _____ (be) people on the bus. It's really crowded!
4 Lee thinks his boss _____ (get) money!
5 There _____ (be) jobs for everyone, so there is a lot of unemployment.

4 Read the interview with Ms Shaw, a money expert, about borrowing money. Circle the correct quantifier.

Interviewer [1] *Enough / (A lot of) / A few* of us, millions in fact, are now getting into debt. Why is this happening?

Ms Shaw Well, people don't earn [2] *too much / a little / enough* money. They can't afford to pay the bills.

Interviewer But most banks don't give [3] *any / some / a little* money to poor customers, so how do they get into debt?

Ms Shaw That's true, but there are now [4] *some / a lot of / enough* companies on the internet – over a hundred – that are happy to give poorer workers [5] *a little / much / too much* cash each month.

Interviewer How [6] *many / much / lots of* money are the companies giving them?

Ms Shaw Not much, but it's an expensive way of borrowing and [7] *lots / a few / enough* people can't pay it back because they owe [8] *some / too much / a little* money. The companies soon start sending [9] *some / a few / much* very large bills.

6.1 Making comparisons

GR6.1

1 Pilar is **smarter than** I am.
2 I'm **more creative than** my brother, but **less creative than** my sister.
3 Mrs Fiore is **the most patient** person I've ever met.
4 They are **the least sociable** students in the class.
5 Evan isn't **as confident as** me.

Most single-syllable adjectives have a comparative form with *-er* at the end, and a superlative form ending with *-est*. We use *more/most* with longer adjectives.

Type of adjective	Comparative	Superlative
One syllable ending *-e*	nic**er**	nic**est**
One syllable ending with one vowel + one consonant	hot**ter**	hot**test**
One syllable	long**er**	long**est**
One or two syllables ending *-y*	happ**ier**	happ**iest**
Two or three syllables	**more** helpful	**most** helpful
	more fantastic	**most** fantastic

- There are some exceptions, e.g. *bored – more bored,* and some adjectives are irregular, e.g. *good – better – best, bad – worse – worst, far – further – furthest.*
- The opposite of *more* is *less* and the opposite of *most* is *least. Less/Least* can also be used with short adjectives, e.g. *least shy* (= most confident), *less tidy* (= untidiest).
- We use comparative adjectives (+ *than*) to compare people and things with other people and things.
  *My brother is **lazier than** me.*
  *Children are **more sociable than** adults.*
  *We're **less lazy than** the Jones family.*
- We use superlative adjectives (usually with *the*) to compare people and things with the whole group.
  *He is **the most confident** person in the family.*
  *I am **the least shy** student in the class.*
  *You're **the best** mum in the world.*
- We use *not as + adjective + as* to say that two things or people are not equal in some way:
  *I'm **not as happy as** Amy.* (Amy is happier than me.)
- We use (*just*) *as ... as* to say two things or people are equal in some way:
  *Alan is **(just) as creative as** David.* (They are equally creative.)

After *than* we use an object pronoun:
Our cousins are younger than us.
NOT ~~*Our cousins are younger than we.*~~

1 The researchers Friedman and Rosenman said there were two personality types, A and B. Write sentences comparing type A and type B people, using the words in brackets.

Type A	Type B
worried (about status)	satisfied (with life)
angry	calm
hard-working	patient
bad health	good health

1 (worried) *Type A people are more worried about status than Type B people.*
2 (satisfied) _____
3 (calm) _____
4 (angry) _____
5 (patient) _____
6 (have/bad health) _____

2 Complete the sentences using comparative or superlative forms.

1 Sue is hard-working. Gary is lazy.
Gary *is lazier than Sue*.
2 I am clever. The others in my family are stupid.
I _____.
3 Maria is unsociable. Javier is sociable.
Javier _____.
4 The men in the class are shy. The women are confident.
The men _____.
5 My chair's big. The others in the office are small.
My chair's _____.
6 This car's large. The others in the showroom are small.
This car _____.
7 My house is far from the school. Your house is close.
My house _____.

3 Rewrite the sentences using (*just*) *as ... as.*

1 I am more introverted than my friends.
My friends are not as introverted as me.
2 My parents are better educated than my grandparents.
_____
3 Her children are more creative than my children.
_____
4 Helen is the least confident person in her family.
_____ others in the family.
5 Rome and Rio de Janeiro are equally interesting.
_____

6.2 Present perfect simple and past simple

1 Present perfect

GR6.2))

1 I **have travelled** around the world.
2 He **hasn't met** our cousins.
3 A **Have** you **talked** to my brother?
B Yes I **have**.

We make the present perfect simple with the auxiliary *have* and the past participle of the verb.

2 Past simple

GR6.2)) (continued)

1 I **travelled** around Asia five years ago.
2 He **didn't meet** our cousins in 2011.
3 A **Did** you **talk** to my brother?
B Yes I **did**.

- We use the present perfect simple to talk about an action or situation in the past when we don't know the exact time or it isn't important. We use the past simple to talk about a specific time in the past.

  *I **have invited** our in-laws for dinner.*
  *I **wrote** to the Admissions Office yesterday.*

- We often use *ever* and *never* with the present perfect simple when we talk about experiences. We put them between the auxiliary and the past participle. *Ever* (in questions) means 'at some time in your life'. *Never* means 'at no time up to now'.

  *Have you **ever** been to India? No, I've **never** been there.*

We don't use *not* and *never* together.
I have never been to Turkey. NOT ~~*I haven't never been to Turkey.*~~

- We often use the present perfect simple to start a conversation about our experiences. If we want to ask about or give more details, we use the past simple.

  ***Have you ever visited** your cousins in Canada?*
  *Yes, we **went** there last year.*

Present perfect simple with *just, already* and *yet*

- We use *just* for something which happened very recently. We put it between *have/has* and the past participle.

  *I've **just** got here.*

- We use *already* for something which happened before now and earlier than expected. We usually put it before the main verb.

  *Winter has **already** arrived in Alberta!*

- We use *yet* in negative sentences and questions, for something we expected to happen before now or that we plan to do but haven't up to now. We put it at the end of the sentence.

  *Have you seen any good matches **yet**?*

1 Write the past participles of these verbs.

1 keep	*kept*	5 leave	_____	9 read	_____
2 know	_____	6 take	_____	10 put	_____
3 make	_____	7 think	_____	11 buy	_____
4 go (+ return)	_____	8 write	_____	12 give	_____

2 Complete the sentences with the present perfect or past simple form of the verb in brackets.

1 *Have you ever been* (you ever/go) to Julia's house? Yes, I *went* (go) there last year.
2 We _____ (visit) Croatia in June. _____ (you/ever/have) a holiday there?
3 The Jones family _____ (never/buy) a computer.
4 _____ (you and your wife/eat) in Da Vinci's restaurant before? Yes, _____.
5 There _____ (never/be) a doctor in this English class.
6 _____ (you/ever read) *1984*? No, but I _____ (see) the film two years ago.

3 Write the sentences in the present perfect. Use the word in brackets.

1 about 30% / of students / in my class / apply for a job (already)
About 30% of students in my class have already applied for a job.
2 you / check / your emails ? (yet)
_____
3 Helen / play / computer games online (never)
_____
4 we / start using / Twitter (just)
_____
5 I / see / the news today (already)
_____
6 Adam / update / his blog (just)
_____
7 we / not got / an email from the hotel (yet)
_____

7.1 Prediction (*will, might*)

Positive

GR7.1

Subject	*will/might*	Infinitive	
People	**will**	use	public transport more.
Public transport	**might**	be	more crowded soon.

Negative

Subject	*will/might*	Infinitive	
Driving	**won't**	be	dangerous one day.
Workers	**might not**	travel	to offices in the future.

Questions

will	Subject	Infinitive	
Will	planes	fly	without pilots soon?

The form of *will* and *might* stays the same and doesn't change according to the subject.

- We use *will* or *won't* + infinitive without *to* when we make guesses or predictions about the future. We often use *I think/believe ...* or *I don't think/believe ...* to introduce a prediction.
  I think *we* ***will*** *all drive electric cars in the future.*
- We can use *probably* after *will* and before *won't* to make the prediction a little less certain and *definitely* to make it more certain.
  *He'**ll probably** pass his driving test.*
  *The design of buses **definitely won't** change.*
- We can also use *might* or *might not* + infinitive without *to* when we make predictions that we are less sure about.
  *People **might** travel less in the future.*
  *I **might not** need my car at the weekend.*
- We don't usually use direct question forms with *might*.
  Do you think (that) *train travel* ***might*** *become cheaper one day?*

We normally contract *will* to *'ll* after personal pronouns, but not after nouns.
The team will probably fly there. It'll be faster than the train.
NOT ~~*The team'll probably fly there. It will be faster than the train.*~~

1 Complete the sentences with the correct form of *will*.

People are searching for a greener form of air transport. Some experts think large balloons that can carry people, called 'airships', are a solution. Here are some recent predictions.

- Airships land and take off straight up from the ground so they [1] *will carry* people and things to places with no airports, like the Arctic.
- They are comfortable and quiet so airships [2] _____ (be/probably) popular for luxury travel.
- Airships are very slow so planes [3] _____ (not disappear).
- Airships can carry things across short distances so [4] _____ (transport) cars across water, like ferries.
- Airships travel at 100 mph so it [5] _____ (take) a whole day to travel from New York to Los Angeles.
- They can only carry 12 people so trips [6] _____ (not be/probably) cheap.

2 Write the sentences with *might* or *might not*.

1 we / use / flying cars one day (+)
We might use flying cars one day.
2 John / be / tired when he arrives (+)
_____
3 our ferry / be / on time (–)
_____
4 cars / need drivers in the future (–)
_____
5 there / be / international airports in all towns (+)
_____
6 you think / Arctic / become a popular holiday place (?)
_____
7 they / serve / food on the plane (–)
_____

3 Circle the correct option.

1 Some people are sure that business travel *will* / *might* decline.
2 *Will* / *Might* more people own cars?
3 We *will* / *might* go by train, but it'll probably be too expensive.
4 I think we *'ll* / *might* definitely use the same tickets for all types of transport soon.
5 Jon thinks we probably *won't* / *might not* need to travel to shops one day.
6 All experts believe holidays *might* / *will* become shorter and more regular.
7 I think robots *will* / *might* check passports in airports, but they probably won't.

7.2 *Something, anyone, everybody, nowhere, etc.*

GR7.2

1 **Something** is wrong, but I don't know what.
2 I can't find my keys. I've looked **everywhere**.
3 **No one** visited her while she was in hospital.
4 Has **anybody** called?

	One	All	None	None (negatives and questions)
People	somebody/ someone	everybody/ everyone	nobody/ no one	anybody/ anyone
Places	somewhere	everywhere	nowhere	anywhere
Things	something	everything	nothing	anything

The endings *-body* and *-one* have the same meaning. There is no difference between them.

- We use *some-* with *-one/-body, -where, -thing* to talk about a person, place or things when we aren't talking about a specific one.

  *We are going **somewhere** in France, but we haven't decided where yet.*
  ***Somebody** rang, but they didn't leave their name.*

  The endings *-body* and *-one* have the same meaning, but *-body* is a less formal and we don't usually use it in writing.
- We use *every-* with *-one/-body, -where, -thing* to talk about all people, places or things.

  ***Everything** in this market is cheap.*
  *I contacted **everyone** to tell them.*

  No- or *any-* with *-one/-body, -where, -thing* mean no people, places or things.

  We use *no-* with a positive verb and *any-* with a negative singular verb or in a question.

  ***Nobody** in my family cycles to work.*
  *I don't know **anything** about it.*
  *Is there **anywhere** to buy a sandwich near here?*
- We can give extra information about these words by adding adjectives, infinitives (with *to*) and relative clauses:

  Let's go somewhere hot = Let's go to a hot place
  I need something to drink = I need a drink
  A receptionist is someone who meets you when you arrive.
- When we use these words as subjects, we use singular verbs.

  *Everyone **hates** waiting.*

1 Circle the correct option.

1 There isn't *nobody* / *anybody* at reception.
2 *Nobody* / *Everybody* checked our tickets on the train.
3 We went *something* / *somewhere* nice to eat.
4 James looked *nowhere* / *everywhere* for his phone.
5 I don't want to stay *somewhere* / *anywhere* that's expensive.
6 There isn't *anything* / *nothing* to do in my village.
7 *Everything* / *Anything* is so expensive here!
8 Will *anyone* / *someone* help us with our heavy luggage?
9 *No one* / *Everyone* in Dublin was so friendly. I really want to go back again.

2 Replace the underlined words with a word starting with *some-, any-, no-* or *every-*.

1 The restaurant's empty. There isn't another person here! *anyone*
2 Not one person checked our tickets on the bus. _____
3 He looked in all the places for a map of the city and eventually found one. _____
4 We walked for miles, but we saw no things that were interesting. _____
5 I can't find my passport, but it must be in a place around here. _____
6 All the people wanted to go to the gallery. The queue was very long. _____
7 I don't want to go to a place today – let's relax by the pool. _____
8 We can't buy a thing that's big because we can't carry it home. _____

3 Complete the text with words starting with *some-, any-, no-* or *every-*.

The *Hans Brinker* is a hotel in Amsterdam for people who need [1] *somewhere* cheap to stay, but it's not a normal hotel. The owners of the *Hans Brinker* say that their hotel is the worst hotel in the world! In their funny advertisements they say there isn't [2]_____thing/where good about their hotel: in the rooms there's [3]_____thing/where to eat or drink, or do; there's [4]_____where to put your clothes (apart from a small locker) and there's [5]_____one to deal with your problems at reception. But does [6]_____every who goes there agree? No, they don't. Guests say that the place is fun and friendly, and it has a great, central location – you can travel [7]_____where in Amsterdam very easily. Most agree there's [8]_____thing like it.

8.1 Ability (*can, be able to*)

1

GR8.1))

1 The human brain **can think** creatively.
2 Computers **aren't able to feel** emotions.
3 **Can** you **remember** her name? No, I **can't**.
4 Is he **able to take** part in an experiment? Yes, he **is**.

We use *can* and *be able to* to say that something is or isn't possible or to talk about the ability of someone or something to do something (to know how to do it or to be capable of doing it).

- For ability and possibility in the present we use *can* or *be able to* + infinitive. Only *be* changes (*am, is, are*).
- When we talk about the present, *can* is more common than *be able to*.

  *He **can** speak many languages.*
  *Young people **are able to** learn quickly.*
- We don't use *can* for predictions about ability or possibility in the future. We use *will/won't* or *might* with *be able to* + infinitive.

2

GR8.1)) (continued)

*She **might not be able to remember** our number.*
*I **won't be able to pass** this exam.*
*We **will be able to talk** to robots in the future.*

- We normally use *can* if we are deciding (or have decided) about our ability in the future.

  *I'm free tomorrow so I **can** do the test then.*

We don't use *can* as an infinitive. We use *be able to*:
I'd like to be able to understand my wife's thoughts.
NOT ~~*I'd like can understand my wife's thoughts.*~~

1 Complete the sentences about ability or possibility in the future.

1 They can't fix the TV today, but they *will be able to* fix it tomorrow. (definite)
2 It's too dark to read the map now, but we _____ read it in the morning. (definite)
3 I can't speak Polish now, but I _____ in the future. (possible)
4 Stefan can take care of me now, but he _____ take care of me when I'm 90. (possible)
5 We can't help you now, but we _____ later. (definite)
6 I can remember the dates now, but I _____ remember them in the test. (possible)

2 Write sentences about present or future ability. Use *can* where possible.

1 you / remember any good jokes ?
Can you remember any good jokes?
2 Lucy / not / pass the exam tomorrow
_____
3 I / study and care for the children
_____
4 Adriana / attend the event, unfortunately
_____
5 listen carefully and you / understand everything
_____
6 robots / have conversations with us one day ?
_____

3 Complete the interview with a scientist, Dr Evans, about brain science. Use *can/can't* or *will/won't be able to*.

Interviewer [1] *Will scientists be able to* (scientists) understand how the human brain works one day?

Dr Evans Well, we already know that our thoughts follow tiny paths in our brain. Scientists probably [2]_____ explore them all, but they [3]_____ understand some things already. For example, they know all our brains have different paths. We [4]_____ see paths in men's brains that are different in female brains. This means we [5]_____ predict people's decisions.

Interviewer [6]_____ (I) read other people's thoughts in the future, without talking?

Dr Evans Well, a machine already exists that [7]_____ predict a simple decision 20 seconds before a person makes it. Also, it [8]_____ tell us the word a person is thinking of. But in the future I think it probably [9]_____ understand human thoughts in much detail.

8.2 Obligation, necessity and permission (*must, have to, can*)

1 *Must* and *have to*

GR8.2))

1 Teachers **must** be qualified.
2 He **mustn't** be late.
3 I **have to** study tonight.
4 **Do** you **have to** get up early tomorrow?
5 He **doesn't have** to fill in a form.

We use *must* or *have to* with the infinitive when we talk about rules (obligation) and things that are necessary.

*Teachers **must** be qualified.* *I **have to** study tonight.*

- We use *must* to give instructions or orders, especially in writing.
  *Students **must** arrive before 9 a.m.*
- We often use *must* when we talk about the feelings or wishes of the speaker.
  *I **must** thank the teacher for her help.* (I really want to thank the teacher.)
  *He **must** take a holiday.* (I think he needs to take a holiday.)
  *We **mustn't** be late.* (It will be bad if we are late.)
- We often use *have to* when we talk about a rule or an order.
  *We **have to** do homework every night.* (The teachers give us homework.)
  *They **have to** play sport.* (That's the rule at their school.)
- It is more common to use *have to* in questions.
  ***Do** you **have to** leave?*
- We use ***don't have to*** when we talk about things that are not necessary.
  *Students **don't have to** wear a uniform at college.*

2 *Can*

GR8.2)) (continued)

1 You **can** leave your books here, if you like.
2 A **Can** they wear their own clothes at school?
  B No, they **can't**.
3 You **can't** enter this room, it's for staff only.
4 You **mustn't** tell anyone about this.

We use *can* to talk about permission.

- We use *can* to ask for permission and to say that something is permitted (it is OK to do it, it is allowed). We also use it to ask about what is allowed for other people.
  ***Can** we work outside today? Yes, you **can**/No, you **can't**.*
  *They **can** wear their own clothes after school.*
  *You **can** give me your homework tomorrow, if you like.*
  ***Can** they use their mobile phones at school?*
- We use *can't* or *mustn't* to say that something is not permitted (it is not OK to do it, it is not allowed) or 'Don't do this'.
  *We **can't** take more than an hour for lunch.*
  *You **mustn't** forget to write your essay.*

1 Complete the information about Montessori schools. Use *can, have to, don't have to* or *mustn't.*

1 Children *can* learn anything they want: to put on clothes, to prepare food, etc.
2 They _____ do any class tests, because they learn at different speeds.
3 Children _____ learn to read or do maths when they are ready, not at a certain age.
4 The teachers _____ shout or even speak angrily.
5 Teachers _____ teach all the time because the children usually learn by themselves.
6 Children _____ ask an adult for things because the cupboards are close to the floor.
7 The students _____ study for a minimum of three hours in the morning, with no break.
8 Children _____ have a timetable because they choose what they do and when.

2 Complete the second sentence so it has a similar meaning to the first, using *can/can't, (don't) have to* or *must/mustn't.*

1 Don't work too hard!
  You *mustn't* work too hard.
2 Homework days are Monday, Wednesday and Friday.
  Students _____ do homework on Tuesday and Thursday.
3 Always take off your coats in class, children.
  The children _____ take off their coats in class.
4 It's necessary to have a degree before you can do a Bachelor's.
  Bachelors' students _____ have a degree .
5 Older students are welcome at our university.
  Older students _____ come to our university.
6 We do not accept PhD applications after June.
  You _____ apply for a PhD after June.

3 Write the sentences and questions about obligation, necessity and permission.

1 I / remember to give Mr Simons a card
  I must remember to give Mr Simons a card.
2 you / go to the library – the book's online
  _____
3 we / not / be late for the test today
  _____
4 all / have a holiday next week ?
  _____
5 students / attend three lectures a week
  _____
6 students / study maths until they leave school ?
  _____

9.1 *if* + present simple + *will/won't/might*

GR9.1

if + present tense	*will/might* + infinitive (without *to*)
If Pablo comes here,	he **will** bring his family.
If you don't visit Lin,	she **won't** be happy.
If I meet the Director,	I **might** discuss my pay.
If I don't stay for dinner,	**will** they be upset?

- We can use *if* + present tense to talk about a possible action or situation in the future and *will/won't* to talk about the consequence of the action or situation.

  *If we **stop** in Bangkok, we'**ll visit** you.*
  *If you **don't thank** them, they **won't invite** us again.*
- We can also use *if* + present simple, + *will/won't/might* when we are giving advice to someone about the future or in general.

  *If you **meet** an older person, they **will expect** you to be polite.*
  *If you **smile**, people **will like** you.*
- The *if* clause can come first or second. If it comes first, we put a comma after it.

  ***If** I meet Cathy, I'll invite her for dinner.*
  *I'll invite Cathy for dinner **if** I meet her.*
- If we are not certain about the result, we can use *might* instead of *will/won't*.

  *We **might** be late if the traffic's bad.*
  *If you talk to them in English, they **might not** understand you.*

The structure *if* + present tense + *will* is often called 'the first conditional' in grammar books.

1 Circle the correct option.

1 If you *meet* / *will meet* someone for the first time, they *use* / *won't use* your first name.
2 People *might think* / *think* you're rude if you *don't answer* / *'ll not answer* their questions.
3 We *'ll go* / *go* to visit Sarah if we *'re* / *'ll be* in London.
4 Your hosts *are* / *will be* upset if you *will arrive* / *arrive* more than fifteen minutes late.
5 If someone *invites* / *will invite* you to their home for a meal, they *will probably expect* / *probably expect* you to bring a gift.
6 You *won't* / *aren't* be able to talk to anyone if you *don't know* / *'ll not know* the language.

2 Write the sentences with *if*.

1 I / send a postcard / I / have time
I will send a postcard if I have time.
2 what / a British person do / I / not shake his hand ?
_____
3 you / go to the party / you / take a present ?
_____
4 we / not meet anyone / we / not go out
_____
5 my mum / be happy / you / not bring flowers
_____
6 you / reply / I / send you a letter ?
_____
7 Stephen / meet / me at the airport / I / ask him
_____

3 Complete the sentences with *will, won't, don't, might (not)*, or (-).

1 If you __–__ smile at someone on a train, they *might* talk to you.
2 If you _____ talk to people, you definitely _____ make any friends.
3 If you _____ come to dinner, I _____ introduce you to Edward, I promise.
4 You _____ know what to do if you _____ ask.
5 My auntie _____ be really, really happy if I _____ call her on her birthday.
6 I have a good idea. If you _____ wear something green, we _____ recognize you!
7 She _____ come to the party if her ex-boyfriend is there.

9.2 Present tenses in future time clauses

GR9.2

***when/before* etc. + present tense**	***will* + infinitive (without *to*)**
As soon as the sun comes up,	**we'll** start our walk.
Before I cook,	**I'll** go for a swim.
When the animals see us,	**will** they be scared?

- We use the present tense to talk about the future after the words *when, if, as soon as, before* and *after.*
- We usually use a clause with *will* before or after the present tense clauses. We can choose which clause comes first. If the present simple clause comes first, we put a comma after it.

  ***I'll look** at the map **before** we go.*
  OR ***Before** we go, **I'll look** at the map.*
- *If* and *when* have a different meaning when we are talking about the future. We use *if* when we are not sure something will happen, but we use *when* if we are sure.

  ***If** the weather is nice, we'll eat outside.*
  ***When** we get to the forest, we'll eat our picnic.*
- *When* and *as soon as* have a similar meaning, but we use *as soon as* to say that one thing will happen immediately after an action.

  ***As soon as** I arrive, I'll call you.*
  *We'll go away **when** the weather improves.*

We put *after* in front of the action that happens first; and *before* in front of the action that happens second. We always connect the two actions with a comma.
After I take the photo, I'll put it on the internet.
NOT ~~*I will take the photo. After I put it on the internet.*~~

1 Write *when, if,* or *as soon as* at the end of each sentence. Show the correct position with /.

1 / I see a rare animal, I'll take a photo. *If*
2 The weather will slowly get colder autumn arrives. _____
3 We're really tired so we'll sleep we arrive at the camp. _____
4 I'll walk back I get lost. _____
5 We'll go travelling in the Amazon we have more money. _____
6 A snake bites you, you will have to go to hospital. _____
7 It'll be dark soon. We'll have to return to camp we reach the mountain top. _____

2 Complete the advertisement with the words in brackets in the correct form.

After you [1] *get off* (get off) the bus at Monkey River Village, you [2]_____ (travel) up the river for five to six kilometres: you'll see iguanas on the tree branches and crocodiles by the river. As soon as the boat [3]_____ (reach) the jungle trail, you [4]_____ (walk) into the jungle to look for Howler monkeys. Cover your ears when you [5]_____ (hear) them – their loud calls can be heard for over two kilometres! Before you [6]_____ (leave), you [7]_____ (have) the opportunity to swim in the river. As soon as the group [8]_____ (be) dry and ready to go, we [9]_____ (return) to the village for a healthy Belizean dish at a local restaurant.

3 Rewrite the two sentences as one with the words in brackets.

1 You're going to the countryside. You'll feel better. (when)
You'll feel better when you go to the countryside.
2 We'll get to the waterfall. We'll see a bridge. (after)
_____
3 We might not see the island. It might be cloudy. (if)
_____
4 The sun will come out today. Will we go for a bike ride? (when)
_____
5 The leaves change colour. Then, they fall. (before)
_____
6 The weather gets warmer. Spring flowers will appear. (as soon as)
_____

10.1 Uses of the *-ing* form

GR10.1

Subject	Verb	Object
Making an omelette	is	easy.
I	avoid	**shopping** in supermarkets.

- We can use the *-ing* form of a verb like a noun.
  My hobby is baking.
- We usually use the *-ing* form of the verb when it is the subject of a sentence or part of the subject.
  Eating a lot of sweet food *is bad for you.*
  Having dinner with friends *is fun.*
- After certain verbs, we use the *-ing* form when a verb is the object of the sentence. We use the *-ing* form after verbs for likes and dislikes (e.g. *like, love, hate*) and also after:
  avoid, consider, prefer (but not *would prefer*)
  Avoid eating *sugar.*
- We also use an *-ing* form after a preposition. We use a preposition + *-ing* form in many different sentence structures:
  I'm interested in trying *new kinds of food.*
  (after some adjectives)
  You can stay healthy ***by eating*** *vegetables.*
  (to explain how something happens)
  Are you thinking of having *pizza tonight?*
  (after some verbs)
  Thank you for making *the dinner.*
  (to give reasons/purpose)

We use the *-ing* form after these verbs for like and dislikes:
like, love, hate, enjoy, can't stand, don't mind
We also use the *-ing* form after these common verbs:
imagine, keep, go, stop, start, give up, practise

1 Complete the article with verbs from the box. Use the *-ing* form.

put keep eat serve drink bake buy

Many of us have a habit of [1] *putting* old food in the bin. But [2]_____ some foods after the date on the packet is safe. For example, [3]_____ crisps to friends a month after the 'best before' date is not a problem. You can make them tasty again by [4]_____ them in the oven with some oil! You can eat old chocolate too, and you can eat eggs 4–5 weeks after [5]_____ them, but avoid [6]_____ them above 5°C. And what about milk? Most of us hate [7]_____ sour milk, but it probably won't hurt you!

2 Write a single sentence with the same meaning. Use an *-ing* form.

1 I cooked with my daughter yesterday. It was fun.
Cooking with my daughter was fun.
2 We covered the chicken with herbs. It was a good idea.
_____
3 I drink a bottle of water every day. It helps me stay fit.
_____
4 We found that restaurant. We were lucky.
_____
5 Don't play with knives. It's dangerous.
_____
6 You eat too much chocolate. It isn't good for you.
_____

3 Write sentences using the *-ing* form.

1 my friends and I / enjoy / go / for a curry
My friends and I enjoy going for a curry.
2 you / consider / invite / Sandra / to dinner / last weekend ?
_____
3 we / avoid / eat / after 9 p.m.
_____
4 my mother / be / good / at / bake
_____
5 I prefer / eat / fish / to / eat / meat
_____
6 you / think / of / make / a cake for Karen's birthday ?
_____

10.2 The passive

GR10.2

Present	Subject	*be*	Past participle	
	The best pasta	**is**	**produced**	in Italy.
	The vegetables	**aren't**	**cooked**	enough.
Past	The restaurant	**was**	**given**	an excellent review.
	The cars	**weren't**	**made**	in this country.

Active v passive

Active *This factory makes milk cartons.*

Passive *Milk cartons are made in this factory.*

We can often say sentences in two ways, in the active or in the passive.

- We use the active when we want to focus on the person or thing (the 'agent') that does the action.
  *My mother **cooks** chicken every Sunday.*
- We use the passive when we want to focus on the person or thing that the action happens *to*.
  *The chicken **is** always **served** with potatoes.*
- We often use the passive when we don't know who the agent is, or when it is obvious or not important.
  *The sauce **is made** with honey.*
- After the past participle, we often need a preposition.
  *A lot of oranges are grown **in** Spain.*
  *Food from around the world is found **on** supermarket shelves.*
- If we want to say who does or did an action (the agent), we use the preposition *by*.
  *The menu was designed **by** the chef Rachel Allen.*

In passive sentences it is often not necessary to give information about the agent, or the agent is not known. In these cases we don't include the information about the agent.
An excellent menu was created.
NOT ~~*An excellent menu was created by the restaurant manager.*~~

1 Write sentences in the present or past passive.

1 fresh pizza / sell / in the local supermarket
Fresh pizza is sold in the local supermarket.
2 tomatoes / introduce to Europe / in the fifteenth century
3 where / asparagus / grow ?
4 eat / spicy food / in Mexico ?
5 curry / not eat / in England until the eighteenth century
6 when / butter / first made ?

2 Put the words in the right order.

1 celebrities / the / visited / by / restaurant / is / many
The restaurant is visited by many celebrities.
2 served / with / was / soup / bread / the ?
3 bottles / lemonade / sold / is / cans / usually / or / in
4 Europe / not / are / grown / bananas / in
5 this / kept / cupboard / are / glasses / in / the ?
6 often / not / is / served / dinner / 10 p.m. / before

3 Complete the article with the passive form of the verbs in brackets.

Putting mineral water into bottles is quick. When the water comes out of the ground, it [1] *is taken* (take) just a few metres to a 'bottling hall', where clean bottles [2]_____ (fill) with the water. This [3]_____ (do) by a machine. A few seconds later, the plastic tops [4]_____ (put) on the bottles by the same machine. Next, each bottle [5]_____ (dry) so labels can be stuck on easily. After that, the bottles [6]_____ (pack) into trays and then they [7]_____ (wrap), before the cases of water [8]_____ (deliver) to customers.

11.1 *If* + past tense + *would*

GR11.1

If + past tense	*would* + infinitive (without *to*)
If my country **was** richer,	I **wouldn't want** to live abroad.
If we **found** a cure for malaria,	millions of lives **would be** saved.
If people **didn't drive**,	the air **would be** cleaner.
If we **used** solar power,	**would** we **save** money?

- We use *if* + past tense to talk about an unlikely (not probable) event or imagined situation and we use *would/wouldn't* + infinitive to talk about the result.
- The *if* clause can come first or second. If it comes first, we usually put a comma before the next clause.

  *If the president created more jobs, she **would** be very popular.*
  *The president **would be** very popular **if** she created more jobs.*
- *Would/wouldn't* is the same for all subjects.
- We also use this structure to say we believe an event is not probable. Others might disagree.

  It would be** great **if** unemployment **went down (but I think it won't).
- When we use the verb *be* in the *if* clause, we can use *was* or *were* for all singular subjects.

  ***If** the economic situation **was/were** better, we'**d have** a holiday.*

The structure *if* + past tense + *would* is often called 'the second conditional' in grammar books.

1 Circle the correct option.

1 If people *had* / *would have* better health care, they *would live* / *live* longer.
2 There *would be* / *were* less rain if the world's forests *disappeared* / *would disappear*.
3 If we *found* / *didn't find* a cure for all diseases, *would* / *woulds* the world's population grow?
4 If the sea *rose* / *rise* by one metre, many cities *would disappear* / *would disappeared*.
5 Would there *be* / *were* more diseases if the climate *became* / *would become* warmer?
6 If we *live* / *lived* in the countryside, we'*d do* / *did* more exercise.
7 Countries *wouldn't start* / *didn't start* wars if we *had* / *haven't* got stronger international organizations.

2 Complete the second sentence with *if* + past tense + *would* so it has a similar meaning to the first.

1 Unemployment is high so my friends don't have jobs.
If *unemployment wasn't high, my friends would have jobs.*
2 I don't like this programme – the topic isn't interesting.
I _____
3 Politicians receive a lot of money and many people are angry about it.
If _____
4 There are lots of social problems in this area so we don't enjoy living here.
We _____
5 Farming is difficult because the weather changes a lot.
Farming _____

3 Look at the cause and effect chart about the effects of providing clean water. Write a second conditional sentence to connect each cause and effect.

1 everyone has clean water → **2** people don't drink from rivers → **3** fewer people get diseases → **4** hospitals are less crowded → **5** the cost of health care falls → **6** more is spent on education → **7** people do better jobs → **8** the economic situation improves

1 *If everyone had clean water, people wouldn't drink from rivers.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

11.2 *Used to*

Positive and negative

GR11.2

	Subject	Auxiliary	*used to*	Infinitive
+	People		**used to**	send telegrams.
–	We	**didn't**	**use to**	have a TV.

Questions

Auxiliary	Subject	*used to*	Infinitive
Did	you	**use to**	watch videos at school?

We use *used to* + infinitive to talk about regular actions and situations that were true in the past but are not true now.

- We can't use *used to* when we talk about something which happened once.

  I wrote a news article once.
  NOT ~~*I used to write a news article once.*~~
- We use the auxiliary *didn't/did* in negative sentences and questions with the infinitive of *use*.

  *My sister and **I didn't use to** like the television news.*
  ***Did** your dad **use to** read a newspaper at breakfast?*
- We can use *used to* to compare the past and the present.

  *News programmes **used to** be more boring than they are now.*
- We don't use *used to* when we talk about a single period of time or the number of occasions.

  I was on the television five times.
  NOT ~~*I used to be on the television five times.*~~

  He presented the news on Channel 3 for ten years.
  NOT ~~*He used to present the news on Channel 3 for ten years.*~~

We don't use *used to* + infinitive when we want to talk about a present action: use *usually*.
I usually get my news online these days.
NOT ~~*I used to get my news online these days.*~~

1 Complete the article with *used to* and the verb in brackets.

Before people could print books and newspapers, information [1] *used to pass* (pass) from person to person. Ordinary people [2] _____ (get) their news from places like churches or mosques, and people [3] _____ (trust) words that came directly from another person. Most people [4] _____ (not travel) because roads [5] _____ (not be) safe for travellers, so market traders [6] _____ (take) stories with them as they went from town to town. Places that [7] _____ (not have) markets [8] _____ (get) information from singers or theatre groups and, in fact, important information [9] _____ (be) remembered through songs or short poems.

2 Correct the mistakes in the highlighted sentences.

1 I use to write for my university magazine. *I used to*
2 My father use to listen to the radio. _____
3 We didn't used to watch TV in the morning. _____
4 Did you used to read a newspaper every day? _____
5 Mobile phones use to be very expensive. _____
6 Did your family use go on holiday to France? _____

3 Write the sentences with the correct form of *used to* where possible.

1 A boy delivered our newspaper every day.
A boy used to deliver our newspaper every day.
2 I remember when I bought my first news magazine.
_____
3 We never watched TV in the summer.
_____
4 Did you do your homework as soon as you got home when you were at school?
_____
5 The fire at our college was on the local news.
_____
6 My grandmother only listens to the local news.
_____

12.1 Present perfect simple with *for* and *since*

GR12.1

	Subject	*have/has*	Past participle	*for/since*
+	Ford	**has**	**made**	cars **for** 110 years.
–	I	**haven't**	**worked**	**since** my accident.

We form the present perfect simple with *has* or *have* and the past participle of the verb.

The past participle of a verb is often the same as the past simple form and usually ends *-ed* (*work* → *worked*). But remember that some verbs are irregular (*make* → *made*) and their forms are usually different from the past simple forms.

We use the present perfect to talk about present situations that started in the past and continue now.

We use *for* and *since* with the present perfect when we want to say when the situation started or how much time it has continued for.

- We use *since* when we give the beginning of the time, e.g. *2011*, *yesterday*, *I was a child*. The beginning of the time can be a date, a day/month/year/clock time, or an event (such as a memorable occasion).
  ***I've been** here **since** 8 a.m.*
- We use *for* when we give the length of time, e.g. *three months*, *two years*.
  *These offices **have been** here **for** many years.*
- We often use the past simple after *since*.
  ***I've had** this desk **since** I started working here.*
- We use the question form *How long* when we want to know how long a situation has continued for.
  ***How long has** Gill **been** your manager?*

1 Look at the information about some old businesses. Write sentences with *for* or *since*.

	Business name	Activity	Date
1	Sean's Bar	serves drinks	1900
	Sean's Bar has served drinks since 1900.		
2	Château de Goulaine	makes wine	1100
	_____ almost 1,000 years.		
3	Hotel *Hoshi Ryokan*	provides rooms	718
	_____ 718.		
4	Barts Hospital	cares for patients	1123
	_____ nine centuries.		
5	Raeapteek pharmacy	sells medicines	1422
	_____ 1422.		
6	Gazzetta di Mantova	prints newspapers	1664
	_____ many years.		

2 Write questions and sentences in the present perfect using *how long*, *for* or *since*.

1 you / be / a journalist ? Six months.
How long have you been a journalist? Six months.
2 your wife / work / in medical research / many years ?
_____
3 Rebecca / not enjoy / her job / she started it
_____
4 you all / study / here / last summer ?
_____
5 I / not have / this office / a long time
_____
6 your children / be / at university – three or four years ?
_____
7 there / be / a / building site / behind our house / two months
_____

3 Combine the sentences with *for* or *since*.

1 Lisa is a PA. She began the job two years ago.
Lisa's been a PA for two years.
2 We work in this hotel. We started on Tuesday.
_____
3 I want to be a nurse. I knew this many years ago.
_____
4 I'm studying law. I'm at the end of my third year.
_____
5 My grandad has a PC. He got it when he was eighty.
_____
6 There's a factory next to our house. It was built in 1950.
_____

12.2 Uses of the infinitive with *to*

GR12.2

Action/situation	Why?
I'm here	**to see** the manager.
He called me	**to arrange** a meeting.

- We use the infinitive with *to* when we want to give reasons for doing something.
- We usually use the infinitive when a verb follows an adjective.

  *I'm **happy to show** Laura our offices.*
  *Pens are **easy to** lose.*
- We often use a sentence starting with *it's* when we have an adjective + *-ing* form.

GR12.2 (continued)

It's	Adjective	Infinitive	
It's	nice	**to meet**	you, Ms Evans.
It's	interesting	**to hear**	the Director speak.

- After certain verbs, we use the infinitive with *to* when a verb phrase is the object of the sentence. These verbs include *forget* and *manage*.

  ***Don't forget to write** an email to Mr Sanders.*
  *We **managed to finish** the meeting early.*
- We often use the infinitive + *to* form after the verbs *try* and *remember*.

  ***Remember to wear** a tie at your interview* = don't forget to wear a tie.
  *You must **try to smile** when you speak* = make an effort to smile when you speak.
- We make negative infinitives by putting *not* before the infinitive.

  *It's nice **not to work** at the weekend.*

Use the infinitive + *to* form after these common verbs (see unit 4):
hope, plan, want, would like, agree, decide, learn, need

1 Rewrite the sentences with the infinitive + *to*.

1 I'm writing because I want to ask for a job.
I'm writing to ask for a job.
2 John's working late – he has to type up his report.
3 I need to check my emails so I'm going to arrive early.
4 Mike's gone because he's meeting a client.
5 They want to find a cure for AIDS so they're doing research.

2 Look at the results of a survey. Write sentences using the words in brackets.

1 Dealing with emails quickly. (useful)
It's useful to deal with emails quickly.
2 Meet the department director. (important)
3 Wearing trainers at the office. (not good)
4 Be fifteen minutes late every morning. (bad)
5 Eating at your desk. (OK)

3 Read the advice from experts about giving a presentation. Show where *to* is missing with ∧. Be careful. Some sentences need more than one *to*.

1 It's good ∧ add some humour or a story into your presentation keep the audience interested.
2 Audiences need think about what you are saying so stop speaking after a joke or a statistic give them time to respond.
3 Always remember sound excited, and you must make your passion for the topic clear.
4 It's very important prepare. If you manage find time, prepare questions for your audience so that they can join the discussion.
5 Don't forget practise your presentation in front of the mirror.
6 On the day itself, try arrive early check everything is working.

Audioscripts

Unit 1 Time

1.4

P Hello and welcome to *Great Books of Our Time*. Today, we're talking about the book, *What I Talk About When I Talk About Running* by Japanese novelist, Haruki Murakami. Here to tell us all about it is this week's reviewer, Maria Corbett. Maria, thanks for joining us today.

M My pleasure.

P So Maria, what's this book about?

M Well, it's about running, but it's also about Murakami's life. He talks about why running and writing are important to him.

P And why is running important to him? Why does he run?

M Well, it's certainly about keeping fit, but, er, it's more than just that. For Murakami, and I suppose for many runners, it's often about getting better at something. He says he doesn't really enjoy team sports, you know, playing soccer or baseball, because he's never worried about beating other people. He prefers to go for a run and achieve his own goals.

P How did he start running?

M Well, he had a jazz bar in Tokyo, but he sold it in 1982 and became a writer. At the same time, he started running, and a year later he completed a race from Athens to Marathon in Greece.

P And how often does he go running?

M In the book, he says he runs most days. He usually has one day off a week, but he does 36 miles every week.

P Phew, that's amazing! And does he do any other sports?

M Well, he does triathlons – that's swimming, cycling and running – but he likes running best. He does at least one marathon every year.

P Ah, so he spends quite a lot of time on his own when he's running. Does he get lots of ideas for his books? Does he think about work?

M Well, no, not really. He says he sometimes thinks about the weather, and he occasionally gets an idea for a book. Actually, he says he usually doesn't think about anything – he just runs. Oh, and he nearly always listens to rock music!

1.7

1 **Faisal from Dubai**

Winter's my favourite season. In summer it's too hot to enjoy outdoor activities. But in winter the temperature is really mild and pleasant – perfect for walks and picnics in the desert, or in the city's beautiful parks.

Also, the sea's wonderful in the winter. I'm not keen on swimming in the sea in the summer. The water's too warm and there are sea snakes and other nasty animals. In winter it's safer and fresher. My favourite winter activity is fishing. I really love catching fish in the sea and then cooking them on a barbecue on the beach.

2 **Marek from Alberta**

I love autumn, when the days are sunny but cool. I'm really interested in photography and autumn's a great time for that as the leaves are a beautiful golden colour. In late autumn we get our first snowfalls and the snow looks amazing against the bright blue skies. Also, I'm really into watching ice hockey and autumn is when the new ice hockey season starts. The only problem with autumn is that it comes before winter, and our winters are so long and cold. I don't mind cold weather, but when the temperature goes down to 35 below zero, well, that's another story!!

3 **Gina from Rio de Janeiro**

My favourite season here in Rio is summer. I'm an English teacher, so I have long summer holidays when I can relax and spend time with my children. To be honest, I prefer spring weather to summer weather. Summers here are extremely hot and humid. We get a lot of thunderstorms then too, but actually I quite like watching storms. Another thing I love is New Year's Eve, which of course is in the middle of summer here. There's an amazing firework display on the beach. I don't go down there because I can't stand large crowds, but we have a great view from our apartment.

Unit 2 Inside outside

2.3

P Good morning and welcome to the show. Today, we're talking to three very different people about their work outside in the street Edgar Müller, an amazing 3D pavement artist, Laxman Rao, a tea-seller, and Harry Bakewell, a street cleaner. So, first of all, Edgar, why do you think 3D pavement art is so popular nowadays?

E The art happens outside, so people can enjoy the art on their way to work – they don't have to go to art galleries or museums to see it. They love getting close to the art and exploring it.

P Your painting, *Ice Age*, was 330 square metres and broke a world record. Why do you do such huge paintings?

E Well, er, I want to change how the street looks.

P Hmm ... but why's that important?

E Because I'm interested in the way people see the world: people watch and ask questions when I'm working. Also, I want them to walk on the paintings, become part of the art.

P Laxman Rao is a tea-seller and a writer in New Delhi, India. So Laxman, please tell me about your work.

L Well, every day I serve tea at a stall in central Delhi – it's crowded and noisy, but my job for the last twenty years! I also write novels and plays in Hindi, India's national language.

P Uh-huh, but why does a writer have to sell tea?

L Well, actually, I'm the writer, publisher and the salesman! Before I never made enough money from my books, but I think my luck is changing now.

P Oh really? Why's that?

L Well, more and more people are reading books and newspapers in Hindi these days. Did you know it's the third most spoken language in the world? And one of my novels is selling well, so ...

P Finally, Harry Bakewell is a street cleaner from London in England. Good morning, Harry. Could you tell us a little bit about your job now? Do you work alone?

H Yeah, I do, but I work in a very lively neighbourhood and I know everyone, so it's fine. There's plenty to do and all kinds of people to chat to, so it's never dull! I have to be careful though, because every now and then, my boss checks my work and I get in trouble if I'm chatting or drinking tea when he arrives!

P And what hours are you working today?

H Well, er, today I'm working from 7 a.m. to 3 p.m.

P And how do you find this work?

H Well, er, I work in a pedestrian area near the city centre, and we do have a huge problem with rubbish so it's hard work, but I prefer working outdoors and I'm not embarrassed about my job. The people who drop their rubbish on the pavement instead of putting it in the bin should be embarrassed, not me!

2.6

1 The house where we're staying is huge. I suppose they always say things are much bigger in the States, don't they? They have some beautiful things. I love all the candles in the bathroom and the soft, white towels – oh, and the Egyptian cotton sheets on the bed are wonderful! It's a really lovely place, but I'm still missing certain things from home, such as my own bed and even my duvet! Also, one thing which I don't like – they don't have a proper cooker, just a microwave oven. Hard to believe in such a big place, and a bit disappointing for me, as I love cooking. Another thing which surprises me is that they don't have any mirrors – very strange!

2 I'm staying at my friend's flat for a couple of months – looking after it whilst he's away. It's really modern and I absolutely love the bathroom! The wash basin looks like a sheet of paper, and, at first, I couldn't even work the taps! There are no carpets, just white rugs everywhere. I don't really like them because I'm so worried about spilling something – especially as I can't find his cleaning stuff, not even a cloth or a dustpan and brush! It's my first experience of house-sitting and I'm finding it quite hard to relax. My friend doesn't have much stuff at all, but I'm the opposite: I have loads of stuff and I miss all my things. Also, there's nowhere to put my clothes – no wardrobe or chest of drawers in the bedroom. I'm quite surprised about that.

3 I'm enjoying living with friends, and the room here is OK. I mean, it has all the basics – you know, a bed, a desk, bookshelves and a wash basin. But I honestly can't believe how much I'm missing home! I really hate not having my own washing machine, dishwasher and fridge! I also miss our big, comfortable sofa and satellite TV with all the channels. It's surprising because I never usually think about these things, but now I can't wait to go home for Christmas!

2.7

E How do you find city life then, Mike?

M Oh, well, I've only been here for a few weeks. But to be honest, I'm not enjoying it at all.

E How come?

M I think it's because I'm from a small town in the country, but I just can't get used to it. Everybody's so rude!

E How do you mean?

M Well, for example, nobody's ever on time for anything. I was at a business meeting last week and three of the six people were late!

E That's because public transport here is so rubbish. I was on the way to the city centre yesterday and the tram just stopped for half an hour. That's life.

M But it's crazy. There are so many people who come here on business, but if you can't get to your appointments on time, you'll go somewhere else to do business. And another thing – I always get lost. This city's like a maze.

E But you've got a smartphone. If you get lost, you just look it up on the internet. Come on, Mike, maybe you come from the country, but you know how to use a smartphone!

M And the tourists! You can't move. I was in Bath Street the other day, trying to get to a business appointment. All the tourists and shoppers – I was blocked. I really don't understand why they come here on holiday.

E Probably because of all the great museums, art galleries and shops! I love all the people here, all the different nationalities, all the buzz ...

M The buzz?

E Yes, I feel excited all the time. I love it!

2.8

T Excuse me, do you speak English?

M Er, yes.

T Sorry, please could you tell me how to get to the Jim Thompson House?

M Yeah, sure. Er ... Let me see. You go straight along this road, you'll see the MBK shopping centre on the left. Go past that and keep going until you reach a crossroads. At the crossroads, turn left down Rama 1 Road, then, er, take the second right. Just

go down that street and it's the building with flags outside on the left. There's a sign outside anyway.
T OK, so it's left at the crossroads? Is that right?
M Yes, that's right, then the second right.
T And it's the building on the left?
M Yeah.
T And, er, is it far?
M No, er, it takes about ten minutes, I should think.
T OK, thanks very much.

2.9
T Excuse me, is this the right way to the library?
G Yes, well, you're on the terrace now, so you need to go through the drawing room and cross the garden. It's in the corner on the left by reception. You know - where you come in.
T So I need to go through the drawing room, cross the garden and it's next to reception?
G Yes, that's right. You can't miss it.
T Thank you.

Unit 3 Going up, going down

3.1
Hello, and welcome to *Making History*, the programme where we look back at human achievements that have changed history. And it was on October the fourteenth 2012, that Felix Baumgartner, a pilot from Austria, made history when he became the first person to go faster than the speed of sound. Eight million people watched live on YouTube as Baumgartner made the amazing jump out of a balloon from a height of 38 kilometres above the Earth.

Baumgartner's journey started at 3.16 p.m., when the large balloon slowly lifted him up into space. As he went up, he tweeted from his phone: 'Live from space! World, you are beautiful!'

At 5.37 p.m. it was time to jump. He slowly moved out of the capsule. He sat still and looked down for a few seconds. He didn't think about the beautiful view or breaking the speed record. He had only one thought: 'I want to get home alive.' Then he jumped. But immediately something went wrong. He fell too fast and he suddenly started to turn round and round. The rest of his skydiving team saw this on their computer screens and were worried he was in terrible danger. Luckily, he got into the correct diving position quickly, with head down and arms out behind him – like Superman.

When Baumgartner's parachute finally opened and he floated down towards the desert in New Mexico, everybody shouted and jumped up and down. They were so pleased he was safe. His mother cried with happiness.

Baumgartner landed on his feet. He was so happy to be safe that he fell down on his knees.

A few days later, he told a TV reporter his next goal was 'to go faster than the speed of light.' It was a joke, of course.

3.5
1 Come ON ... Traffic lights ... TURN GREEN ... Come ON ... I'm going to be so late for my meeting!
2 David! Look! Those cows ... They're ... They're coming ... They're coming towards us! Run!
3 Oh no! I don't believe it! The restaurant's closed. Now where are we going to go?
4 Well, here I am ... on my own in a foreign country. I miss my friends and family so much. I know I can Skype them, but it's not the same.
5 Good evening ladies and gentlemen, and welcome to ... oops ... that's my phone ... I'm so sorry!
6 Yes! I'm on holiday! No more work for two whole weeks!
7 Oh dear. It was Jake's birthday yesterday and I completely forgot! I didn't ring him or anything. Now I feel really bad!
8 I can't speak now. I've a job interview in five minutes. Argh! Wish me good luck. I really need it!

3.8
1 Was it raining when you went out this morning?
2 What were the other students doing when you came to class today?
3 What was happening when you got home yesterday?
4 What were you doing this time last week?
5 Where were you working or studying five years ago?

3.10

1	behind me	7	second time
2	first floor	8	stand back
3	next stop	9	cold morning
4	don't look	10	World Cup
5	fastest lift	11	I found this
6	old people	12	lift going up

3.11

1	opposite corner	5	look at the floor
2	act normally	6	immediately
3	third person	7	quietly
4	next time	8	make contact with

3.12
P Many of us use lifts several times a day without really thinking about it. But if you watch what people do in lifts, you'll see some very interesting behaviour. Here to tell us more is psychologist, Dr Len Mills.
L Yes, that's right. Lifts are very interesting social spaces. When we're alone in a lift, we act normally. But when another person comes in, suddenly we behave strangely. Next time you're in a lift, watch where people stand. If there are two people, you stand in opposite corners. If a third person enters, you change position quickly and make a triangle. Four people and you make a square, with one person in each corner. A fifth person will probably stand in the middle.

3.13
L Now watch what people do. Some people say hello politely or smile. Others don't. But everybody turns around as soon as they enter the lift. Some people look at the door, the floor or at the lift buttons. Others look at their phones, their hands or their ring. But they never make eye contact with the other people. When two people come in at the same time, they stop their conversation or start speaking quietly. The reason why we do this is that when we are in small spaces, we feel anxious and we act in a way that stops other people feeling nervous. That's why we don't stand near people, look at or speak to each other.

3.14
R A funny thing happened this morning. I was on the train on my way to work and there was this young woman sitting on the seat opposite me. She was dressed quite smartly; she was obviously travelling to work too. It was quite a hot day, so she wasn't wearing a jacket – she was just wearing a white blouse and a skirt. So, anyway, I was feeling a bit thirsty so I got some juice out of my bag. It was one of those little cartons of juice that comes with a little straw. I was drinking it – and it was a blackcurrant fruit juice, a kind of dark purple colour ... Anyway, I don't know how this happened, but suddenly the straw just jumped out of my mouth and a little stream of purple juice flew up in the air and landed on the woman's white shirt!
F Oh no!
R I said 'Oh, I'm so sorry!' She didn't say anything. She just looked at me angrily.
F Really!
R Everybody was looking at us. I was so embarrassed!
M I had a bad experience last year, when I was flying back home to Mexico City from Hong Kong. We were just going to land. We were flying over the city. It was a beautiful clear morning. The sun was shining and I was looking out my window and enjoying the view. So, anyway, we were just beginning to land – the wheels were just touching the ground, when suddenly the plane took off again over the sea.
M You're joking!
M Yes. I was really scared, to be honest.
M So then what happened?
M Well, it flew over the sea for a minute or two. We didn't know what was happening and then the pilot made an announcement. A plane was stuck in the middle of the runway and he needed to avoid it.
M Oh, right.
M So, it was all OK in the end!

Unit 4 Changes and challenges

4.1
Today, I'm going to spend 24 hours without the internet. Usually, before I go to bed, I check Instagram, Twitter, Facebook, my email and the weather and my calendar for the next day! I never completely switch off and stop thinking about work. When I get up, I always look at my phone, and then go online and read the news. Most of my social life is online too, so I think I'm going to find it really hard.

Social media is very important for my job. Usually, I take photos of what I'm wearing, post them online, count the 'likes' and read people's comments. I can't do that today. So this morning I'm visiting a fashion show with colleagues, then I'm meeting a friend for lunch at one o'clock. I'm going to look through some magazines this afternoon, and hopefully get ideas for a new post. Then I plan to finish work early today. I'm going to see my sister later on, and perhaps have an early night.

So now it's ten o' clock in the evening. Well, I can't lie, I'm really looking forward to being back online tomorrow! I missed social media so much at work, but I do feel differently about it now. I felt so much more relaxed today and really liked spending more time with family and friends, having interesting conversations with colleagues, and a bit more time for myself. So, in future, I'm going to change a few things and think more carefully about my internet use. I'm not going to deal with work emails outside work, I'm not going to waste as much time online and I'm not going to check my phone all the time!

4.2
S Hello.
L Hi Sophie, it's Lucas.
S Lucas, I haven't spoken to you for ages! How are you?
L Very well, thanks. And you?
S Yeah, fine too, thanks. What a lovely surprise!
L Well, I'm calling because I'm organizing a school reunion on the 14th of July next year. Are you interested?
S Yeah, it'd be great to see everyone again! Where are you having the party?
L Well, I'm not sure yet. I've made a few appointments and I'm visiting three hotels next week. I'm going to take some photos and post them on the reunion website, so everyone can vote which they like best.
S Oh, that's a good idea. And have you got any other plans?
L Yeah, I'm going to book a live band for the evening, but I haven't done that yet.
S Uh-huh, sounds great! And how did you find everyone?
L Well, it's much easier these days with the internet. I found a lot of people through Facebook. In fact, a few of us are meeting next Saturday at seven thirty if you're free?
S Yeah, sounds great!

4.10
M I think this 30-day challenge idea is great. I'm definitely going to try it.
D Me, too. So, what are you going to do first?
M I'm going to walk 10,000 steps a day.
D Good idea. So, how are you going to do it?
M Well, when I go out to the shops, I'm going to walk, not drive. I'm going to take the stairs instead of the elevator and, twice a week, I'm going to walk to work, not get the bus.
D Are you going to get one of those little things which count your steps?
M A pedometer? Well, actually, I've got an app on my phone that does that.
D Was it a free app?
M Yeah. You just put it in your pocket and it counts your steps.
D Excellent. Well, good luck.
M Thanks. So, what about you? What's your first challenge?

D Well, me and my partner are going to do a challenge together.
M What's that, then?
D We aren't going to eat meat for 30 days.
M Really? But you love eating meat!
D I know, but, to be honest, it's not good to eat too much meat.
M True, I agree with that.
D It's not going to be easy, but we're going to get a vegetarian cookbook to help us. My parents are coming for lunch on Sunday. My dad's a big meat-eater so I need to cook something very tasty!
M Well, best of luck!

4.11))
Hello Seyit, this is Max Weber from Weber Design Solutions. I'm just ringing to let you know that I'm visiting Izmir the week of the 27th of March, and, I was wondering, would you like to meet for lunch? Please call me back on 0049 6419816402. OK, thank you, bye.

Hi Agneta, it's me. Sorry, I can't make it on Thursday – did you get my Facebook message? Anyway, do you fancy doing something at the weekend instead? OK, er, hope you have a great time with Jens. Speak soon.

4.12))
M Hello, Weber Design Solutions.
S Oh hello, Max, this is Seyit Samyeli. I'm sorry I missed your call, but I ...
M Ah, Seyit, good to hear from you. Thanks for returning my call.
S Yes, I'm pleased to hear you're coming over soon.
M Thank you, I'm looking forward to it. Er, are you free that week at all?
S Yes, it's fine for me.
M Great, so would you like to meet for lunch?
S Yes, I'd like to very much, thanks.
M OK, so how about the 28th? Is that OK for you?
S Oh, sorry, I'm afraid ... er ... I can't make the 28th because I ... er ... have another meeting that day. How about the 29th instead?
M No problem, that's fine for me, too.
S OK, shall I find a nice restaurant and book a table for us?
M That sounds perfect.
S I'll email you with the details nearer the time.
M Great, so see you soon. Thanks for ringing, bye.
S Thank you, bye.

M Hello.
A Hi, it's me! Thanks for your messages. Are you OK? How was your week?
M Yeah, it was good thanks, a bit tiring with work. But how about you? Are you OK?
A Yeah, yeah, I'm fine thanks, busy week too. So, I was wondering, do you still fancy doing something this weekend or are you ...?
M Yeah, yeah, that'd be lovely. How about you? Are you doing anything tomorrow?
A I'm really sorry, but I can't make it tomorrow – I'm working. Is Sunday any good for you? Could we meet then instead?
M Yeah, yeah, that'd be fine. We could try that new Chinese restaurant? What do you think?
A Yeah, sounds great! I've heard the food's really good there. Shall we meet outside the restaurant at eight, then?
M Yes, good idea. See you on Sunday. I'll ring and book a table now while I remember.
A OK, thanks. So see you soon, bye!
M Bye!

Unit 5 Stuff and things

5.1))
1 **Sandra**
My favourite possession is definitely my scooter. It's brand new. I only got it a few weeks ago. Riding it is great fun and the feel of the cool wind is wonderful, especially in this hot weather. And just looking at it brings a smile to my face. I love the colour and the design of it, and it's so bright and shiny! The seat's made of leather, so it's very comfortable to ride.

2 **Omar**
My favourite possession is my smartphone. It's just an ordinary one, nothing special, but I use it all the time, for making calls, writing notes, sending emails, checking stuff on the internet – everything, really. It's so useful I can't imagine life without it. It's very thin and light, so it's easy to carry around. And it's got a plastic cover, to protect it.

3 **Helena**
My favourite possession is this ring. It's antique and it's gold. It's not very valuable – not worth much money – but it's very special to me. It was my grandmother's. She gave me it before she died. It's got a dark blue stone with a black spot on it so it looks like an eye. My grandmother believed it gave her good luck. I love it because it reminds me of her. It's really, really small – tiny, in fact. She obviously had very small fingers!

4 **Marcus**
My favourite possession is a round box. It's made of a kind of pale grey metal. It sounds strange, but I don't know what's inside it! The box is called a time capsule. My parents gave it to me when I was a baby, but I can't open it 'til I'm 25. They put special objects in it. It contains personal things, and objects which will tell me about life in the year I was born. It's amazing. It's quite large and really heavy. I can't wait to see what's inside!

5.4))
A I've got some things here that I don't think we really need. Maybe we could get rid of them?
B Like what?
A Well, like this Japanese knife that you bought. It takes up so much space in the drawer, and it's not very useful.
B Not very useful? It's essential!
A Essential for what?
B For chopping vegetables!
A Erm ... how often do you chop vegetables?
B Not very often.
A Exactly! Let's get rid of it.
B Ooh no, I'm not getting rid of that!
A Oh. OK, then. And then there's this bag of yours.
B Keep it. It was a present from my mother.
A But you never use it.
B You never know ... one day I might.
A I don't think so. It isn't suitable for work, and it isn't ...
B Keep it. It's quite fashionable, you know.
A I ... yes, it's fashionable, but it isn't really ... well, it isn't really 'you', is it?
B But it'll be a disappointment to her if we throw it away.
A She'll never know. Anyway, I'm not going to throw it away. We can give it to somebody. Somebody will like it.
B Fine.
A Now, what about this e-book reader? We don't use it any more.
B You are not throwing that away. It cost us a lot of money.
A We can't keep everything, you know! We've got a newer model now, remember? We don't need this old one.
B But it's in very good condition.
A Well, that's fine. We can sell it. Get some money for it. I'll put it on eBay tomorrow. I'm sure we'll get a buyer for it.
B Alright, then.

5.5))
Conversation 1
SA Hi, can I help you?
C Yes, I hope so. I'm looking for ... erm ... one of those little machines. I don't know the name, but, er, you use it to record things.
SA How big is it?
C Oh, er, it's quite small. It fits in your hand or your pocket. It looks like a mobile phone.
SA Oh, yes, I know what you mean. It's called a 'voice recorder'. You use it for recording meetings and interviews and things?
C Exactly! That's what I'm looking for! I'm a student, you see, and I want to record my lessons with it.
SA Ah yes. Good idea, yes ... but no, I'm afraid we don't sell them here. Why don't you try The Electronics Store around the corner? They probably sell them.
C OK. I will do. Thanks!

Conversation 2
SA Morning.
C Morning.
SA Can I help you? Are you looking for anything in particular?
C Yes, erm, do you sell, er ... Ah, what's the word? Sorry, I've forgotten the word in English. Er ... They make light.
SA Do you mean a light bulb – an electric light bulb?
C No, no, no. It's not electric. It's ... Ah, what's it called? It's long and thin, like a stick, and you burn it and it gives light. You need them when there is no electricity.
SA Ah, you mean a candle!
C Yes, a candle! Of course!
SA Yes, we do. They're over there on the left, next to the matches.
C Thank you very much.
SA You're welcome.

Conversation 3
C Excuse me. Can you help me? I've got a problem with, you know, with mosquitoes in the apartment where I'm staying.
SA Oh yes, it's a very bad time of year for mosquitoes!
C Yes. I'm looking for something ... I don't know the word in English. It's a thing which you put into the wall, you know. You plug it into the electricity point and the mosquitoes don't like it and they go away. Do you know what I mean?
SA Yes, yes, I do. A mosquito repellent plug. Yes, we do have those. If you'd like to follow me, I'll show you what we've got.
C Great. Thank you.

Unit 6 People

6.1))
1 I share a flat with another student called Max. The thing about Max is that he likes everything to be in the correct place. So he always washes up straight after eating, puts the dishes straight back in the cupboard, never leaves anything on the floor ... you know. He even puts his books in alphabetical order in the bookcase! The other thing about Max is that he never ever tells a lie. So for example, if he doesn't like something I'm wearing, he'll tell me he doesn't like it. But then when he says he likes something, I know he really means it.
2 My younger sister Lena's in her last year at school. She's one of those people who's good at everything. She gets top marks in most of her subjects. And the thing is, she doesn't even try very hard. I'm not saying she's lazy – she does work, but you know, she's just a natural. She's also a real people person. She's always at parties or out with her friends. Sometimes I don't see her for days!
3 I run a business with a guy called Nico. It's a kitchen design business. Nico's the one who does the designs. He always comes up with really interesting and unusual ideas. Our kitchens are very different from most kitchens – that's why our customers are so happy with what we do. And Nico works very long hours too – we both do – we rarely leave the office before seven or eight o'clock at night. But, you know, in these difficult economic times, we feel lucky to have so much work, so of course we don't mind putting in the hours.

6.2))
1 My sister's cleverer than me.
2 My brother isn't as confident as my sister.
3 I'm taller than my parents.
4 My youngest brother isn't as lazy as I am.

6.4))
Number one: your male child is your ... what?

Number two: your mother's or your father's sister is your ... what?

Number three: your sister's or brother's son is your ... what?

Number four: your mother's father is your ... what?

Number five: your grandmother's mother is your ... what?

And finally, number six: your aunt or uncle's child is your ... what?

6.5
Here are the answers to the quiz:

Question one, number one: your male child is your son and that's spelt S-O-N.

Number two: your mother's or your father's sister is your aunt. And that's spelt A-U-N-T.

Number three: your sister's or brother's son is your nephew and that's N-E-P-H-E-W.

Four: your mother's father is your grandfather and that's one word, grand G-R-A-N-D father.

Number five: your grandmother's mother is your great-grandmother. So that's G-R-E-A-T grandmother ... and we join the words 'great' and 'grandmother' with a hyphen, a little line.

And finally, number six: your aunt or uncle's child is your cousin and that's spelt C-O-U-S-I-N.

Question two, number one: the word for two married people or two people in a relationship is a couple.

Number two: a child with no brothers or sisters is an only child.

Number three: two children born on the same day are twins. Half brother and half sister have a different meaning: your half brother is a brother who has either the same mother or the same father as you.

Number four: a mother or father who looks after their children alone is a single parent.

Number five: The word for the people in your family is relatives. Your parents are just your mother and father.

And number six: if you take a child into your family and the child legally becomes your child, you adopt the child.

Number seven: before you get married you get engaged; that means you agree, formally, that you are going to get married. You get divorced only if your marriage goes wrong. Get divorced means legally end your marriage.

And, finally, number eight: a woman who is married to your father, but isn't your mother, is your stepmother. We can also say stepfather, stepson, stepdaughter, stepsister and stepbrother. Your mother-in-law is your husband or wife's mother.

And finally, question three: pronunciation. Listen carefully.

One: father-in-law /ɔː/; aunt /ɑː/. The sound is different.

Two: mother /ʌ/; uncle /ʌ/. It's the same.

Three: cousin /ʌ/; son /ʌ/. That's also the same.

Four: father /ɑː/; daughter /ɔː/. That's a different sound.

Adopted /ɪd/; related /ɪd/. That's the same.

And number six: divorced /t/; separated /ɪd/. That's different.

And that's all the answers to the quiz! Now add up your score. How did you get on?

6.6
A I've just listened to a really interesting programme on the radio.
B Yeah?
A It was an interview with a man who lost his mother when he was a boy and has recently found her again after twenty-five years, using Google Earth.
B Really? How did he do that?
A Well, this man – his name's Saroo Brierley – was from a small village in India. When he was only five years old, he was on a train with his older brother. He fell asleep and woke up 14 hours later, alone, in Kolkata.
B So, couldn't they take him home again?
A Well, no, because he didn't know the name of his village. He was too young. So he lived on the streets of Kolkata. After a while he was adopted by an Australian couple, from Tasmania.
B So he moved to Tasmania?
A Yes, and he says in the interview that he has always been very happy in his new family. He's done well in life: he's been to university, he's found a good job. But while he was growing up he started to think more and more about his family in India. So he decided to try to find his old home on Google Earth.
B Right ... yeah ... so ... how ...?
A Well, he knew he was on the train for about 14 hours. He knew the speed of Indian trains. So he knew his village was about 1,200 km from Kolkata. He drew a big circle on a map around Kolkata and every night for four years he sat at his computer, looking at satellite images of the landscape. Then suddenly he recognized a waterfall, where he played as a child.
B Incredible!
A So he travelled to Khandwa, the village near the waterfall. He got to the village and found his old house ...
B Wow ...
A But his mother didn't live there anymore. But some neighbours helped him to find her. Can you imagine the meeting?! Apparently she couldn't speak for some time. She believed her son was dead after all these years.
B What an incredible story!
A Yeah, he's written a book about it. It's called *A Long Way Home*.
B I'd really like to read that.
A Me too.

6.8
1 Friends and family
2 He's clever but lazy.
3 I like him because he's honest.
4 I enjoy winter sports, for example, skiing.
5 She was ill, so she stayed at home.
6 I'm tired because I got up early.

6.9
1 It's nice but expensive.
2 I was upset because he forgot my birthday.
3 He's rich but unhappy.
4 There were no buses, so we took a taxi.
5 Let's meet next week. Tuesday, for example.
6 The weather was awful, so we stayed in.
7 I can't run because of my bad foot.
8 Have you got any ID? A passport, for example?

6.10
1 **Karina**
I'm from New Zealand, but I often go to Japan on business. The first time I had a business meeting there, I was very surprised because two women in the meeting were wearing a mask across their mouth and nose. I thought, 'Mmm, that's a bit unnecessary. Are they worried I'll pass a terrible illness to them?' But later I learnt that in Japan, when people are ill, for example, when they have a cold, they wear a mask so they don't give the cold to other people. It's a way of showing respect to others. This seems like very good manners to me, and I think everybody should wear a mask when they're ill!

2 **Stefano**
Well, I'm Italian, and when I'm with my Italian friends and family and we're having a really interesting conversation we get excited and we all speak at the same time. But I've heard that in other countries it's bad manners to talk when another person is speaking. So when I'm with my English friends, for example, I try very hard not to interrupt because I don't want to be impolite, but, the thing is, for Italians it isn't rude to interrupt – in fact it's the opposite – it's our way of showing that we're really interested.

3 **Mike**
I'm from Hong Kong, but I've lived and worked in the UK for many years. One of the big differences between here and Hong Kong is table manners – you know, the way people eat their food. So for example, Chinese people often make loud slurping noises when eating noodles. Noodle restaurants in Hong Kong are very noisy places – it sounds like a competition to see who can slurp the loudest! For us slurping your noodles is a polite thing to do because it means you're really enjoying your food, but unfortunately here in the UK it's really bad manners!

6.14
1
A Hey, I've got some good news ... Pati's had her twins!
B Oh wow! What's she had?
A A boy and a girl.
B Oh, how wonderful! What are their names?
A Thomas and Rose.
B Ahh. Have you seen them yet?
A No, I'm seeing them tomorrow!

2
A Hiya. Are you OK?
B No, not really. I've just failed my driving test.
A Never mind. You can try again soon.
B Yeah, but I've already taken it three times. That was my fourth test!
A Oh dear. I'm sorry.

3
A Hi Tanya, it's me. I'm on the train. Listen, I've got bad news ...
B What?
A A tree has fallen on the track ahead of us.
B Oh no! Are you OK?
A Yeah, yeah, I'm fine. But I'm going to be very late home. I'm not going to be back in time for the concert tonight.
B Ah, what a shame!
A I know. I was really looking forward to it. Maybe somebody else can go with you?
B Maybe. It's a bit late, but I'll send out a few texts.
A Yeah. I'm really sorry.
B Oh, don't worry – that's life. At least you're safe!

4
A Hey, Neena. Guess what?
B What?
A I've just won the prize for best young ice hockey player in the region.
B That's fantastic! When did you find out?
A Just now.
B Congratulations! I'm really happy for you.

5
A Have you heard the news? About the fires in Australia?
B No. What's happened?
A There've been some terrible forest fires in Western Australia. It's a really serious situation.
B Have people died?
A No, I don't think so, but hundreds of houses have burned down and thousands of people have left their homes.
B That's awful!
A Yes, terrible.

Unit 7 Travel

7.1
1 **Kazimierz**
I do have a car, but I only really use it to go to the supermarket or to visit friends who live out of town. I use public transport whenever possible. There's so much traffic on the road already and I don't want to add to that. The bus is the most convenient form of transport for me as there's a bus stop very close to my apartment. Bus fares are expensive, but I have a bus pass which makes it cheaper. I buy a pass once a month and then I can use the bus as many times as I want. Buses are greener now than in the past. They're quieter, they use less fuel and create less pollution.

2 **Elise**
I work mostly from home, but once or twice a week I have to travel to another city for work. It's about an hour from where I live. I have a choice between taking the bus or the train. The bus is much cheaper than the train, but the journey is much slower as there are often bad traffic jams on the motorway. So I take the train. The trains are reliable – they usually leave on time – and they're quite comfortable. It's expensive, but the train fares are much cheaper if you book in advance. I find travelling by train quite enjoyable, except when it's really crowded and you can't sit down.

3 **Aldo**
I live in a big city and as in many big cities, there's a lot of traffic. Travelling by car is very slow and it's really hard to find parking spaces in the city centre. Public transport is good, but it gets very crowded and you often can't get a seat. It's also very expensive. That's why I go everywhere by bike. Luckily, I live in a city which is very good for cycling. For example, the main roads have special cycle lanes. To be honest, though, I usually avoid the main roads and cycle in

the quieter streets because they are safer and there is less pollution.

7.4

Here I am in Tokyo. It's 11 p.m. and I'm standing outside a 'Manga Kissa.' What, you might ask, is a 'Manga Kissa'? Well, 'Kissa' is a Japanese word for café and 'Manga' are Japanese comic books. And this is where I'm going to stay the night. But don't worry, I've done my research and according to my guidebook, Manga cafés are a good choice if you're looking for somewhere cheap to spend the night.

Manga cafés are everywhere in Japan. In the past, they were places where you could go to read Manga for a few hours and escape the busy streets. Now they have become something different. They offer internet access and computer facilities as well as Manga books. They're open 24 hours and they sell food and drinks. People often use them as a cheap form of accommodation – you pay per hour for your time in the café, but it's much less expensive than a hotel. So I'm going to stay the night in a Manga Kissa. Well, as they say, 'You have to try everything once!' Let's go inside.

So here we are inside the café. There are walls and walls of Manga books displayed from floor to ceiling. There are thousands of them! I haven't seen anything like this before! According to the guidebook, Manga is popular with men and women of all ages in Japan, not just teenagers. They are a very important part of Japanese culture and Manga artists are very respected. There are quite a lot of people here. Some look like travellers, but a lot of people are local. Some are reading, but most people are watching videos and playing games on computers. Nobody's serving food, but if I need something to eat there are loads of vending machines. Wow ... there's an enormous choice. All kinds of soft drinks, pot noodles, ice cream ...

So I'm now outside my room. I'm just taking off my shoes – everyone leaves their shoes outside the room – and I'm going now to have a look inside. Well, it's not exactly a 'room' – it's tiny and the walls only reach as high as my shoulder. And the bed's not really a bed, but a kind of long, flat seat, like a bench ... but there's a blanket. It's not exactly five-star accommodation, but I've got my own personal, private space and that's what matters. I think I'm going to sleep very well in here.

7.6

Conversation 1

L Hi, I'd like to check in, please.
R Yes, of course. Do you have a reservation?
L Yes, my name's Lars Meyer.
R OK, Mr Meyer. So that's a double room for three nights?
L Yeah, that's right.
R Right, so could you fill in the registration form, please? And I'll just need to take a copy of your passport and a credit card. OK, thank you, and could you sign here and here. Right ... here's your key. It's room 206 on the second floor.
L Thanks. And please could I just check a couple of things about the room?
R Yes, of course, go ahead.
L Is Wi-Fi available in the room?
R Yes, it is.
L And is there a charge for it?
R No, it's free of charge to all our guests.
L OK, that's great. Oh, and will I need a code?
R Yes, you'll find the code on the desk in your room.
L OK, thanks. Oh yeah, and what time's breakfast?
R Breakfast's between 7 and 10 in the main restaurant on the ground floor.
L OK, thanks very much, that's great.
R You're welcome. Enjoy your stay!

Conversation 2

C Hi there, we've got a room booked in the name of Rodriguez. Please could we check in?
R Sorry, what was the name again?
C Rodriguez ... Carmen Rodriguez.
R Just a second, let me check. Yeah, yeah, I've got the booking here, but I'm afraid you're a bit early.
C Oh ...
R The room's not quite ready yet. Check-in's at two o'clock.
C Oh, I see, so ...
R So, er, could you come back around two and your room'll be ready then.
C OK, no problem. Is there somewhere we can leave our luggage? We've got quite a lot of stuff.
R Yes, you can leave it behind reception. I'll get someone to help you with that.
C OK, thanks, and it'll be safe there?
R Yeah, yeah, someone'll be here all the time.
C OK, so we'll check in later, then, when we come back.
R Yeah, that's fine.
C Oh, and er ... can I just ask you, what time is checkout?
R You have to vacate the room by ten.
C Checkout is 10 a.m.? Quite early, then.
R Yeah.
C OK, so we'll ...

Unit 8 Language and learning

8.1

P On today's programme we're talking about the brain. The brain is an amazing organ. It can learn. It can remember. It can think. But there are many myths about the brain: stories a lot of people believe, but which are not true. My guest today is neuroscientist, Dr Gerry Fernandez.
DF Good morning.
P ... and I'm hoping he'll be able to tell us what's true and what's not.
DF I'll certainly do my best!
P OK. So first question: is it true that we only use 10% of our brains?
DF Ah yes, the 10% myth! This is one of the most common myths about the brain, but don't believe everything you hear. The truth is that we use all of our brain. We don't use all of it at the same time, but even for a small action like moving your little finger, we use a large part of it.
P Not true, then?
DF I'm afraid not!
P Alright, now my next question is: are boys' brains bigger than girls' brains?
DF Surprising as it may sound, this is true! At birth, the average brain of boys is 12 to 20% larger than that of girls.
P Really? So, does that mean boys are more intelligent?
DF Er, no, it doesn't.
P OK, next question: can you remember things better if you listen to classical music?
DF Ah, you're talking about the 'Mozart effect.' Many people bought classical music CDs after hearing this myth in the 1990s. According to research, however, it isn't true. But who knows, you might enjoy the music anyway.
P Absolutely! My next question is: can babies learn more than one language at the same time?
DF Oh, definitely. Many children grow up in bilingual homes and can speak two languages equally well. In fact, some research says that speaking two languages can actually improve your brain.
P Ah, interesting. And what about this? Is the brain able to repair itself?
DF In some cases, the brain can repair itself; in other cases, the brain isn't able to repair itself. It depends on how serious the problem or brain damage is. So this is sometimes true and sometimes false.
P Right. OK, thank you. And my final question for you today is: can computers read our minds?
DF No, of course they can't! But it's an interesting question, because scientists believe computers will soon be able to scan our brains and put our thoughts into words. They won't be able to understand the thoughts though.
P So how will that help us?
DF People will be able to dictate letters and search the internet just by thinking.
P Oh, I see. Brilliant! And that also means people with speech problems might be able to communicate just by thinking.
DF Exactly.
P That's amazing! Well, thank you Dr Fernandez for helping us separate the facts from the myths.
DF My pleasure.

8.8

1 'Tomorrow's my favourite word. Tomorrow will be a brand-new day; it doesn't matter what happened in the past. I like the pronunciation of this word. It seems full of possibilities leading to a bright future.
2 'Care': it's a very short and simple word, but it means a lot. It sounds very open, as is everybody who cares.
3 'Happiness': this is my favourite word because I like the sound of it. It makes me feel good when I hear it. You have to smile when you say it and it's one of the first words that I learnt in English.
4 'Octopus': When I started learning English at the age of 10, my dad always helped me do my homework and I thought his English was very good. Then one day I was telling him all the new words we'd learnt that day in class, and when I said 'octopus,' he just looked at me and said 'Octopus? I've never heard that before. What is that?' I got very excited: this was the first time in my life I knew something and my dad didn't! It is a wonderful moment in any child's life, and 'octopus' has been my favourite word ever since.
5 'Probably.' Why? Because it's the best answer to give when you don't want to answer a question or make a decision.
6 'Blossom': I really like the word 'blossom,' because I think it sounds as gentle as the thing it represents. It makes me think of young flowers and crisp, sunny spring mornings.
7 Snow - because I like the quiet, snow world. It's white and clean and I love freezing weather. Also, I remember having fun when I was a child and it snowed.

8.10

1
A Shh, don't make a noise. It's really late. You'll wake the children.
B OK, I'll be as quiet as I can.
2
A It says here in the newspaper than more than 60% of young women don't do enough exercise.
B Is that because men generally do more sport than women?
A I don't know – it doesn't say.
3
A Oh, I don't know what to do – I hate making decisions!
B I always make a list of the advantages and disadvantages, and then decide.
4
A Oh no, I've made a mistake – look.
B No you haven't, you're doing it really well.
A Well, I don't think I've done a good job.
5
A Right, that's it ... I've done the washing-up, the ironing and the hoovering.
B That's great, darling. Would you like me to make you a cheese sandwich and a cup of tea?
A Yes, please. Can I have a piece of cake, too?
6
A I've just read a book about Mark Zuckerberg.
B Isn't he the man who started Facebook?
A Yeah, they say he made billions of dollars before he was 30.

8.11

1
A Hello, Thomas Smith.
B Hi there, it's Helen. I'm just ringing to let you know what time I get in.
A Hello? Hello? Are you there? You're breaking up. *Sorry, what was that?*
B Oh sorry, I'm on the train. *I keep losing the signal* so we might get cut off. Can you hear me now?
A No, no not really, *it's a really bad connection.* Could you repeat that, please, and please could you speak up?
B Right, OK ... IS THAT BETTER? Well, my train gets in at 11, so I'll see you about half past. I'll come straight to your office. Is that OK?
A Yeah, yeah that's fine. OK, see you soon, then. Bye.
B Bye.

2
A Please could I ask you a favour? Could I borrow your lecture notes after class?
B Yeah, OK, but why?
A Well, *I'm afraid I can't follow* this lecture very well. I mean, what does she mean by 'the literature'? *Please could you explain?* Sorry, I'm a bit lost.
B Oh, I see. Yeah, of course, you can borrow them. And don't worry, I'll explain after class.
C Shh ... Is everything all right there at the back?
3
A They're really good, aren't they? I saw them a few years ago in ...
B Pardon?
A I said, I saw them a few years ago in Germany before they were famous.
B Sorry, what did you say? I can't hear a word.
A Oh, never mind. It's too noisy in here. I'll tell you later.

8.13
P Hello, Action Holidays, Pippa speaking, can I help you?
A Yes, erm, I'm interested in going on the scuba-diving course in Thailand, but I'd like to check if it's suitable for complete beginners?
P Yes, that's not a problem at all. It's, er, suitable for all levels. When would you like to go?
A Well, do you have any places left on one of the January courses?
P Just let me check ... Yes, the first one's on the sixth of January. It's a one-week course and we've got two places left. Would you like me to reserve a place for you now?
A Yes, please, that'd be great.
P OK, can I just take down a few details, then? So, could I have your full name please?
A Adam Wright.
P OK, sorry, could you repeat that please?
A Adam Wright,W-R-I-G-H-T.
P Thanks. And what's your email address?
A It's adw29@yahoo.com.
P OK, and, er, your date of birth?
A The 13th of August 1996.
P Thanks. And your daytime telephone number?
A Er, do you mean my mobile number?
P Yeah, that's fine.
A It's 07905 ...
P 07905 ...
A 232 ...
P 232 ...
A 634.
P 634. OK. And who's your next of kin?
A Sorry?
P Next of kin ... Who do we contact in an emergency? A family member, perhaps?
A Oh OK. My mother, Dorothy Wright.
P And her contact details?
A Yeah, OK. Her mobile number's 07902 815 346.
P Thanks. Oh, and do you have any medical conditions or allergies?
A No, nothing that I know of.
P OK, that's great. So, that's all booked for you. I'll send you an email with all the details. Please check they're correct and then pay the deposit online. You also need to book your own flight and send us your flight numbers as soon as possible. Oh, and don't forget, you must get travel insurance which covers you for scuba-diving. So, er, thank you for booking with Action Holidays. I hope you enjoy your trip!
A OK, thanks for your help.
P You're welcome. Bye.

8.14

decisions	housework	sport
exams	lists	your bed
exercise	nothing	
homework	phone calls	

Unit 9 Body and mind

9.3
A Hi, I'm calling about the MovNat training course in November.
B OK, great. Are you interesting in coming on the course?
A Yes, I am, but I've just got a few questions I'd like to ask.
B Right. Fire away.
A Well, the first question is, do you need to have a good level of fitness? It's just that I'm quite unfit at the moment. Does that matter? I mean, do I need to go to the gym before I begin the course?
B No, no. The course is for anybody. It doesn't matter how fit you are. When you arrive, the instructor will check your fitness level and will then divide you into two groups, beginner and intermediate.
A Right. Sounds good. I was also wondering about the weather. The course is outdoors, isn't it? It's in a park. What will happen if it rains or snows? Will you cancel it or will it be indoors?
B Erm, no. With MovNat you need to practise your skills in all weather conditions. That's part of our philosophy. The course will take place outside, whatever the weather. If it's raining or snowing, the experience will be even more exciting!
A OK. So is it necessary to book a place, or would it be alright to just turn up?
B No, you'll definitely need to reserve a place before you come. The courses are popular and places are limited. In fact, there are only two or three places left in November. Would you like me to book you onto the course now?
A I just need to check I can make those dates. Then I'll call and book.
B OK. Don't miss your place though!
A No, I won't. I'll get back to you as soon as I know.
B OK, sounds good. Speak to you soon, I hope.

9.5
P Hello. This morning we're talking about social media. Ilaria di Genaro is a freelance professional photographer. She's worked for newspapers from all around the world and she depends on social media for her job. Last year she started to worry about spending too much time on it. She realized that her average day consisted of checking social media sites up to twelve times an hour. Ilaria, welcome.

9.6
P Can you explain – how exactly were you using social media?
I Well, I was using it in two different ways. There's the photography, which is my work, so I depend on Facebook and LinkedIn for business, as I work for myself. But then I also use it to keep in touch with friends and family.
P When did you realize there was a problem?
I A friend asked me how often I checked social media sites. I counted and it was up to twelve times an hour.
P That's quite a lot. And how did you free yourself from it?
I So, firstly, I looked at how I used social media during the day, you know, like which sites I visited, and for how long..
P OK, well, that sounds like a good start.
I Yes, it was. I was shocked at how much time I spent each day on Facebook and LinkedIn. So, next I thought 'I have to do something about this.' Actually, I really believed in my ability to just stop.
P And did that work?
I Absolutely not! It was much more difficult than I thought. I tried, but I just couldn't do it.
P So, what did you do next?
I So then I tried a special app you can use on your tablet. It's called 'Self-Control,' and it tells you not to look at social media sites. But then I got a smartphone, and didn't put the app on the phone, so ...
P ... so you were checking Facebook on your smartphone a lot!
I Yeah,all the time. I was just spending so much time doing it. But finally I thought of a good idea and that was to give money to a local charity every time I looked at Facebook or LinkedIn.
P And it worked?
I Yes, it did, because I was giving the charity a lot of money – a lot! So I stopped and I now check social media a couple of times a day, and my emails maybe three times. I still give some money to charity, but not quite as much.

9.7
1
D Hello, please have a seat. So, what can I do for you?
P Well, I've had an accident and I've hurt my back.
D OK ... and how did you do it?
P Actually, I was lifting some heavy suitcases out of the car when it happened.
D I see. Well, if you just want to lie down on the bed over there, I'll take a look. Tell me if it hurts. Right, well, I don't think it's anything serious, but you should take it easy and you mustn't lift anything heavy for the next few days. I'll give you a prescription for some tablets. Please take this to the chemist's next door.
P OK, thank you very much. Oh, and how often should I take the tablets?
D It's two tablets three times a day before meals.
2
P Yes, can I help you?
C Yes, have you got anything for insect bites? Something has bitten me all over my arms and legs.
P Let's take a look ... Well, it looks like a mosquito. They're quite red and sore, aren't they? You could try this cream, which should help.
C OK, thanks, I'll try it.
P And it's a good idea to keep your windows closed at night.
C Yeah, we always do. I don't know how they manage to get in!
P Huh, I think you should see a doctor if they get any worse.
C Right, OK. Well, thanks very much for your help.
3
D Hello there, Joseph Erickson?
P Yes, I'm his father. My son's had a terrible accident and I think he's broken his arm.
D How did it happen?
P Well, we were at a children's party and he ran into a wall. He put his arms out to try and stop himself, but he was going so fast and ...
D Let me take a look, Joseph. Oh yes, it's definitely broken. We call that a banana arm! He must try to keep still and we'll send him for an X-ray straight away.
P Er, I'm so worried, he's in a lot of pain.
D Don't worry, we'll give him some strong painkillers before he goes for the X-ray.
P He was having such a great time before it happened. I feel really upset.
D Well, I don't think you should feel bad. He was only having fun ...

Unit 10 Food

10.1
1 So this is a Sacher Torte. It's probably the most famous food from Austria. As you can see, it's a kind of chocolate cake. It's quite plain, really, and it's got apricot jam in the middle. On the top and sides it's covered with dark chocolate which has a nice, bitter taste. It's often served with thick cream.
2 OK, so this is a tagine. It's a kind of stew. There are several types of tagine. This one is quite a typical one – it's made with pieces of lamb cooked in a thick sauce with onions and spices. The tagine has some honey in it, so it tastes quite sweet. The tagine itself is mild – it doesn't have chillies in it – but it tastes really nice with chilli sauce. Here in Morocco we usually eat tagine with bread.
3 These are called vegetable spring rolls. They're really popular in Vietnam. There are many different sorts of spring roll. Sometimes the rolls are not cooked, but these ones are fried. They're filled with raw vegetables, fresh herbs and boiled noodles. You dip them into this sauce to give them extra flavour. The sauce has lime juice in it to make it sour, chilli to make it spicy, and some sugar so it's quite sweet. They are served as part of a meal or as a snack.
4 These are scones. It's a sort of cake but less sweet than a cake. They're baked in the oven and the traditional way to eat them here in Britain is to cut

them in half and cover them with strawberry or raspberry jam and then put cream on top of the jam. You can also have savoury scones – scones without sugar. Cheese scones, for example, are quite popular, though my favourite are the sweet ones. You can eat them at room temperature or you can heat them in the oven. Personally, I like them warm.

10.2

These are called vegetable spring rolls.
Cover them with strawberry or raspberry jam.
My favourite are the sweet ones.
There are many different sorts of spring roll.
You can eat them at room temperature.
There are several types of tagine.

10.4

Millions of years ago people hunted for food and ate it immediately. But they soon realized they could keep their food for longer if they protected it. So, the world's first food containers were made from animal skins and large leaves. Water was kept in coconut shells and dried vegetable skins.

Metal containers – or cans – were invented in 1810 by a French chef called Monsieur Appert. The Emperor Napoleon offered a prize to anyone who could find a way of keeping food safe for soldiers in battle, and that award was won by Appert. His invention preserved food beautifully, but those first cans were made of iron, so they were incredibly heavy. But carrying them wasn't the only problem – opening them was almost impossible. Some cans even had instructions to open them with a hammer and a knife. Soldiers usually shot them open with their guns.

At the beginning of the 1800s, cans were made by hand. By the end of the 1800s, cans were produced by machine and made from a much lighter metal so they were easier to carry. But the problem of getting into the cans lasted much, much longer. Several can openers were invented, but they were all difficult to use and you could cut your fingers very badly. The safe modern tin opener – the sort with two rolling wheels and a turning key – wasn't invented until 1925.

Nowadays, over 18 billion cans are produced every year in the UK alone. If you put all those cans together, end to end, you could make a track to the moon three times.

10.5

P A recent report has found that one third of the world's food ends up in the rubbish bin. Here in the UK, half of the food which is thrown away comes from our homes. Here's Martin Waits, from the organization 'Taste it, don't waste it!'...

M Much of the waste happens because people buy too much food, which they don't have time to cook. The food is just left at the back of the fridge or the cupboard and then it's forgotten.
Another reason for wasting food is that we cook or prepare too much food, we can't eat it all and it goes in the bin.
But the sad thing is, people often throw away food that's perfectly safe to eat, just because it doesn't look nice or because they're worried it will make them ill.

P According to the report, the foods we waste the most are fresh vegetables and salad, drink, fresh fruit, and bread and cakes.

10.6

1
C Excuse me. I'm very sorry, but I've just spilt my orange juice. I'm afraid some's gone on the floor, too. Could you possibly bring me a cloth?
W Sure, that's no problem.
C I'm sorry about that.
W Oh no, don't worry. It's not your fault. It happens all the time. Would you like another juice?
C Oh yes, please. Thank you.

2
C Excuse me? Erm ... there seems to be a mistake in the bill.
W Oh, is there?
C You've charged us for two coffees and we only ordered one.
W Oh, I'm terribly sorry. I'll get you another bill.
C OK. Thanks.

3
C Excuse me. Could I have another glass, please? This one's dirty. It's got lipstick on it.
W Oh, yes. So it has. I do apologize. I'll get you a clean one.
C OK, thanks very much.

4
C Excuse me. I've got a bit of a problem. I didn't know that you only accept cash, and I don't have enough on me.
W Yes, it does say 'No credit cards' on the door.
C Yes, sorry. I didn't see that. Could I ... is there a cash machine near here?
W There's one a few minutes down the road.
C Would you mind waiting while I go and get some money out?
W Not at all.
C OK, I'll be back in a few minutes. Sorry.
W Don't worry about it. That's fine.

5
C Excuse me? I'm afraid I can't eat this fish. It smells funny.
W What do you mean, sir?
C I mean it smells funny. It doesn't smell fresh.
W But it is fresh. It was delivered to the restaurant this morning.
C Well, you smell it.
W Yes, you're right, sir. It doesn't smell fresh. I'm very sorry about that. I'll bring you another one.
C Er, no. I'd like to order something else, please.

10.8

1 My favourite snack food is *pão de queijo*, which means 'cheese bread' in English. They're baked in the oven and they look like little balls. They're a popular snack and breakfast food in Brazil and Argentina. They're delicious when they're warm.
2 *Churros* are my favourite snack. We often eat them for breakfast in Spain. They taste a bit like a doughnut, but they're long and thin. They're fried in oil and then they're covered in sugar. They're really nice if you dip them into a cup of thick hot chocolate.

Unit 11 World

11.1

P Hello and welcome to 'Ideas to change the world.' Every week we invite three people, from three different countries, to tell us – in one minute – about an idea which could make the world a better place. We will listen to the three ideas and then our guest judge will select the best one. Our judge today is Dr Miriam Kirkham, Professor of Global Studies at Chicago University. A very warm welcome to the programme, Miriam.
M Thank you.
P And now for the 60-second ideas. The first comes from Alessandro Bartoli from Italy. Alessandro, you have 60 seconds to tell us your idea to improve the world. Starting ... from ... now!
A My idea to change the world is to spend more money on developing drugs that can make us more intelligent. Why would this be a good idea? First of all, scientists would be more likely to find cures for illnesses like heart disease and Alzheimer's if they were more intelligent. Not just scientists – everybody would benefit from a bit of extra intelligence. It seems that higher intelligence can help to reduce a number of social and economic problems. So, I think the smartest thing we can do to make the world better is to make ourselves smarter.
P Thank you, Alessandro. And our next guest is Pilar Jimenez from Spain. Pilar, you have 60 seconds, starting ... now!
PJ The world would be a better place if everybody learned how to dance salsa and danced salsa every day. Why? Because when you dance, you forget about your problems. It also makes you think about your body and that encourages you to get fit. Another thing is that if you're someone who feels a lot of anger, salsa, or any dance, can turn these angry feelings into a kind of positive energy. It can make you happy. So more dancing means more happiness, more happiness means less crime and less war. So with lots of us happy from all that dancing every day, we can be more positive in the world and do great things. That's it!
P And finally, we have Dovydas Mirowski from Poland. Dovydas, you have 60 seconds to tell us about your idea, starting from now.
D I would like to change the world by introducing a special day, once a year, when everybody in the world gives a gift to a neighbour. The gift shouldn't cost a lot of money, but we should choose it carefully: it could be a bunch of wild flowers, a tiny toy for the children, or a jar of home-made jam. This would be an international holiday and it would give neighbours around the world a chance to get to know each other. This idea of 'Gifts for Neighbours' wouldn't solve the world's serious problems, like unemployment or global warming, but it would make the world around us feel like a kinder, friendlier place.
P Thank you very much.

11.2

P So what did you think about the idea for a pill that would make us 'super intelligent'?
M Great idea. I mean, we live in a complicated world and we need all the brain power we can get!
P True, but do you think it's likely that scientists will be able to come up with a super-intelligence drug? Isn't it rather a crazy idea?
M No, not at all. You can already buy drugs to help you to concentrate more and to improve your mental energy. This is just the next step.
P So would you take a smart pill?
M I would take a smart pill if I knew it was safe. Of course that's a big 'if'! My worry, though, is the cost. If only a few people could afford them, that would give them an unfair advantage. In exams, for example.
P Good point. So your score for a smart pill?
M Erm, 7 out of 10.
P OK. So let's move onto the second idea – that 'Everybody should dance salsa every day.'
M Well, I liked the idea that dancing can make you fit and happy. That can only be a good thing.
P Mmm, but some people aren't confident about dancing, are they?
M True, but if you danced a little bit every day, then you would become confident.
P Uh-huh ...
M The only problem for me is that it would take a lot of effort to do it every single day. But, still, I like the idea. I'd give it 8 out of 10.
P OK, and what about the last idea - everybody should give a gift to a neighbour?
M I think it's a wonderful idea, because when you do something kind for somebody else, the other person feels good, but you feel good, too. It gives you a really positive feeling. Also, giving a little gift once a year is something everybody can do. I mean, it's true that if everybody gave a gift to a neighbour once a year, it wouldn't solve the world's problems, but it would make a lot of people a little bit happier.
P So, your score for that?
M Mmm, 10 out of 10.
P Well, there you are, Dovydas. Congratulations!

11.3

1 Why did you go there?
2 I've always loved ...

11.7

P Good afternoon, and welcome to another in the series, 'Fantastic Holidays.' This week we're looking at a very unusual place to visit. Steve Jones is going to tell us all about it. So Steve, welcome to the show!
S Thanks!
P Now, tell us a little bit about the special place you visited. Why did you go there?
S Well, you see, I've always loved the sea and diving, and this is a new and really unusual underwater place to visit, so I thought it would be perfect for me.
P You mean you have to dive to get there?

S Yes, that's the only way to see it because, you see, it's an underwater sculpture park. It was built by a sculptor called Jason de Caires Taylor in the Caribbean Sea.
P The Caribbean? Why did he do it there?
S He's always loved the sea, he's been a sculptor for a long time – so he wanted to bring these two things together. Also, you know, the statues actually help coral reefs to grow and this helps the environment. That's very important in the Caribbean ...

11.8
P OK, can you tell us about some of the pieces he's made? Are there a lot of them?
S There are actually quite a few! The first ... the first piece he did is called 'Grace Reef'. He placed sixteen statues across a sandy area, and it's really interesting to see how they change. It isn't so deep there and the sand moves according to the weather conditions, so you can go there one day and there'll be ten statues; you go there another day and there'll only be three.
P Wow, that sounds really interesting. Tell us a little bit about the big circle of children that he's made.
S Well, that's actually made of 26 different children. It took him around six months to make, and weighs ... I don't know, about fifteen tonnes. And because it's so heavy, he couldn't put it all down in one piece, so he put each individual statue down and then connected them all underwater. It wasn't easy, but he didn't give up! I think he spent about a week underwater, you know, moving sand and rocks.
P That's amazing, and I think I'd really like to see it!
S Yes, it's really worth a visit.
P Well, thanks for coming into the studio, Steve. If you are interested in going to this wonderful underwater sculpture park, you can find more information on our website ...

11.9
I Excuse me, can I ask you a question?
H Erm, well OK, but I'm late for work, so if you're quick ...
I OK, some media experts are saying 'privacy is dead in our 21st century world'. Do you agree?
H No, I'm afraid I disagree – although you do see a lot more cameras around. I mean the CCTV ones.
I And what do you think about that?
H Well, it's important to feel safe these days, isn't it? So I don't mind too much. Anyway, I'm sorry, but I have to go now.
I OK, thank you very much ... Er, excuse me, do you have time to answer a few questions?
M & P Yeah, OK.
I Some media experts are saying 'privacy is dead in our 21st century world'. Do you agree?
M Well, maybe, yeah. I certainly tell my friends everything online! What do you think?
P Yeah, that's a good point. All my friends keep in touch through Facebook too. But recently I went to a concert and I had to dance on stage. I was so embarrassed, and when I got home, someone, I don't know who, had posted a video of me dancing on YouTube! My worst nightmare and I had no control over it. Personally, I don't like that, so yeah, I agree, perhaps privacy is dead!
I OK, thanks very much ... Excuse me, could I ask you a question? Do you think privacy is dead?
L Pardon?
I Do you think privacy is dead?
L Oh, I'm not sure about that. I haven't really thought about it before. I think we live our lives online these days, so I take your point, but we don't share everything, and it can be very helpful in business, you know, to network, contact other people, but I don't have strong views on this really.
I OK thanks ... Excuse me, can I talk to you for a moment? Do you think privacy is dead in our 21st century world?
A Oh, it's funny you should ask that! I've just read a story about a guy who had a dinner party in New York, invited 15 guests and had no idea that they were posting photos on Twitter and Instagram during the meal – turns out over three million people saw his dinner party! Can you believe it? So, yeah, that's right, no one has much privacy these days – not even in their own homes!

11.13
The forest fire in the woods of the northern provinces is the second natural disaster to affect the region after last June's floods. The area also has very high unemployment, with around 40% of under 30-year-olds out of work.

Yesterday, we heard that a multinational company has decided not to build a new factory here. People had hoped this would create jobs in the region. When they heard the news, many young people wrote angrily on social media.

Unit 12 Work

12.1
P I've been a newspaper journalist since 2001. I enjoy my job mostly, but ... I really don't like the office where I work. It's huge and there are about 60 of us in here. We all sit here, we hear the same noises, we breathe the same air. I've worked here for five years. Or at least, I've tried to work here. But it's not easy, and here's why ...
P So why do millions of us work in open-plan offices? To find out more about open-plan offices, I spoke to architect, Nicky Delaney.
P So, Nicky, tell me – how long have we had open-plan offices? Is it a new way of working?
N Well, no actually. Open-plan offices have been around since the late 19th century. The first ones appeared in the USA and were like schools, with workers sitting quietly at small desks, in straight rows, facing the same way. In the 1960s a new kind of office was introduced in Germany, where desks were organized into work zones of different sizes, with desks facing each other. This was to encourage communication and sharing of ideas.
P But let's be honest, although it's good to communicate and share ideas, sometimes it's possible to have too much talk and it can be difficult to work. Listen to sound expert, Justin Simms, talking about the effects of noise on how we work.
J When we do work like writing a document, a voice in our head helps us organize our ideas. Scientists say that nobody can understand two people talking at the same time – we can understand a maximum of 1.6 people talking. If somebody else is speaking, then we can't listen to that voice in our head. That means we can't work well and research has shown that the noise in open-plan offices can reduce productivity by 66%.
P And then there's the opposite problem. Open-plan offices can be too quiet, if everybody's doing their work in silence. So it can be hard to have private conversations. Justin Simms again.
J Some companies have recently started to use something called 'pink noise'. Pink noise sounds like falling rain or wind in the trees. It's played through speakers and provides background noise, which covers the sound of other people's conversation and also covers up the sound of silence.
P So if open-plan offices can be a problem, are there alternative solutions? In the last few years, 'break out areas', where people can have informal meetings, have become more and more popular. In next week's programme, I'm going to look at this new 'flexible working environment'. Till then, it's goodbye from me.

12.5
1 I work for an advertising agency. I'm a director and my job is to advise clients about their advertising campaigns. I spend a lot of time in meetings – I attend five or six meetings a day, sometimes more. And they're usually at the clients' offices, not at my own, unfortunately. I often have to give presentations at the meetings, so it can be quite stressful. I also entertain clients a lot – you know, take them to restaurants and sports events, that sort of thing. It sounds like fun, but it's difficult to relax when you're with clients. I'd prefer to be out with family or friends. I guess I've just been in this job for too long.
2 I'm a restaurant manager. I work for a large restaurant in Las Vegas and I manage a team of fifteen people. One of my main roles is to recruit and train new kitchen and waiting staff. I also do a lot of paperwork. For example, I write a report on food sales at the end of every evening. I often don't get to bed until after two in the morning. It's tiring work, but I love it!
3 I'm an administrator at the law court. I work in a team of four people, who I really like, and we run the day-to-day business of the court. So we set times and dates for court cases, answer phone enquiries and deal with emails. It's not the most exciting job in the world and I don't expect to stay in this job forever, but I'm very happy to do it for now.

12.6
I Hi Danielle. Come in. Take a seat.
D Thanks very much.
I So, just to introduce myself. I'm Philippa Hart, Head of HR here at Canadian News Online. As you know, we're a new company and we're looking to build up our team of sports writers.
D Uh-huh.

12.7
I So, on with the interview ... First of all, tell me, Danielle, what qualifications have you got for this job?
D Well, I've got a university degree in journalism, and that included not just newspaper and magazine journalism but also radio, TV, and, of course, online journalism.
I OK, good, and how much experience do you have? In sports journalism, I mean.
D I've worked as a sports journalist for six years. My first job was working for a local newspaper in my town. I worked there for two years and then I wrote for a teenage sports magazine. I'm currently writing for a popular ice hockey magazine called *Shoot*.
I Yeah, I know it well. So, why do you want to work for this company?
D Well, I enjoy my present job, but I'd like to write about a range of sports, not just ice hockey. Also, I'd really like to get into online publishing.
I Sure, sure. And what are your strengths and weaknesses?
D Mmm, that's a difficult question. Strengths ... well, I'm creative, I can work quickly when I need to, and I'm good at interviewing sports people – you know, getting them to say interesting things. Weaknesses ... I find it hard to say 'no' sometimes when people ask me to do things. That means I sometimes have too many projects. But I'm working on that.
I Sounds good. And what's your greatest achievement? What are you most proud of in your career so far?
D Er, well, two years ago I won an award for best young sports journalist. There was quite a lot of competition for that. You know, writers at other sports magazines – so I was quite pleased.
I Yeah, I'm sure. Now, do you have any questions about the job?
D Er, yes, I do have a few actually ...

12.8
1 Does an accountant work in a court?
2 Do you pay a client to do work for you?
3 Does a medical researcher work in a laboratory?
4 If you recruit somebody, do you give them a job?
5 If you fill in a form, are you doing paperwork?
6 If you advise someone, do you tell them what they should do?
7 If your desk is in a mess, is it tidy?
8 If you manage a team, are you in charge of the team?
9 If you are in trouble with your boss, is he or she pleased with you?

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
keep	kept	kept
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left

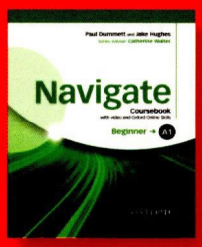
Infinitive	Past simple	Past participle
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

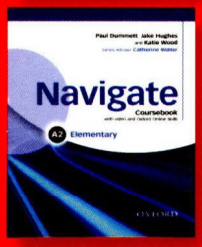
Phonetic symbols

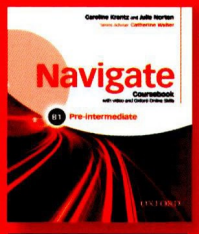
Single vowel sounds			
/iː/	tree /triː/	/ə/	computer /kəm'pjuːtə/
/ɪ/	his /hɪz/	/ɜː/	learn /lɜːn/
/i/	happy /'hæpi/	/ɔː/	four /fɔː/
/ʊ/	good /gʊd/	/æ/	hat /hæt/
/u/	usual /'juːʒuəl/	/ʌ/	sunny /'sʌni/
/uː/	school /skuːl/	/ɑː/	car /kɑː(r)/
/e/	ten /ten/	/ɒ/	clock /klɒk/

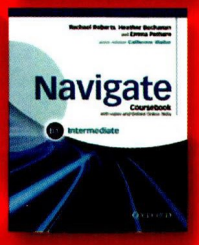
Diphthongs (double vowel sounds)			
/ɪə/	near /nɪə/	/ɔɪ/	boy /bɔɪ/
/ʊə/	tour /tʊə/	/aɪ/	try /traɪ/
/eə/	wear /weə/	/əʊ/	so /səʊ/
/eɪ/	train /treɪn/	/aʊ/	out /aʊt/

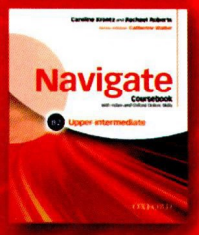
Consonant sounds			
/p/	pen /pen/	/s/	see /siː/
/b/	big /bɪg/	/z/	lazy /'leɪzi/
/t/	tea /tiː/	/ʃ/	shower /'ʃaʊə(r)/
/d/	do /duː/	/ʒ/	television /'telɪvɪʒn/
/tʃ/	children /'tʃɪldrən/	/m/	man /mæn/
/dʒ/	journey /'dʒɜːni/	/n/	never /'nevə/
/k/	cat /kæt/	/ŋ/	sing /sɪŋ/
/g/	go /gəʊ/	/h/	hot /hɒt/
/f/	fly /flaɪ/	/l/	like /laɪk/
/v/	very /'veri/	/r/	river /'rɪvə/
/θ/	thing /θɪŋ/	/w/	water /'wɔːtə/
/ð/	this /ðɪs/	/j/	yes /jes/

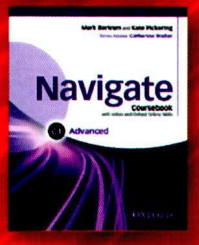












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