



CFA

Aprende Inglés y Construye Futuro

Cursos **de inglés** en Colombia

BANCO DE PREGUNTAS CFA II



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What do CFA INTRO students need?

We believe that in 9 out of 10 cases when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a great deal of motivation to encourage them to speak in English.

A1 learners' language level is low, but they need interesting topics and texts just as much as B1 or C1 students.



Speaking

- Regular opportunities to use new language orally.
- Topics that will arouse their interest and prompt them to describe their experiences and express their ideas.
- Realistic and achievable tasks.



CFA motivates students to speak by providing varied and achievable tasks, and the language that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practicing grammar and vocabulary orally.



Grammar

- Clear and memorable presentations of basic structures.
- Regular and varied practice in useful and natural contexts.
- Student-friendly reference material.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' Spanish can save time and help build good teacher-class rapport. Contrasting how English grammar works with the rules in students' Spanish can also help students to assimilate the rules more easily.





Listening

- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

The listenings in English File are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time.



Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- Deal with unknown words in a text.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. All reading texts here are available with audio, which helps build reading fluency and confidence.





Writing

- Clear models
- The 'nuts and bolts' of writing on a word and sentence level

The growth of the internet and social media means that people worldwide are writing in English more than ever before both for business and personal communication.



Vocabulary

- A focus on high-frequency words and phrases.
- Opportunities to personalize new vocabulary.
- Accessible reference material.

Every lesson should focus on high-frequency vocabulary and common lexical areas, and keep the load realistic.

MAKE SURE STUDENTS CAN INTERPRET FROM SPANISH TO ENGLISH AND VICE VERSA





UNIT 1

PRESENT SIMPLE AND CONTINUOUS. ACTION AND NON-ACTION VERBS

At this point, students should be clear about the use of both present simple and continuous.

present simple and continuous, action and non-action verbs

present simple: *I live, he works, etc.*

- 1 I **live** in London. She **works** in a restaurant.
We **don't eat** meat. Jack **doesn't wear** glasses.
Where **do** you **live**? **Does** the supermarket **open** on Sundays?
- 2 She usually **has** cereal for breakfast.
I'm never late for work.
We only **eat out** about once a month.

- 1 We use the present simple for things that are always true, or happen regularly.
- Remember the spelling rules for third person singular, e.g. *lives, studies, watches*.
 - Use **ASI** (Auxiliary, Subject, Infinitive) or **QuASI** (Question word, Auxiliary, Subject, Infinitive) to help you with word order in questions. *Do you know David? What time does the film start?*
- 2 We often use the present simple with adverbs of frequency, e.g. *usually, never*, or expressions of frequency, e.g. *every day, once a week*.
- Adverbs of frequency go **before** the main verb and **after** *be*.
 - Expressions of frequency usually go at the end of the sentence or verb phrase.

present continuous: *be + verb + -ing*

- A Is your sister still **going out** with Adam?
B No, they **broke up**. She **isn't going out** with anyone now.
The phone's **ringing**. Can you answer it?
House prices **are going up** very fast at the moment.

- We use the present continuous (**NOT** the present simple) for actions in progress at the time of speaking, e.g. things that are happening now or around now. These are normally temporary, not habitual, actions.
- Remember the spelling rules, e.g. *living, studying, getting*.
- We also use the present continuous for future arrangements (see **1B**).

action and non-action verbs

- A What **are** you **looking for**?
B My car keys.
A I'll help you in a moment.
B But I **need** them now!
A What **are** you **cooking**? It **smells** delicious.
B I'm **making** pasta.
A Great! I **love** pasta.

- Verbs which describe **actions**, e.g. *cook, make*, can be used in the present simple or continuous. *I'm making lunch. I usually make lunch at the weekend.*
- Verbs which describe **states** or **feelings** (**NOT** actions), e.g. *be, need, love*, are **non-action verbs**. They are not usually used in the present continuous, even if we mean 'now'.
- Common non-action verbs are *agree, be, believe, belong, depend, forget, hate, hear, know, like, love, matter, mean, need, prefer, realize, recognize, remember, seem, suppose, want*.
- Verbs of the senses are normally also non-action, e.g. *look, smell, taste, and sound*.

🗨 Verbs that can be both action and non-action

A few verbs have an action and a non-action meaning, e.g. *have* and *think*.

I can't talk now. I'm having lunch. = action (*have lunch*)

I have a cat now. = non-action (possession)

What are you thinking about? = action (*think about sth*)

I think this music's great. = non-action (opinion)





a Circle the correct form, present simple or continuous.

I don't believe / I'm not believing that you cooked this meal yourself.

- 1 Come on, let's order. The waiter *comes* / *is coming*.
- 2 Kate *doesn't want* / *isn't wanting* to have dinner now. She isn't hungry.
- 3 The head chef is ill, so he *doesn't work* / *isn't working* today.
- 4 The bill *seems* / *is seeming* very expensive to me.
- 5 We've had an argument and now we *don't speak* / *aren't speaking* to each other.
- 6 My mum *thinks* / *is thinking* my diet is awful these days.
- 7 *Do we need* / *Are we needing* to go shopping today?
- 8 Can I call you back? *I have* / *I'm having* lunch right now.
- 9 I didn't use to like oily fish, but now *I love* / *I'm loving* it!
- 10 Your cake is wonderful! It *tastes* / *is tasting* like one my mother used to make.

b Complete with the present simple or present continuous forms of the verbs in brackets.

We don't go to Chinese restaurants very often. (not go)

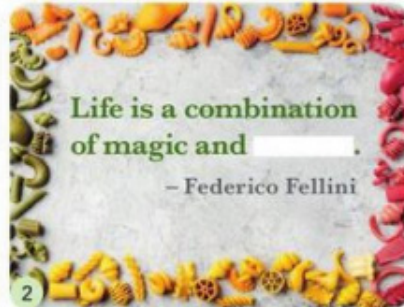
- 1 I _____ high cholesterol so I never _____ fried food. (have, eat)
- 2 _____ you _____ any vitamins at the moment? (take)
- 3 Don't eat the spinach if you _____ it. (not like)
- 4 _____ your boyfriend _____ how to cook fish? (know)
- 5 We _____ takeaway pizzas once a week. (order)
- 6 What _____ your mother _____? It _____ delicious! (make, smell)
- 7 You look sad. What _____ you _____ about? (think)
- 8 I _____ the diet in my country _____ worse. (think, get)
- 9 How often _____ you _____ seafood? (have)
- 10 I _____ usually _____ red meat. (not cook)



1 VOCABULARY food and cooking

- a Look at some quotes about food from Pinterest. Complete the gaps with a word or phrase from the list.

cake cookie fruit salad onions pasta pear tomato



- b Which quote do you like best? Compare with a partner.

c Vocabulary Bank Food and cooking

- d Look at some common adjectives to describe food. What kind of food do we often use them with?

fresh /frefʃ/ frozen /'frəʊzn/ hot /spɪsi/ spicy /'spæsi/
low-fat /ləʊ 'fæt/ raw /rɔː/ tinned /tɪnd/

- e Listen to six conversations. Write the food phrase you hear for each adjective in d.

1 raw beetroot

2 PRONUNCIATION

short and long vowel sounds

- a Look at the eight sound pictures. What are the words and sounds? What part of the symbol tells you that a sound is long?



- b Match a phrase to each sound. Then listen and check.

<input type="checkbox"/> crab salad	<input type="checkbox"/> a good cook
<input type="checkbox"/> grilled squid	<input type="checkbox"/> hot sausages
<input type="checkbox"/> a jar of raspberry jam	<input type="checkbox"/> raw pork
<input type="checkbox"/> steamed green beans	<input type="checkbox"/> tuna with beetroot

3 LISTENING & SPEAKING

- a Read the *Your food profile* questionnaire. What do you think the **bold** words and phrases mean?

Your food profile

- What's your favourite...?
a snack b pizza **topping**
c sandwich **filling**
- Do you ever have...?
a **ready-made** food
b **takeaway** food
c very hot / spicy food
Give examples.
- Are you **allergic** or **intolerant** to any food? How long have you had the problem?
- What food do you usually eat...?
a to **cheer yourself up** when you're feeling sad
b when you're tired and don't want to cook
- When you're away from home, is there any food or drink that you really **miss**?
- Is there any food or drink that you couldn't live without? How often do you eat / drink it?





b Listen to six people each answering one question from *Your food profile*. Match each speaker to the question he or she is answering.

- | | |
|--------|-------|
| 5 Emma | Rob |
| Sarah | James |
| John | Sean |

c Listen again and write their answers. Compare with a partner.

d Ask and answer the questions with a partner. What do you have in common?

4 READING

a Talk to a partner. What time do you usually...?

- | | |
|----------------|-------------|
| get up | have lunch |
| have breakfast | have dinner |
| do exercise | go to bed |
| have a coffee | |

b Read the article once. Do you or your partner do any of the things in a at the times the article recommends?

c Read the article again. Answer the questions with a partner.

- Why is it important to have breakfast every day when you're a teenager?
- What effect does caffeine have on us if we drink it between 2.00 and 5.00 p.m.?
- What's the difference between having steak and chips for lunch and having it for dinner?
- Why should an early evening meal be 'delicious'?
- What's the best physical activity to do
 - early in the morning,
 - in the afternoon?
- Why does the body produce melatonin?

d Search the text and find six parts of the body. Which do we a) have one of, b) two of, c) more than two of?

- | | |
|------------|------------|
| 1 he _____ | 4 br _____ |
| 2 st _____ | 5 mu _____ |
| 3 li _____ | 6 lu _____ |

e Answer the questions with a partner.

- Do you believe all the information in this article? Why (not)? Give examples from your own experience.
- Would you consider changing any of your habits based on this information?

Eat and drink - but at the right time!

In our super-busy 21st-century lives, most of us try to do as much as we can in 24 hours. However, we usually do things whenever it suits us, and experts say that this is disrupting our body's natural cycle, making us feel tired at times when we should feel awake, and vice versa. Science shows that by doing things at the right time, we can be happier and healthier.

Have breakfast at 8.00 a.m.

In a recent study, researchers found having breakfast at this time is good for our blood sugar levels, so the food you eat now will give you the energy you need. It's also important not to skip breakfast. Another research team, from Sweden, suggested that people who ate a regular breakfast as teenagers were 32% less likely to be at risk of heart disease as adults.

Don't drink coffee in the morning. Have one at 3.00 p.m.

Most coffee drinkers make a cup as soon as they wake up. However, researchers have suggested that early morning is the worst time to drink coffee, because it stops the body from producing the stress hormone cortisol, which we need at this time to help us to wake up. The best time to drink coffee - or caffeine in general - is between 2.00 p.m. and 5.00 p.m., when it can make us more mentally alert, according to a study carried out by the University of Sheffield a few years ago.

Have lunch between 12.00 and 2.00

This is when our body digests food best, because this is when the stomach produces most acid. So it's the ideal time to have your main meal of the day. An experiment by nutritionists at the University of Surrey found that blood glucose levels after an evening meal were much higher than when people had the same meal earlier in the day, and high levels of glucose can cause diabetes.

Have dinner at 7.00 p.m.

Have your evening meal early. It should be delicious - our sense of smell and taste are at their best at this time - but light. And if you want a small glass of wine, have it before dinner, as 6.30 is when the liver is most efficient at dealing with alcohol.

More good times for your body

- Ideally, you should get up when the sun rises. When we see daylight, we stop producing the sleep hormone melatonin and start getting ready for the day ahead.
- Do yoga or go for a walk before breakfast.
- Do important tasks at 11.00 a.m., when your brain is working best.
- Weightlifting sessions are best done at midday - that's when your muscles are strongest.
- The best time to run or cycle is 5.00 p.m., when your lung capacity - important for endurance sports - is at its greatest.
- Go to bed between 9.00 p.m. and 11.00 p.m. This is when your body temperature starts to go down and the brain begins producing melatonin.



Adapted from The Times



5 LISTENING

- a** Read the text about Marianna. Then look at the five photos and extracts from an interview with her. With a partner, say how you think she finishes each sentence.
- b** Listen to Part 1 of an interview with Marianna and check your answers to **a**.
- c** Listen again. With a partner, say anything else you can remember about each photo.
- d** Now listen to Part 2 and answer the questions.
- 1 What three things did Marianna do before becoming a chef in London?
 - 2 What was her first connection with the restaurant Moro? Why did she go back to it later?
 - 3 What happened seven years later?
 - 4 How is her restaurant, Morito, different from Moro?
 - 5 How often does she go back to Crete? What happens when she has lunch with her old friends there?
- e** What about you? Answer the questions with a partner.
- 1 What was your favourite food when you were a child?
 - 2 What kind of things did your mother or father cook? Do you still eat them?
 - 3 Do you have a favourite restaurant? What do you like most about it – the food, the atmosphere, the service, or the price?

6 GRAMMAR present simple and continuous, action and non-action verbs

- a** Look at three sentences from the interview. Circle the correct verb form.
- 1 You *don't need / aren't needing* anything except lemon and olive oil when fish and seafood is really fresh.
 - 2 This week, for example, I *make / I'm making* 'ntakos', a Cretan salad...
 - 3 I *go / I'm going* to Crete maybe four or five times a year.
- b** Listen and check. With a partner, say why you think she uses each form.



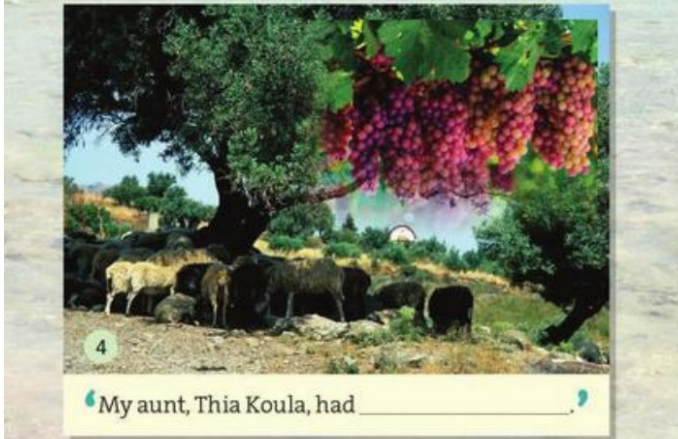
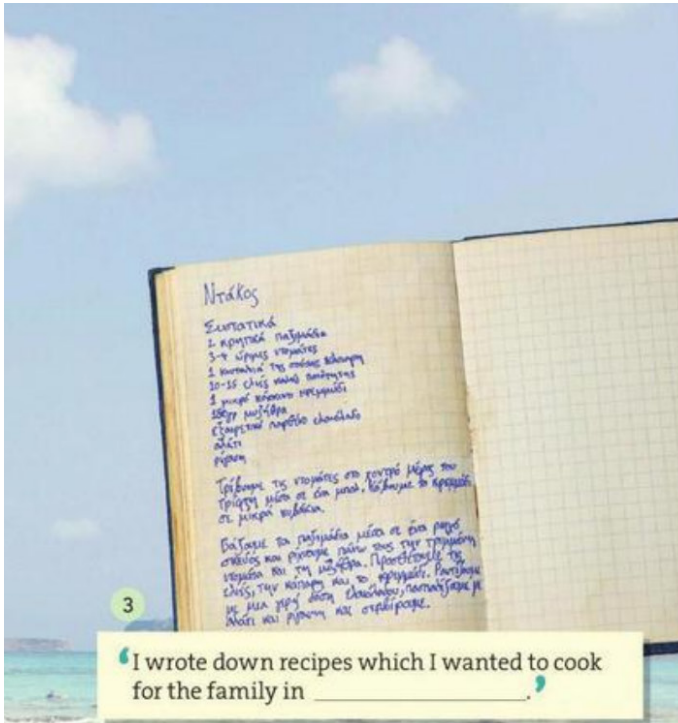
Marianna Leivaditaki

is the head chef at Morito, a very popular restaurant on Hackney Road, in London. She was born on the island of Crete, in Greece. Her father was a Cretan fisherman and her mother was Scottish. Together they ran a seafood restaurant, which is where Marianna spent most of her childhood.



1 We ate fish every day, which _____.

2 We boiled it and ate it with _____.



d Make questions to ask your partner with the present simple or continuous. Ask for more information.

On a typical day

- What / usually have for breakfast?
- / drink fizzy drinks, e.g. Coke? How many glasses / drink a day?
- Where / normally have lunch?
- What / usually have for lunch during the week?
- / ever cook? What / make?
- / prefer eating at home or eating out?

At the moment / Nowadays

- / take vitamins or food supplements at the moment?
- / try to cut down on anything at the moment?
- / need to buy any food today?
- / want anything to eat right now?
- / the diet in your country / get better or worse?

7 SPEAKING

a Read statements 1–6 and decide if you agree or disagree. Think of reasons and examples.

Do you agree?



- 1 Good service is more important than good food.
- 2 The best chefs are usually men.
- 3 Everybody should learn to cook at school.
- 4 Cheap restaurants always serve bad food.
- 5 Waiters should earn a good salary and tips should be banned.
- 6 Italian food is the best in the world.

b In pairs or groups, discuss each statement for at least two minutes. Say if you agree with the statements or not, and why. Use the language from the **Agreeing and disagreeing** box.

Agreeing and disagreeing

I agree	with that.
I don't agree	with you.
I disagree	
I think	that's true.
I don't think	you're right.
I think it depends.	



Food and cooking

1 FOOD

a Match the words and photos.

Fish and seafood

- 1 crab /kraeb/
- lobster /'lobstə/
- mussels /'maslz/
- prawns /'prɔ:nz/
- salmon /'sæmən/
- squid /skwɪd/
- tuna /'tju:nə/

Meat

- beef /bi:f/
- chicken /'tʃɪkɪn/
- duck /dʌk/
- lamb /læm/
- pork /pɔ:k/

Fruit and vegetables

- aubergine /'ɔ:bəʒi:n/ (AmE eggplant)
- avocado /,ævə'kɔ:dəʊ/
- beetroot /'bi:trʊ:t/
- cabbage /'kæbɪdʒ/
- cherries /'tʃerɪz/
- courgette /'kɔ:ʒet/ (AmE zucchini)
- cucumber /'kju:kʌmbə/
- grapes /greɪps/
- green beans /grɪn 'bi:nz/
- lemon /'lemən/
- mango /'mæŋgəʊ/
- melon /'melən/
- peach /pi:tʃ/
- pear /peə/
- raspberries /'ræzberɪz/
- red pepper /red 'pepə/

b Listen and check.

ACTIVATION Talk to a partner. Are there any things in the list that you...?

- a love
- b hate
- c have never eaten

Are there any other kinds of fish, meat, fruit, or vegetables that are very common in your country?



VOCABULARY BANK

2 COOKING

a Match the words and photos.



- baked /beɪkt/
- boiled /bɔɪld/
- 1 fried /fraɪd/
- grilled /grɪld/
- roast /rəʊst/
- steamed /sti:md/

b Listen and check.

ACTIVATION Talk to a partner. How do you prefer these things to be cooked?

chicken eggs fish potatoes

3 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

down on out (x2)

- 1 I **eat** _____ a lot because I often don't have time to cook. Luckily, there are lots of good restaurants near where I live.
- 2 I'm trying to **cut** _____ coffee at the moment. I'm only having one cup at breakfast.
- 3 The doctor told me that I should completely **cut** _____ all cheese and dairy products from my diet.

b Listen and check.





UNIT 2

FUTURE FORMS: WILL – BE GOING TO

future forms: present continuous, *be going to*, *will / won't*

be going to + infinitive

future plans and intentions

My sister's **going to** adopt a child.

Are you going to buy a new car or a second-hand one?

I'm **not going to** go home for the holidays. It's too far.

predictions

Barcelona **are going to** win. They're playing really well.

Look at those black clouds. I think it's **going to** rain.

- We use *be going to* (**NOT** *will / won't*) when we have already decided to do something. **NOT** *My sister will adopt a child.*
- We also use *be going to* to make a prediction about the future, especially when we have some evidence (e.g. *we can see black clouds*).

present continuous: *be* + verb + *-ing*

future arrangements

Lorna and Jamie **are getting** married in October.

We're meeting at 10.00 tomorrow in Richard's office.

Jane's **leaving** on Friday and **coming back** next Tuesday.

- We often use the present continuous for future arrangements.
- There is very little difference between the present continuous and *be going to* for future plans / arrangements and often you can use either.
 - *be going to* shows that you have made a decision.
We're going to get married next year.
 - the present continuous emphasizes that you have made the arrangements.
We're getting married on October 12th. (= we've booked the church)
- We often use the present continuous with verbs relating to travel arrangements, e.g. *go, come, arrive, leave, etc.*
He's arriving tomorrow and leaving on Thursday.

will / shall + infinitive



instant decisions, promises, offers, predictions, future facts, suggestions

- 1 I'll **have** the steak. (instant decision)
I **won't** tell anybody where you are. (promise)
I'll **carry** that bag for you. (offer)
You'll **love** New York! (prediction)
Next year Christmas Day **will be** on a Thursday. (future fact)
 - 2 **Shall I** help you with your homework? (offer)
Shall we eat out tonight? (suggestion)
- 1 We use *will / won't* (**NOT** the present simple) for instant decisions, promises, and offers. **NOT** *I carry that bag for you.*
 - We can also use *will / won't* for predictions, e.g. *I think Barcelona will win*, and to talk about future facts, e.g. *The election will be on 1st March.*
 - 2 We use *shall* (**NOT** *will*) with *I* and *we* for offers and suggestions when they are questions.





a Circle the correct form. Tick (✓) the sentence if both are possible.

The exam (will be) is being on the last Friday of term.

- 1 Will / Shall we invite your parents for Sunday lunch?
- 2 A It's Alice's birthday tomorrow.
B Oh, really? I 'm making / 'll make a cake.
- 3 I 'm not having / 'm not going to have dinner with my family tonight.
- 4 Are you going to go / Will you go to Jo's party next weekend?
- 5 You can trust me. I 'm not telling / won't tell anyone what you told me.
- 6 A What are you doing on Sunday?
B We 're visiting / 'll visit my grandparents.
- 7 I think the birth rate will go down / is going down in my country in the next few years.
- 8 My grandfather is going to retire / retiring at the end of the month.
- 9 Shall / Will I help you with the washing-up?

b Complete B's responses with a correct future form.

- A What's your mother going to do about her car?
B She's going to buy a second-hand one. (buy)
- 1 A I'm going to miss you. Please stay in touch.
B I promise I _____ every day. (phone)
- 2 A What are Alan's plans for the future?
B He _____ a degree in engineering. (do)
- 3 A Can I see you tonight?
B No, I _____ late. Maybe Saturday? (work)
- 4 A Are you ready to order?
B Yes, I _____ the prawns, please. (have)
- 5 A There's nothing in the fridge.
B OK. _____ we _____ a takeaway? (get)
- 6 A I don't have any money, so I can't go out.
B No problem, I _____ you some. (lend)
- 7 A Shall we have a barbecue tomorrow?
B No, the weather forecast says it _____. (rain)
- 8 A We land at about 8.00.
B _____ I _____ you up from the airport? (pick)




1 VOCABULARY & SPEAKING family

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

- 1 a father and a parent
- 2 a mother and a stepmother
- 3 a brother and a brother-in-law
- 4 a stepsister and a half-sister
- 5 a grandfather and a great-grandfather
- 6 an adopted child and an only child
- 7 brothers and sisters and siblings
- 8 your immediate family and your extended family

b Read the article about modern British family life. In pairs, try to complete the gaps with the numbers from the list.

2 10% 14% 17% 30 32 40% 45%

c  1.14 Listen and check. Are there any statistics in the article which you think would be very different in your country? Why?

d Read the questions and think about your answers. Then ask and answer in pairs or small groups.

Do you have a big family? Who do you live with?
How often do you...?

- have a meal with your family
- go out for a meal or to the cinema, etc. with a family member
- see your extended family

Do you spend more of your free time with family or friends? Why?

Are there any members of your family who you have very little contact with? Why?

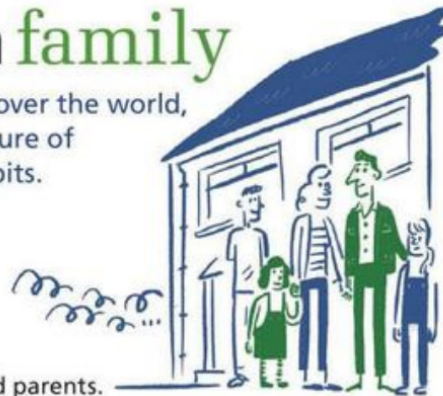
What do you and your family mainly argue about? Do you ever argue about phones or tablets?

 Politely refusing to talk about something

Occasionally, you may be asked a question that you feel uncomfortable answering. Respond politely with *I'm sorry, I'd rather not talk about that.*

The modern family

Family life is changing all over the world, and it's not just the structure of the family, but also its habits. A recent survey of British family life showed some surprising statistics.



Family structure

60% of families have married parents.

22% are single-parent families.

Only ¹ _____ of the single parents are men.



² _____ of families have **one** child, ³ _____ have **two**, and **15%** have three or more.

11% of families have stepchildren.

On average **women** get married at ⁴ _____, and **men** at ⁵ _____.



Family habits

20% of families only eat together once or twice a week, and ⁶ _____ never eat at the same time.



They visit friends or extended family **twice** a month.

⁷ _____ of people have family members who they **never speak to** or contact.



75% of people are happiest with their families, and **17%** with their friends.

The average family has ⁸ _____ **rows** each day, and the most common cause is children or teenagers refusing to put down their phones or tablets.





4 VOCABULARY adjectives of personality

a Complete the opposite adjectives in sentences 1–5.

Opposites attract



- 1 She's extroverted, but he's sh .
- 2 She's generous, but he's m .
- 3 She's hard-working, but he's l .
- 4 She's talkative, but he's q .
- 5 She's funny, but he's se .

5 PRONUNCIATION word stress

a Underline the stressed syllable in the multi-syllable adjectives.

- 1 an|xious am|bitious ge|ne|rous
re|be|llious
- 2 so|cia|ble re|li|a|ble
- 3 re|spon|sible sen|si|ble
- 4 com|pe|ti|tive tal|ka|tive sen|si|tive
- 5 un|fri|endly in|se|cure im|pa|tient
im|ma|ture

b Listen and check. Then listen again and repeat. Are prefixes (e.g. un-, in-) and suffixes (e.g. -ous, -ble, -tive) stressed?

6 READING

- a What's your position in your family? Are you the oldest child, a middle child, the youngest child, or an only child?
- b Look at four groups of adjectives. Which group do you think goes with each position in the family (e.g. the oldest)?
 - 1 outgoing, charming, and disorganized
 - 2 responsible, ambitious, and anxious
 - 3 self-confident, independent, and spoilt
 - 4 sociable, sensitive, and unambitious
- c Read the article and check your answers.



How birth order influences your personality

Nowadays, it is an accepted fact that our position in the family – that is, whether we're an oldest child, a middle child, a youngest child, or an only child – is possibly the strongest influence there is on our character and personality. So what influence does it have?

The oldest child

Firstborn children often have to look after their younger brothers and sisters, so they're usually sensible and responsible as adults. They also tend to be ambitious and they make good leaders. On the negative side, oldest children can be insecure and anxious. This is because ¹ H.

The middle child

Middle children are more relaxed than the oldest children, probably because ² . They're usually very sociable – the kind of people who get on with everybody. They are also usually sensitive to what other people need, because ³ . For the same reason, they're often quite good at sorting out arguments, and they're always sympathetic to the ones on the losing side, or in general, to people who are having problems. On the other hand, middle children can sometimes be unambitious, and they can lack direction in life.

The youngest child

Youngest children are often very outgoing and charming. This is the way they try to get the attention of both their parents and their older brothers and sisters. They are often more rebellious, and this is probably because ⁴ . They can also be immature and disorganized, and they often depend too much on other people, because ⁵ .

The only child

Only children usually do very well at school, because they have a lot of contact with adults. They get a lot of love and attention from their parents, so they're typically self-confident. They're also independent, as they spend so much time by themselves. And because ⁶ , they're often very organized. Only children can sometimes be spoilt, because ⁷ by their parents. They can also be quite selfish and get impatient, especially when things go wrong. This is because ⁸ .



d Read the article again and complete it with reasons A–H.

- A they grew up between older and younger brothers and sisters
- B it's easier for them to break the rules – by the time they were born, their parents were more relaxed about discipline
- C their parents were more relaxed themselves by the time the second child arrived
- D they are given everything they ask for
- E they have always been the baby of the family
- F they spend a lot of time with adults
- G they've never had to sort out problems with other brothers and sisters
- H when the second child was born, they lost some of their parents' attention, and maybe they felt rejected

e Re-read the paragraph that applies to you. Do you think the description of personality is true for you? Are any of the other descriptions true for people you know, e.g. your brothers and sisters, or friends?

7 LISTENING & SPEAKING

a You're going to hear two people talking about a time when they or one of their siblings behaved badly. Look at some words from each story. With a partner, try to predict what happened.

James's story

brother teenagers fighting stabbed
finger penknife accident
horrified blood mum angry hospital

Marilyn's story

sister parrot cage let out fly
bedroom looked everywhere cried window
hidden cupboard frightened horrible

b Listen to the stories. Were your predictions correct?

c Listen again and answer the questions for James and Marilyn. Who do you think behaved worse, James or Marilyn's sister?

- 1 How old were they?
- 2 Where were they?
- 3 What bad thing did they or their sibling do?
- 4 What happened in the end?
- 5 How do James's brother and Marilyn show that they've never forgotten what happened?

d Work in pairs. **A**, you are James's brother. **B**, you are Marilyn's sister. Retell the two stories from your point of view.

I have a twin brother called James, and we used to fight a lot when we were teenagers. One day,...



e Can you remember a time when you were young and you behaved very badly to a sibling or a friend, or they did to you? Tell the story, answering the questions in c.

8 WRITING

a Read Alice's 'self-portrait' poem. Then write your own poem using the instructions below.

1 *Alice*
2 *affectionate, honest, imaginative, moody*
3 *oldest daughter of Richard and Billie*
4 *likes music, Diet Coke, and sunny days*
5 *afraid of lifts and other small spaces*
6 *would like to see elephants in the wild*
7 *Williams*

Instructions

- line 1 – your first name
- line 2 – four adjectives that describe you
- line 3 – where you are in your family, and your parents' names
- line 4 – three things you like
- line 5 – something you are afraid of
- line 6 – something you would like to do
- line 7 – your last name





UNIT 3

PRESENT PERFECT VS. PAST SIMPLE

present perfect and past simple

present perfect simple: *have / has + past participle (worked, seen, etc.)*

1 past experiences

I've **inherited** some money but I **haven't spent** it.
Sally **has never met** Bill's ex-wife.
Have you ever **lost** your credit card?

2 recent past actions

I've **cut** my finger!
Too late! Our train **has just left**!

3 with **yet** and **already** (for emphasis)

I've **already seen** this film twice. Can't we watch another one?
My brother **hasn't found** a new job yet. He's still looking.
'Have you finished your homework yet?' 'No, not yet.'

1 We use the present perfect for past experiences when we don't say exactly when they happened.

- We often use *ever* and *never* when we talk or ask about past experiences. They go before the main verb.
- 2 We use the present perfect for recent past actions when we focus on the present result.
 - In this context we often use *just* before the main verb.
- 3 We also use the present perfect with *yet* and *already*.
 - We use *already* in \oplus sentences. It goes before the main verb.
 - We use *yet* with \ominus sentences and ? . It goes at the end of the phrase.
 - For irregular past participles, see *Irregular verbs* p.165.

past simple (*worked, stopped, went, had, etc.*)

They **got** married last year.
I **didn't have** time to do my homework.
What time **did** you **wake up** this morning?

- We use the past simple for finished past actions (when we say, ask, or know when they happened).

present perfect or past simple?

I've **been** to Madrid twice.
(= in my life up to now)
I **went** there in 1998 and 2002. (= on two specific occasions)
I've **bought** a new computer. (= I don't say exactly when, where, etc.)
I **bought** it last Saturday. (= I say when)

- We use the present perfect (**NOT** the past simple) to talk about past experiences and recent past actions **when we don't specify a time**.
- We use the past simple (**NOT** the present perfect) to ask or talk about finished actions in the past, **when the time is mentioned or understood**. We often use a past time expression, e.g. *yesterday, last week, etc.*



a Complete the conversations with the present perfect form of the verb in brackets and an adverb from the list. You can use the adverbs more than once.

already ever just never yet

- A Why are you smiling? B I've just found a €50 note! (find)
- 1 A _____ you _____ a flight online? (book)
B Yes, of course. I've done it loads of times.
- 2 A When are you going to buy a motorbike?
B Soon. I _____ nearly €1,000.
(save)
- 3 A _____ you _____ the phone bill _____? (pay)
B No, sorry. I forgot.
- 4 A _____ your parents _____ you money?
(lend)
B Yes, but I paid it back as soon as I could.
- 5 A How does eBay work?
B I don't know. I _____ it. (use)
- 6 A What are you celebrating?
B We _____ the lottery! (win)
- 7 A Why haven't you got any money?
B I _____ my salary. I bought a new phone last week. (spend)
- 8 A Would you like a coffee?
B No, thanks. I _____ one. (have)

b Are the **bold** phrases right or wrong? Tick (✓) or cross (X) them. Correct the wrong phrases.

- I've never been in debt. (✓)
How much **has your new camera cost?** (X)
How much did your new camera cost?
- 1 Dean **has just inherited** €5,000 from a relative.
- 2 **Did your sister pay** you back yet?
- 3 **We booked our holiday** online a month ago.
- 4 **When have you bought** that leather jacket?
- 5 **They've finished paying back** the loan last month.
- 6 **We haven't paid** the gas bill yet.
- 7 **Have you ever wasted** a lot of money on something?
- 8 I'm sure I **haven't borrowed** any money from you last week.
- 9 I **spent my salary** really quickly last month.
- 10 **Have you seen** the Batman film on TV yesterday?





1 VOCABULARY money

a Do *The money quiz* in teams.

The money quiz

1 Match the coins to eight of the countries below. What currency are they? What currency do the other two countries use?

<input type="checkbox"/> Brazil	<input type="checkbox"/> Mexico
<input type="checkbox"/> China	<input type="checkbox"/> Poland
<input type="checkbox"/> France	<input type="checkbox"/> Russia
<input type="checkbox"/> Hungary	<input type="checkbox"/> Switzerland
<input type="checkbox"/> Japan	<input type="checkbox"/> Turkey

2 True or false?

- The first coins were made by the Romans.
- The largest English note is worth £50.
- Bank notes are always made of paper.
- All the countries in the EU have the euro as their currency.
- The British pound is the world's oldest currency still in use.

2 PRONUNCIATION & SPEAKING o and or

a Can you think of three words that rhyme with *money*?

- The weekend is going to be hot and s_____.
- Somebody who makes you laugh is f_____.
- Would you like jam or h_____ on your toast?

b Look at some words with the letter o. Put them in the correct column.

borrow clothes cost dollar done honest loan
 money note nothing owe promise shopping
 some sold won worry

	borrow	

c 2.5 Listen and check.

d Look at some words with the letters *or*. How is *or* normally pronounced when it's stressed? Which two words are different?

afford mortgage order work organized store worth

e 2.6 Listen and check.

f 2.7 Listen and write six sentences. Practise saying them.

3 READING

a Read the title of the article. Why do you think someone might decide to have a 'no-spend year'?

b Read the article and match paragraphs A–G to topics 1–7. Use the words in **bold** to help you.

- where she went **on holiday**
- why** she decided to save money
- how often she saw her **friends**
- what she **achieved**
- her **advice** for other people
- how she saved money **at home**
- what she **discovered**



One woman's 'no-spend year', and how she survived



She cycled 120 miles to a wedding, and her lunch budget was just 51p a day.

- A** Michelle McGagh, a 34-year-old journalist, had a mortgage of £230,000 which she wanted to reduce. Last November, she looked at her finances and she discovered that every year she spent a lot of money unnecessarily – for example, £1,570 in the pub, £1,110 in restaurants, and £400 on coffees. So she made a radical plan – to stop spending money for a year. She continued to pay her broadband, gas, and electricity bills, and allowed herself £30 a week to buy food and household essentials. But she couldn't spend money on anything else – no clothes, no buses or flights, no meals out, no drinks, and no cosmetics.
- B** She cooked large quantities of curry and bolognese sauce, which lasted her a week, and which she ate with rice or pasta. It was cheap and healthy, but also 'really boring'. She also experimented with home-made cleaning products and beauty treatments, like using vinegar for cleaning or olive oil as moisturiser, but she decided that most of them didn't really work.
- C** At first, she tried to see her friends as often as before. She cycled 120 miles to be at a friend's wedding, and camped in their garden to avoid paying for accommodation. The following weekend, she rode 60 miles to Brighton to meet friends. But she couldn't join them for dinner in a restaurant, and when they went to the pub, she drank tap water. In the end, she simply went out less, which made her feel more isolated.
- D** Of course, she couldn't afford to go abroad, so she missed a trip to Ibiza with friends. Her only holiday was a cycling trip to East Anglia, where again she camped. Here, for the first and only time in the year, she bought food that she had not cooked herself – a bag of chips for £1.95.
- E** At the end of the year, she had saved £23,000. She was much slimmer and fitter – over the year, she had cycled 6,500 miles. She says she now feels freer and happier, because she appreciates the simple things in life. She also gained confidence and a sense of adventure.
- F** But she learned the hard way that you can't really socialize if you don't want to spend money. The evening after her year-long challenge ended, she bought all her friends a drink in the pub. But she has not gone back to her past spending habits. She occasionally pays to socialize and go on holiday. She has even taken a taxi. But after buying a few new clothes and some perfume, she insists, 'I have absolutely no interest in buying anything else.'
- G** So what's her key tip for those who want to save? 'Whenever you open your wallet, think about whether what you are buying is something you need or something you want. We all say, 'I need to buy this.' Most of the time, we want to buy it. Maybe we don't know the difference between needing something and wanting something any more.'

Adapted from The Times

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

- 1 Michelle could use public transport during her 'no-spend year'.
- 2 She was often hungry because she couldn't afford to buy food.
- 3 At her friend's wedding, she slept in a tent.
- 4 She never had ready-made food or takeaways.
- 5 She didn't lose any weight during the year.
- 6 Nowadays, she spends less than she used to.
- 7 She thinks that when we buy something, we should ask ourselves why.

d Do you agree with the last sentence of the article? Why (not)?

e Read the information about compound nouns. Then search the text.

Underline six compound nouns that begin with the words in the circle.

olive
electricity
cleaning
cycling
beauty
tap

Compound nouns

Compound nouns are two nouns together, where the first noun describes the second one, e.g. cash machine. The stress is usually on the first noun.

f Could you do what Michelle did?

- What would you spend less on?
- What would you eat?
- How would you get around?
- How would you socialize cheaply?

would for imaginary situations

We use *would* to talk about imaginary situations, e.g. *To save money, I'd spend less on clothes and I'd cook for myself at home.*





4 GRAMMAR present perfect and past simple

a Read the conversation. What are they arguing about?



David I ¹ *haven't seen* (see) those shoes before. Are they new?
 Kate Yes. I ² _____ (just buy) them. Do you like them?
 D They're OK. How much ³ _____ they _____ (cost)?
 K Oh, not much. They ⁴ _____ (be) a bargain.
 Under £100.



D You mean £99.99. That isn't cheap for a pair of shoes. Anyway, we can't afford to buy new clothes at the moment.

K Why not?

D ⁵ _____ you _____ (see) this?

K No. What is it?

D Our phone bill. It ⁶ _____ (arrive) this morning. And we ⁷ _____ (not pay) the house insurance yet.

K Well, what about the iPad you ⁸ _____ (buy) last week?

D What about it?

K You ⁹ _____ (not need) a new one. The old one ¹⁰ _____ (work) perfectly well.

D But I ¹¹ _____ (need) the new model.

K Well, I ¹² _____ (need) some new shoes.

b 2.8 Read the conversation again and put the verbs in the present perfect or the past simple. Then listen and check.

c Do we use the present perfect (PP) or past simple (PS)...?

- 1 for a completed action in the past _____
- 2 for recent actions when we don't ask / say exactly when _____
- 3 in sentences with *just*, *yet*, and *already* _____

5 SPEAKING

a Read the *Have you ever...?* questions and complete them with the past participle of the **bold** verbs.

1 *saved* for something for a long time?
save

2 _____ money to somebody who didn't pay you back?
lend

3 _____ money on something you've never used?
waste

4 _____ something and immediately regretted it?
buy

5 _____ something from a relative?
inherit

Have you

b In pairs, interview each other with the questions. Ask for more information.

Have you ever saved for something for a long time?

(Yes, I saved for six months to pay the deposit on my car.

How much was the deposit?)

Have you ever lent money to somebody who didn't pay you back?

(No, I haven't. But my brother lent me some money last week and I haven't paid him back yet.





6 LISTENING

- a Read the definition of a scam. What kind of scams have you heard of?

scam /skæm/ n. a dishonest and illegal way of making money by tricking people, e.g. selling a product online that doesn't exist

- b Read the email. What would you do if you got an email like this? Why?

Subject: Business opportunity

Dear Friend,

I know this message will be a surprise. I am Naomi Cooper and I work at the International Bank in Lagos, Nigeria. My parents **have died** last month and left 4.6 million US dollars in **there** account. I would like to transfer this money out of Nigeria and **I am needing** your help.

I can to transfer all the money to you in the UK, and you can then keep 20% of the money for yourself (920,000 US **dolars**) and transfer the rest to an **account** in Switzerland. It will be very quick and easy. I would be very grateful if you can do this for me – it's my parents' money and I want to keep **him** safe for my family.

Please reply to this email as fast as you can – **I want organize** everything in the next two days.

Thank you in advance for **you** help.

Naomi Cooper

- c Emails like this often have lots of mistakes, especially grammar and spelling. Correct the ten **highlighted** mistakes.

- d Listen to a radio programme about scams. How much money did Heather, Carl, and Paul each lose? What's the most important advice the programme gives?

- e Listen again. Complete the gaps in the summary of each scam with one or two words.

Heather got an ¹_____ from a friend who was in Berlin. He said he'd lost his ²_____ and needed money to get home. He asked her to send him her ³_____ details.

Carl got an email which said he'd won a lot of ⁴_____ in the Spanish lottery. He ⁵_____ it because he had been on holiday in Spain. They told him to send his ⁶_____ details so they could send him the money.

Paul got a ⁷_____ from a woman who said she was from his ⁸_____. She said there was a problem with his ⁹_____. She told him to transfer his money into a ¹⁰_____.

- f Have you, or has anybody you know, ever been the victim of a scam? Explain what happened.



Money

VOCABULARY BANK

1 VERBS

- a Complete the sentences with a verb from the list in the correct form. b Listen and check.

be worth /bi wɜːθ/ borrow /ˈbɒrəʊ/ can't afford /kɑːnt ə'fɔːd/ charge /tʃɑːdʒ/ cost /kɒst/ earn /ɜːn/ inherit /ɪn'herɪt/
invest /ɪn'vest/ lend /lend/ owe /əʊ/ raise /reɪz/ save /seɪv/ waste /weɪst/

- | | |
|--|--|
| 1 My uncle is going to leave me £2,000 when he dies. | I'm going to <u>inherit</u> £2,000. |
| 2 I put some money aside every week for a holiday. | I _____ money every week. |
| 3 Andy has promised to give me €50 until next week. | He has promised to _____ me €50. |
| 4 I need to ask my mum to give me £20 until Friday. | I need to _____ £20 from my mum. |
| 5 I often spend money on stupid things. | I often _____ money. |
| 6 I don't have enough money to buy that car. | I _____ to buy that car. |
| 7 I usually have to pay the mechanic £100 to service my car. | The mechanic _____ me £100. |
| 8 These shoes are quite expensive. They are \$200. | They _____ \$200. |
| 9 Jim gave me £100. I haven't paid it back yet. | I _____ Jim £100. |
| 10 I want to buy some shares in a company because I want to make a profit. | I want to _____ some money. |
| 11 I work in a supermarket. They pay me £1,000 a month. | I _____ £1,000 a month. |
| 12 I could sell my house for about €200,000. | My house _____ about €200,000. |
| 13 We need to get people to give money to build a new hospital. | We want to _____ money for the new hospital. |

2 PREPOSITIONS

- a Complete the **Preposition** column with a word from the list.

by for (x2) from in into on to

- | | Preposition |
|---|-------------|
| 1 Would you like to pay cash or <input type="checkbox"/> credit card? | <i>by</i> |
| 2 I paid <input type="checkbox"/> the dinner last night. It was my birthday. | _____ |
| 3 I spent £50 <input type="checkbox"/> books yesterday. | _____ |
| 4 My uncle invested all his money <input type="checkbox"/> property. | _____ |
| 5 I don't like lending money <input type="checkbox"/> friends. | _____ |
| 6 I borrowed a lot of money <input type="checkbox"/> the bank. | _____ |
| 7 They charged us €60 <input type="checkbox"/> a bottle of wine. | _____ |
| 8 I never get <input type="checkbox"/> debt. I hate owing people money. | _____ |

- b Listen and check.

ACTIVATION Cover the **Preposition** column. Say the sentences with the correct preposition(s).

3 NOUNS

- a Match the nouns and definitions.

bill /bɪl/ budget /'bʌdʒɪt/ contactless payment /kɒntæktləs 'peɪmənt/
insurance /ɪn'ʃʊərəns/ loan /ləʊn/ mortgage /'mɔːgɪdʒ/
salary /'sæləri/ tax /tæks/

- | | |
|---------------|---|
| 1 <u>bill</u> | a piece of paper that shows how much money you have to pay for something |
| 2 _____ | the money you get for the work you do |
| 3 _____ | money that you pay to the government |
| 4 _____ | money that somebody (or a bank) lends you |
| 5 _____ | money that you have available and a plan of how to spend it, e.g. a holiday ~ |
| 6 _____ | money that you borrow from a bank to buy a house |
| 7 _____ | a fast way of paying where you hold your card or phone over a reader and don't use your PIN |
| 8 _____ | money that you pay to a company and then they pay if you are ill, or if you lose or break something |

- b Listen and check.

4 PHRASAL VERBS

- a Complete the phrasal verbs with a word from the list.

back off on out

- I took _____ €200 from a cash machine.
- Can I pay you _____ the money you lent me next week?
- I have to live _____ my parents while I'm at university.
- It's difficult for me and my wife to live _____ only one salary.

- b Listen and check.





UNIT 3

SINCE, FOR (PRESENT PERFECT) + PRESENT PERFECT CONTINUOUS

present perfect + *for / since*, present perfect continuous

present perfect + *for / since*

They've **known** each other for ten years.

Julia's **had** that bag since she was at university.

A How long **have** you worked here?

B Since 1996.

A How long **has** your brother **had** his motorbike?

B For about a year.

- We use the present perfect + *for* or *since* to talk about something which started in the past and is still true now. They've known each other for ten years. (= they met ten years ago and they still know each other today)
- We use *How long...?* + present perfect to ask about an unfinished period of time (from the past until now).
- We use *for* + a period of time, e.g. *for two weeks*, or *since* + a point of time, e.g. *since 2016*.
- Don't use the present simple with *for / since*. **NOT** ~~They know each other for a long time.~~

present perfect continuous: *have / has been + verb + -ing*

- How long **have** you **been learning** English?
Nick **has been working** here since April.
They've **been going out** together for about three years.
- A** Your eyes are red. **Have** you **been crying**?
B No, I've **been chopping** onions.



- We use the present perfect continuous with *for* and *since* with **action verbs** (e.g. *learn, work, go*, etc.) to talk about actions which started in the past and are still true now.
 - With non-action verbs we use the present perfect simple (**NOT** continuous). **NOT** ~~They've been knowing each other for ten years.~~
 - Don't use the present continuous with *for / since*. **NOT** ~~I am working here for two years.~~
- We can also use the present perfect continuous for continuous or repeated actions which have been happening very recently. The actions have usually just finished or have visibly present results.

I've (I have)		
You've (You have)		
He / She / It's (He has)		been working here for two years.
We've (We have)		
They've (They have)		
I haven't (I have not)		
You haven't		
He / She / It hasn't (He has not)		been working here for two years.
We haven't		
They haven't		
Have you been working here for two years?	Yes, I have.	No, I haven't.
Has she been working here for two years?	Yes, she has.	No, she hasn't.

live and work

live and *work* are often used in either the present perfect simple or present perfect continuous with the same meaning.
I've **lived** here since 2010.
I've **been living** here since 2010.





a Write sentences in the present perfect continuous.

How long / you / work here?

How long have you been working here?

- 1 She / study English for three years.
- 2 How long / they / watching TV?
- 3 It / rain / since lunchtime.
- 4 I / not live / here for very long.
- 5 How long / you / learn to drive?

b Circle the correct form. Tick (✓) if both are possible.

Harry is / has been unemployed since last year.

- 1 We've had our new flat for / since six months.
- 2 Hi Jackie! How are you? I haven't seen / haven't been seeing you for ages!
- 3 How long have you known / do you know your husband?
- 4 I've worked / been working as a teacher for five years.
- 5 I'm exhausted! I'm cleaning / I've been cleaning the kitchen for two hours.

c Make present perfect sentences (with for / since if necessary). Use the continuous form if possible.

I / work for a charity / eight years

I've been working for a charity for eight years.

- 1 we / know each other / we were children
- 2 the children / play computer games / two hours
- 3 your sister / have that hairstyle / a long time?
- 4 I / love her / the first day we met
- 5 my internet connection / not work / yesterday
- 6 how long / you / wait?
- 7 I / be a teacher / three years
- 8 it / snow / 5.00 this morning
- 9 Sam / not study enough recently
- 10 you / live in London / a long time?



1 LISTENING



a Listen to Part 1

of a programme about the charity Adelante Africa. Answer the questions.

- 1 When was Adelante Africa started?
- 2 Why were the tourists in Uganda?
- 3 What happened to their lorry in Igayaza?
- 4 What was the building where the tourists took shelter?
- 5 What condition was the building in?
- 6 What did one of the tourists do with the children?
- 7 What did the head teacher tell them they needed?
- 8 What did the tourists decide to do when they got home?
- 9 When did the new school open?

b Listen to Part 2, an interview with Jane Cadwallader, the secretary of Adelante Africa. Number the photos 1–8 in the order she mentions them.



c Listen again and correct the information.

- 1 There are 47 children living in the children's home.
- 2 People in Uganda eat a lot of vegetables.
- 3 They are building tanks to store petrol.
- 4 In the factory, they make palm oil.
- 5 In the FAL groups, children learn to read and write.
- 6 They have just built another primary school.
- 7 Most of the volunteers are from Europe.
- 8 John Muzzei is now studying to be a teacher.
- 9 When Rose first arrived at the children's home, she never spoke.

d Do you know anybody like Jane who does voluntary work for a charity? What do they do?



Glossary

orphan a child without a mother or father

malnutrition not having enough to eat

seeds the small, hard part of a plant, from which a new plant can grow

FAL Functional Adult Literacy

AIDS an illness which attacks the body's immune system



2 GRAMMAR present perfect + for / since, present perfect continuous

- a Look at six sentences from the interview. Complete them with a past participle or an -ing form from the list.

building changed doing running
started working

- Jane, how long **have you been working** with Adelante Africa?
- Tell us what Adelante Africa **has been** _____ since 2010.
- The children's home **has been** _____ since 2012.
- We've also been** _____ water tanks to collect rainwater.
- Since then, **we've** _____ eleven more FAL groups.
- Since she came here, **she's** _____ completely.

- b _____ Listen and check. Then with a partner, look at the **highlighted** phrases in a and answer the questions.

- Are the sentences about...?
 - a period of time in the past
 - a period of time from the past until now
 - a period of time in the present
- What's the difference in form between the verbs in 1-4 and in 5 and 6?

3 PRONUNCIATION sentence stress

- a **2.18** Listen to four sentences. Try to write the stressed words in the **pink** boxes.

- How long _____ ?
- _____ .
- _____ ?
- _____ .

- b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

- c Listen again and repeat the sentences. Copy the rhythm.

- d _____ Listen and make questions.

- 1 **It's snowing.** (How long has it been snowing?)

4 SPEAKING

- a Look at the squares and write something in as many as you can.

<p>a charity you support</p> 	<p>a friend you know very well</p> 
<p>a social media site you use regularly</p> 	<p>a sport or a kind of exercise you do regularly</p> 
<p>the car, motorbike, or bike you have</p> 	<p>the place where you live</p> 
<p>a bar or restaurant you often go to</p> 	<p>a possession which is very important for you</p> 
<p>an organization, club, gym, etc. you are a member of</p> 	<p>something you're learning (to do)</p> 

- b Compare with a partner. Ask your partner at least three questions about the things they've written. The first question must be *How long have you...?*

- (How long have you been supporting Adelante Africa?
(Have you ever been to Uganda?)
- (How long have you known Irina?
(How often do you see her?)



READING

- a In your country, are there charity events to raise money for a good cause? Have you ever taken part in one? What did you do? How much money did you raise?
- b You're going to read a blog by TV presenter Helen Skelton, who has taken part in several charity challenges. First, read the introduction and answer the questions.
- 1 What has Helen done for charity before?
 - 2 What is her most recent challenge, and how is it different?
- c Read Helen's blog entries and number them in order, 1–9. Use the **highlighted** phrases to help you.



The polar challenge

TV presenter **Helen Skelton** has never been afraid of a charity challenge. She has run the 78-mile Ultra Marathon in Namibia, and she has kayaked 3,200 kilometres down the Amazon, from Nauta, in Peru, to Almeirim, in Brazil, for the charity Sport Relief, which helps poor and disadvantaged people. Now she has decided to leave the heat of Africa and South America to take part in a polar challenge, a 500-mile ski, kite-ski, and bike journey to the South Pole, the bottom of the world. During the challenge, Helen is writing a blog.

A **It's over a month since we arrived in Antarctica,** and if everything goes to plan, we should reach the South Pole late tonight. We've been here for so long it's almost become a routine. We camp, get up, ski, camp, get up, ski. I'm wearing a face mask because of the wind and sun. I may look like Darth Vader, but it will help me get there.

B **1** **My first night in Antarctica.** It's summer here, and the 24-hour daylight is weird. The plan, until 3rd January, is to train before starting our trek. Today was my first full day on cross-country skis, pulling a sledge full of my food, tent, and supplies. It was a nightmare! Still, the scenery was incredible. I'm now going to try out the ice bike for the first time, and we're also going to practise kite-skiing.

C **The first day of the trek is over!** We managed to make the bikes work! But we need to do a minimum of 25 miles a day, and we only managed 15 miles today. After nine hours of cycling (and a lot of pushing), we had to stop, because I was completely exhausted.

D **We've only been in Antarctica for four days,** but there's been a huge snowstorm for the past 48 hours. It's freezing outside, so we can't train – we've had to stay in the tent. The winds are 70 miles per hour, with a temperature of -15°C and lots of snow. The visibility is terrible, too. However, we're staying warm and morale is still good.

E **This morning, the second day of our trek,** we set off on the kite-skis, and straight away we were travelling fast. In the first hour, we'd gone eight miles. I thought we could do 60 miles today, but late this afternoon the wind dropped, so we decided to stop and put up camp. But we'd travelled 41 miles – I'm very proud of that. I've only kited a few times before. But I'm trying to complete my challenge in 20 days, and there's still a long way to go...



F **We're now only 150 miles from our destination.** For the last few days, we've only been using bikes and cross-country skis, not kite-skis. We had a ten-hour day yesterday with the bikes. The morning went well, but then we hit some soft snow and we ended up pushing the bikes for the last six miles. Today, we decided to use skis, but progress has been slow.

G **We've completed our 500-mile journey in 18 days!** When I talked to Dad on the phone, saying we've done it, I cried. This is the biggest thing I have ever been part of.

H **We're on our way to the halfway checkpoint today,** where we can have a rest...and I've been promised lots of hot water so I can have a good wash – my second one since arriving in Antarctica. I have to admit it, I smell awful...and my hair is absolutely filthy.

I **The training is over and we're starting our 500-mile journey today!** We've been cycling, walking, and kiting for ten days. I washed and changed my clothes. I'm not going to get clean clothes again for three weeks!

d Read the blog again. In which entry does she mention...?

- feeling very emotional
- how beautiful Antarctica is
- looking forward to a wash
- looking like a science fiction character
- not being able to go outside
- stopping cycling because she was very tired
- stopping using one method of transport
- having to wear the same clothes every day
- travelling quickly for the first time

e Tell your partner about an adventure sport you've done, or an exciting experience you've had. Was it a positive experience? Why (not)? How did you feel?

VOCABULARY & SPEAKING strong adjectives

a Complete three sentences from Helen's blog with an adjective. What do you think they mean?

- 1 After nine hours of cycling, I was completely _____.
- 2 It's _____ outside...-15°C and lots of snow.
- 3 I smell awful...and my hair is absolutely _____.

Strong adjectives

With strong adjectives like *exhausted*, you can use *absolutely*, *completely*, *really*, or *totally*, but not *very* (**NOT** *very-exhausted*). We often give strong adjectives extra stress.

b Complete the sentences with a normal adjective.

- 1 A Was Lisa's father *angry* about the car accident?
B Yes, he was **furious**!
- 2 A Is Oliver's flat _____?
B Yes, it's really **tiny** – just a bedroom and a sitting room.
- 3 A Are you _____ of flying?
B Yes, I'm **terrified**! I never fly anywhere.
- 4 A There was an _____ documentary about whales on TV last night.
B Yes, I thought it was **fascinating**.
- 5 A Are you very _____?
B I'm **starving**! I haven't eaten all day.
- 6 A Is your parents' house _____?
B It's **huge** (or **enormous**). It has seven bedrooms.
- 7 A Was it _____ in Dubai?
B It was **boiling**! 45 degrees.
- 8 A Was Jack's kitchen _____?
B It was **filthy**. It took us three hours to clean it.
- 9 A Are your parents _____ about the wedding?
B They're **delighted**. In fact, they want to pay for everything!
- 10 A Was the film _____?
B It was **hilarious**. We laughed the whole way through.
- 11 A Are you _____ you locked the door?
B I'm **positive**. I remember turning the key.
- 12 A Were you _____ to hear that Ted and Sonia have broken up?
B I was absolutely **amazed**! I never thought it would happen.

c Listen and check. Practise the conversations with a partner.

d  **Communication** Are you hungry?

e Ask and answer with a partner. Use a strong adjective in your answer.

- 1 Have you ever been swimming in a place where the water was very cold?
- 2 Is there anything that makes you angry about drivers or cyclists in your country?
- 3 Are you afraid of any animals or insects?
- 4 What's the hottest place you've been to?
- 5 Is there a comedy series on TV in your country that you think is really funny?

8 VIDEO LISTENING

a Watch the documentary *The Great OUP Bake Sale*. Which cake 1–5 was the winner? Do you agree that it looks the best?



b Watch the documentary again. Why are the following mentioned?

- 1 the New York Marathon
- 2 *The Great British Bake Off*
- 3 Macmillan Cancer Support and Adelante Africa
- 4 Daisy Watt
- 5 Viennese Whirls
- 6 a stress-reliever
- 7 a sponge cake with blueberries
- 8 baking with kids
- 9 the decoration
- 10 £270





UNIT 4

COMPARATIVES AND SUPERLATIVES

choosing between comparatives and superlatives

comparing two people, places, things, etc.

- 1 My car is a bit **older than** yours.
London is **more expensive than** Edinburgh.
This test is **less difficult than** the last one.
Olive oil is **better for you than** butter.
- 2 The new sofa isn't as comfortable as the old one.
I don't have as many books as I used to.

- 1 We use comparative **adjectives** + **than** to compare two people, places, things, etc.
 - Regular comparative adjectives: spelling rules *old* → *older*
big → *bigger* *easy* → *easier* *modern* → *more modern*
difficult → *more difficult*
 - Irregular comparative adjectives: *good* → *better*
bad → *worse* *far* → *further / farther*
 - One-syllable adjectives ending in *-ed*: *bored* → *more bored*
stressed → *more stressed* *tired* → *more tired*
- 2 We can also use (not) as + adjective + as to make comparisons.

Object pronouns (me, him, etc.) after than and as
After **than** or **as** we can use an object pronoun (*me, him, her, etc.*) or a subject pronoun (*I, he, she, etc.*) + auxiliary verb.
She's taller than me. OR *She's taller than I am.* NOT *She's taller than I.*
They're not as busy as us. OR *They're not as busy as we are.* NOT *They're not as busy as we.*

the same as
We use *the same as* to say that two people, places, things, etc. are identical.
Her dress is the same as mine.

comparing two actions

- 1 My father drives **faster than** me.
He walks **more slowly than** I do.
Liverpool played **worse** today **than** last week.
- 2 Max doesn't speak English **as well as** his wife.
I don't earn as much as my boss.

- 1 We use comparative **adverbs** to compare two actions.
 - Regular comparative adverbs: spelling rules *fast* → *faster*
slowly → *more slowly* *carefully* → *more carefully*
 - Irregular comparatives: *well* → *better* *badly* → *worse*
- 2 We can also use (not) as + adverb + as to make comparisons.

superlatives

Kevin is **the tallest** player in the team.
Oslo is **the most expensive** capital city in Europe.
The small bag is **the least expensive**.
Lucy is **the best student** in the class.
Who dresses **the most stylishly** in your family?
That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use *-est* instead of *-er* and *the most / least* instead of *more / less*.
- We normally use *the* before superlatives, but we can also use possessive adjectives, e.g. *my best friend*, *their most famous song*.
- We often use a superlative with the present perfect + *ever*.
It's the best book I've ever read.

in after superlatives
Use *in* (NOT *of*) before places after a superlative.
It's the longest bridge in the world. NOT *of the world*
It's the best beach in England. NOT *of England*



1 VOCABULARY & SPEAKING

transport

- a Listen. What forms of transport can you hear? Write 1–8 in the boxes.

bike bus car lorry
 motorbike scooter train
 the Underground

- c **Communication** I'm a tourist – can you help me? Role-play being a tourist.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

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

- b Write three words from the list in each column.

adventure bridge catch coach crash
journey rush station traffic jam

- c Listen and check. Practise saying the words.

- d Listen to the pairs of words. Can you hear the difference? Practise saying them.

/tʃ/ and /dʒ/

/ʃ/ and /tʃ/

- 1 a cheap b jeep 4 a ship b chip
2 a chain b Jane 5 a shoes b choose
3 a choke b joke 6 a wash b watch

- e Listen and circle the word you hear.

- f Listen and write five short sentences or questions.

3 READING & LISTENING

- a You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?
- b Talk to a partner.
- Which one do you think will be the fastest? Why?
 - In what order do you think the other three will arrive? Why?
- c Now read about the journeys by boat, bike, and car. Do you still think your predictions in **b** are correct?

TopGear challenge

What's the fastest way to get across London?

On *Top Gear*, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat**, and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport** (a bus, the Tube, and a train).

They set off on a Monday morning in the rush hour...



Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy! He was **ahead of** the bike! He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!



Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to **crash into** the buses. He hated buses! Horrible things! When the traffic lights **turned red**, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...



James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was **getting worse**. Now he was going really slowly. 25 miles an hour, 23..., 20..., 18... It was so frustrating!



- d **Speed challenge!** In three minutes, read about the three journeys again and answer the questions with **Je** (Jeremy), **R** (Richard), or **Ja** (James).

Who...?

- 1 was asked to show a piece of paper
- 2 went much faster in the later part of his journey
- 3 decided not to do something illegal
- 4 went more slowly in the later part of his journey
- 5 was happy to see that there was a lot of traffic
- 6 got slightly lost
- 7 had the most exciting journey

- e Look at the **highlighted** verb phrases related to travel and transport. With a partner, work out their meaning from the context.



The Stig on the Underground

- f Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?

- g With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?

- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

Glossary

1 mile the unit of distance used in the UK and the USA (= 1.6 kilometres); 15 miles = approximately 25 kilometres

The Stig the nickname of one of the members of the Top Gear team

Oyster card a travel card which you use on public transport in London



4 GRAMMAR choosing between comparatives and superlatives

a Read the sentences. Are the **highlighted** phrases right (✓) or wrong (X)? Correct the wrong phrases.

- 1 What's **the quicker way** to get across London?
- 2 Driving is **more boring than** going by train.
- 3 The boat was nearly **as fast than** the bike.
- 4 Oxford is about **the same distance** from London **as** Brighton.
- 5 There aren't **as much trains as** there were before on this line.
- 6 It was **the more exciting journey** I've ever had.
- 7 **The worst time of day** to travel in London is between 7.30 a.m. and 9.30 a.m.
- 8 Women drive **more careful than** men.

Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

- 1 **dangerous** cycling
driving
riding a motorbike
- 2 **easy** learning to drive
learning to ride a bike
learning to ride a horse
- 3 **relaxing** driving
flying
travelling by train
- 4 **difficult** sleeping on a coach
sleeping on a plane
sleeping on a train
- 5 **boring** being stuck in a traffic jam
waiting at an airport
waiting for a bus

I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.

5 LISTENING & PRONUNCIATION linking

a Read the text about research into the causes of car accidents. Then talk to a partner.

- 1 Do you think the research process was reliable? Why (not)?
- 2 Which three things do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
- 3 Which one do you think is the least dangerous?

Two scientists at Virginia State University, in the USA, have published a book called *Survive the Drive*. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

SURVIVE THE DRIVE!

A GUIDE TO KEEPING EVERYONE ON THE ROAD ALIVE

BY THOMAS A. DINGUS, Ph.D., CHFP
AND WINDY ROCHASZ-UNG

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.



adjusting the radio or music system

adjusting the satnav



eating or drinking

feeling emotional



feeling tired

looking at something by the road



reaching for something in the car

talking to a passenger

Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

- 1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most interesting.*
- 2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst time.*
- 3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest danger.*

b You're going to listen to an interview with a traffic safety expert. First, read the information box above. Then listen and complete some extracts with linked words from the interview.

- 1 What's the _____ thing you can do while you're driving?
- 2 ...you'll probably make _____
- 3 ...people slow down to _____
- 4 ...this is a really common _____ motorways.
- 5 This makes you _____ likely to _____
- 6 _____ you find _____?
- 7 ...always keep _____ the road!

likely

likely is an adjective. We use it to talk about probability, e.g. *This is very distracting and makes you more likely to lose control of the car.*

c Now listen to the interview. Number the activities in a 1–8. Were your top three correct?

d Listen again. Note down a number or fact about each dangerous activity.

- 1 feeling emotional *ten times more likely to have an accident*

e Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

6 SPEAKING

a Look at the statements below. Tick (✓) the ones you agree with and cross (X) the ones you disagree with. Think about your reasons.

People who drink and drive should lose their driving licence for life, even if they did not cause an accident.

Slow drivers cause more accidents than fast drivers.

Speed cameras do not stop accidents, they just make money for the government.

Drivers who are over 70 are as dangerous as young drivers.

Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.

It should be illegal to eat or drink when you're driving.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

b In groups, take turns to give your opinions on a statement in a. Do the others in the group agree or disagree with you? Use the language from the **Giving your opinion** box.

Giving your opinion

Personally, I don't think it should be illegal to eat and drink while you're driving, because...

In my opinion, cyclists should be allowed to cycle on all roads...

We often use *should* + verb to say what we think is the right thing or a good thing (to do).



Transport

VOCABULARY BANK

1 PUBLIC TRANSPORT AND VEHICLES

a Match the words and photos.

- coach* /kəʊtʃ/
- ferry /'feri/
- lorry /'lɒri/ (AmE truck)
- motorbike /'məʊtəbaɪk/
- motorway /'məʊtəweɪ/ (AmE freeway)
- scooter /'sku:tə/
- tram /træm/
- the Underground /'ʌndəgraʊnd/ (AmE subway)
- van /væn/

* coach also means part of a train

b Listen and check.



2 ON THE ROAD

a Complete the compound nouns.

belt /belt/ camera /'kæməɹə/ crash /kræʃ/ crossing /'krɒsɪŋ/
fine /faɪn/ hour /aʊə/ jam /dʒæm/ lane /leɪn/ lights /laɪts/
limit /'lɪmɪt/ rank /ræŋk/ station /'steɪʃn/ works /wɜ:ks/
zone /zəʊn/



b Listen and check.

ACTIVATION Cover the compound nouns and look at the photos. Remember the compound nouns.

3 HOW LONG DOES IT TAKE?

How long does it take?
We use take (+ person) + time + to get (to / from) to talk about the duration of a journey, etc.
It takes about an hour to get from London to Oxford by train.
It took (me) more than an hour to get to work yesterday.
How long does it take (you) to get to school?

Read the information box. Then talk to a partner.

- How do you get to work / school? How long does it take?
- How long does it take to get from your house to the town centre?

4 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

end look pick run set

- We _____ off at 7.00 in the morning to try to avoid the traffic.
- I arrive at 8.15. Do you think you could _____ me **up** at the station? (opp **drop off**)
- Always check the address you put in your satnav or you may _____ **up** in the wrong place.
- We're going to _____ **out of** petrol soon. Let's stop at the next petrol station.
- _____ (or **Watch**) **out!** You're going to crash!

b Listen and check.





UNIT 6

HAVE TO, MUST, SHOULD. OBLIGATION AND PROHIBITION

obligation and prohibition: *have to, must, should*

have to / must + infinitive

- 1 You **have to** switch off your phone during take-off and landing.
You **must** be on time tomorrow because there's a test.
- 2 I love the Louvre! You **have to** go when you're in Paris.
You **must** see this film – it's amazing!
- 3 I **had to** wear a uniform at my primary school.
I hate **having to** get up early. My interview is at 9.00.
Do you **have to** work on Saturdays?
Must I switch my phone off now?

1 *have to* and *must* are normally used to talk about obligation, or something that it is necessary to do.

- *have to* and *must* have a very similar meaning and you can usually use either form. *have to* is more common for general, external obligations, for example, rules and laws. *must* is more common for specific (i.e. on one occasion) or personal obligations. Compare:

I have to wear a shirt and tie at work. (= it's the rule in this company)

I must buy a new shirt – this one is too old now. (= it's my own decision)

2 We can also use *have to* or *must* for strong recommendations.

3 *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.

must is a modal verb. It only exists in the present, but it can be used with a future meaning.

don't have to

- You **don't have to** pay – this museum is free.
You **don't have to** go to the party if you don't want to.

mustn't

- You **mustn't** park here.
You **mustn't** eat that cake – it's for the party.

- We use *don't have to* when there is no obligation to do something and *mustn't* when something is prohibited.
- *don't have to* and *mustn't* are completely different. Compare:
You don't have to drive – we can get a train. (= you can drive if you want to, but it isn't necessary / obligatory)
You mustn't drive along this street. (= it's prohibited, against the law) NOT ~~You don't have to drive along this street.~~
- We can often use *can't* or *not allowed to* instead of *mustn't*.
You **mustn't / can't / 're not allowed to** park here.

should / shouldn't + infinitive

- 1 You **should** take warm clothes with you to Dublin.
It might be cold at night.
You **shouldn't** drink so much coffee. It isn't good for you.
- 2 I think the government **should** do something about unemployment.

1 We use *should* to give advice or an opinion. *should* is not as strong as *must / have to*.

- *should* is a modal verb. The only forms are *should / shouldn't*.
- We can use *ought to / ought not to* instead of *should / shouldn't*.
You ought to take warm clothes with you to Dublin.
You ought not to drink so much coffee.

2 We use *should* to give an opinion – to say if we think something is the right or wrong thing to do.



a Circle the correct form. Tick (✓) if both are possible.

- You *don't have to* / *mustn't* use your phone in quiet zones.
- 1 Do you think we *should* / *ought to* text Dad to tell him we'll be late?
 - 2 You *don't have to* / *mustn't* send text messages when you are driving.
 - 3 A pilot *has to* / *must* wear a uniform when he's at work.
 - 4 You *should* / *must* go to the Uffizi when you're in Florence.
 - 5 I *have to* / *must* speak to my phone company. My last bill was wrong.
 - 6 We *don't have to* / *mustn't* hurry. We have plenty of time.
 - 7 When I was at school we *had to* / *must* wear a horrible uniform.
 - 8 You *shouldn't* / *don't have to* walk on the grass. They've just planted flowers there.

b Complete with the correct form of the verb in brackets.

- If the line's engaged, you'll *have to* call back later. (have to)
- 1 _____ do a lot of homework when you were at school? (you / have to)
 - 2 _____ take my tablet out of my bag at Security? (I / must)
 - 3 My sister is a nurse, so some weeks _____ work nights. (she / have to)
 - 4 _____ ever _____ have an operation? (you / have to)
 - 5 Saturdays are the best day of the week. I love _____ get up early. (not have to)
 - 6 I don't think _____ wear boots inside their house. (we / should)
 - 7 The exhibition was free, so I _____ pay. (not have to)

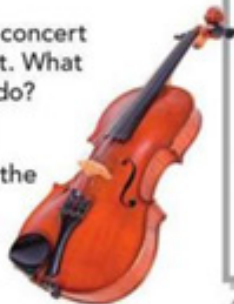


1 VOCABULARY phone language

- a Listen and match what you hear to the sentences.
- A He's **dialling** a number.
 - B She's **texting (messaging)** a friend.
 - C He's just **hung up**.
 - D She's choosing a new **ringtone**.
 - E He's **calling back**.
 - F She's **left a message** on his voicemail.
 - G The line's **engaged (busy)**.
 - H She's **swiping** through photos.
 - I His phone **went off** in the middle of a meeting.
 - J She needs to talk to a helpline, but they've **put her on hold**.
 - K He was **cut off** in the middle of a conversation.
- b Listen and check. Practise saying the sentences.
- c Ask and answer the questions with a partner.
- 1 What **phone network** do you use? Are you happy with them?
 - 2 Do you have a **monthly contract**, or are you **'pay as you go'**?
 - 3 Have you ever **sent a text message** to the wrong person?
 - 4 Have you ever **hung up on** someone?
 - 5 What do you do if you're **put on hold** for a long time?
 - 6 Do you **make many calls**, or do you prefer **messaging**?
 - 7 Has your phone ever **gone off** at a bad moment, e.g. in the cinema or at a concert?

2 GRAMMAR obligation and prohibition

- a Listen to part of a concert by viola player Lukáš Kmit. What happened? What did he do?
- b Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?



Conductor throws out audience member whose phone went off



At the National Music Auditorium in Madrid, Wednesday's performance of Handel's *Messiah* was interrupted by a mobile phone going off in a row close to the stage, during the aria *He was despised*. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

Comments

danny 23 December 14.50
Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, **'they shouldn't go to concerts'**. We need a new rule for concert halls and theatres: **'you have to leave your phone'**, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30
Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, **'you must immediately pay a fine!'**

REPLY anton 23 December 19.43
If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them **'they mustn't give their phones to anyone'**, because of company IT policies.

REPLY kasia 24 December 01.16
I think all concert halls **'should block mobile phone reception'**. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08
Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which **'doesn't have to have'** reception to go off.

Adapted from slippeddisc.com, a classical music website



c Read the comments again. Match the highlighted phrases to their meaning.

- A This isn't necessary.
- B Don't do this. It isn't allowed / permitted.
- C It's necessary or compulsory to do this.
- D It's a good idea to do this.
- E It's a bad idea to do this.

Can you think of a situation when...?

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off

3 PRONUNCIATION

silent consonants

a Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign
half hour island knowledge listen
mustn't ought rhythm should talk
walk whole wrong

b Listen and check.

c Practise saying the sentences.

- 1 We walked round the whole island.
- 2 You mustn't talk – just listen.
- 3 Everyone should learn a foreign language.
- 4 The taxi ought to be here in half an hour.

4 SPEAKING

Look at the list of annoying things people do with their phones. Work in small groups. For each thing, answer questions 1–3.

- 1 Do you know people who do this? Do you ever do it?
- 2 Does it annoy you, or do you think it's OK?
- 3 If it annoys you, what do you think these people should / shouldn't do?

13 annoying things people do with their phones



- take selfies all the time and post them online
- talk loudly on their phones on public transport
- put their phones on the table in front of them in a restaurant, in a café, or in your house
- play noisy games on their phones
- send or receive messages in the cinema
- text while they're doing other things, e.g. talking to someone else, or walking in the street
- tweet about everything, from what they had for breakfast to what time they went to bed
- keep posting photos of their babies and small children
- listen to music with headphones, but with the volume so loud that other people can hear it
- take photos of everything they eat
- video or photograph every single event they go to and every minute of their holiday
- post a message to you on your birthday, but never get in touch during the rest of the year
- swipe through all your other photos when you are showing them just one



5 READING

a In pairs, answer the questions.

- 1 When shouldn't you greet someone with a kiss?
- 2 What shouldn't you do on public transport?
- 3 Should you recline your seat on an aeroplane?
- 4 When should you give up your seat on public transport?
- 5 Should you ever start eating before everyone is served?

b Read the article once. Were your answers the same as the advice Debrett's gives?

c Read the article again and look at the **highlighted** phrases. Try to explain them in your own words.

d Do you agree with the advice? Do you think Debrett's reasons are good ones?

DEBRETT'S

GUIDE TO MODERN DILEMMAS

Debrett's is a British publisher which specializes in books about modern manners. For nearly 100 years, *Debrett's Handbook* has advised the British public on social etiquette, that is, how to behave in social situations. The *Handbook* receives more than 10,000 enquiries a year. Jo Bryant, editor of the *Handbook*, said, 'The number of enquiries we receive demonstrates that manners are still hugely important to people. The key is to always consider those around you.'

The most frequently asked questions have changed a lot over the years. In 1994, one of the most common questions was 'What should you do if you meet the Queen?', and in 2004, people asked, 'Is it acceptable to ask for money as a wedding present?'



Debrett's has given us a preview of its latest guide to good manners, which answers some of the questions that most trouble the British public today.

SOCIAL GREETING: KISSING

Many people are unclear on the subject of social kissing. Debrett's advice is that **kissing is not appropriate in many professional situations**. On the whole, it should only be used among friends, but not on a first meeting. An air kiss, without contact, may seem rude or impersonal, so very slight contact is best, but no sound effects are needed.

EATING AND PUTTING ON MAKE-UP ON PUBLIC TRANSPORT

According to Debrett's, you should avoid both. **It's inconsiderate to eat smelly food in a closed environment**, and applying make-up on public transport makes you appear disorganized.

RECLINING YOUR SEAT ON AEROPLANES

This is a common problem. Debrett's says that it's selfish to recline your seat during short daytime flights. When travelling by plane, always stay within your own space and **don't monopolize the armrest**. Also avoid kicking the back of the seat in front of you, or using it to help you stand up.

GIVING UP YOUR SEAT ON PUBLIC TRANSPORT

In a recent experiment, only 20% of London Tube passengers offered to give up their seat to a visibly pregnant woman. According to Debrett's, passengers should always offer to give up their seat to any individual who is pregnant, elderly, or clearly in need. It is important to remember, however, that **it is also rude to aggressively decline the offer of a seat**.

EATING BEFORE EVERYONE IS SERVED

The final question is one that we've all asked ourselves: is it rude to start eating at the table before everyone else has been served? Debrett's says that the simple answer is yes, **unless the host or hostess (or in a restaurant, the other diners) gives their permission for people to start**.



- e Ask and answer the questions with a partner.
- 1 How do you think it's appropriate to greet a male or female friend?
 - 2 What else do you think people shouldn't do on public transport?
 - 3 What do you think passengers ought not to do on planes?
 - 4 How else do you think it's appropriate to help elderly people?
 - 5 What else do you think you should ask your host or hostess for permission to do?
 - 6 Do you think manners are important? Why (not)?

6 LISTENING

- a You're going to listen to a radio phone-in programme about manners. First, listen and make notes about the three people's problems with rude relatives.

1 Belinda's problem with her mother-in-law	
2 Damien's problem with his brother	
3 Miranda's problem with her nephew	

- b With a partner, decide what advice you would give the three callers.
- c **4.10** Listen and complete some extracts from the advice that Sarah gives.

Advice for Belinda

- 1 I think you ought to be the one _____.
- 2 You shouldn't _____ because she won't change her opinion.

Advice for Damien

- 3 I think you should politely but directly _____.
- 4 To be honest, you don't really have to _____.

Advice for Miranda

- 5 You must _____ before their next visit.
- 6 Explain that he has to _____ a bit when he's visiting.
- 7 'You mustn't _____.'

- d Now listen to the whole programme. Do you agree with Sarah's advice? Is there anything else you would suggest?

7 SPEAKING

- a Read the questionnaire. What do you think? Mark each thing **GM** (good manners), **BM** (bad manners), or **NI** (not important).

Good manners? Bad manners? Not important?

When greeting people...

- use more formal language when speaking to an older person.
- kiss somebody on both cheeks when you meet them for the first time.
- use your partner's parents' first names.

Men and women – a man should...

- pay for the meal on a first date.
- hold the door open for a woman, or wait for her to go through the door first.
- accompany a woman home.

When you're invited to somebody's house for a meal...

- take a present.
- take your shoes off when you arrive.
- criticize the food (e.g. if it's too cold, salty, etc.).
- send a message the next day to say thank you.

When you're having a meal with friends in a restaurant...

- complain that the food isn't very good.
- insist on only paying for exactly what you ate or drank when the bill is being divided up.
- be very affectionate with your partner.

On social networking sites...

- post a photo or video clip of a friend without asking their permission.
- make a negative comment about somebody's photo.
- post a private message or conversation.

- b In groups, compare your opinions for each thing, and say why.

Saying what you think is right

I don't think people should...

<i>I think it's</i>	<i>rude selfish inappropriate bad manners</i>	<i>to...</i>
---------------------	---	--------------

<i>I don't think</i>	<i>it's important to... you have to...</i>
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<i>I hate it I don't mind it It really annoys me</i>	<i>when...</i>
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UNIT 7

CAN, COULD, BE ABLE TO: ABILITY AND POSSIBILITY

ability and possibility: *can, could, be able to*
can / could



Our daughter could play the violin when she was three.

I **can** speak three languages fluently.
Jenny **can't** come tonight. She's ill.
Our daughter **could** play the violin when she was three.
They **couldn't** wait because they were in a hurry.

- *can* is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (*could*).
- For all other tenses and forms, we use *be able to + infinitive*.

be able to + infinitive

- 1 Luke **has been able to** swim since he was three.
I'd like **to be able to** ski.
I love **being able to** stay in bed late on Sunday morning.
You'll **be able to** practise your English in London.
- 2 Fortunately, I **am able to** accept your invitation.
My colleagues **weren't able to** come to yesterday's meeting.

- 1 We use *be able to + infinitive* for ability and possibility, especially where there is no form of *can*, e.g. present perfect, infinitive, gerund, future, etc.
- 2 We sometimes use *be able to* in the present and past (instead of *can / could*), usually if we want to be more formal.



a Circle the correct form. Tick (✓) if both are possible.

I've always wanted to can / be able to dance salsa.

- 1 My little boy *couldn't* / *wasn't able to* speak until he was nearly two years old.
- 2 She's much better after her operation. She'll *can* / *be able to* walk again soon.
- 3 He hasn't *could* / *been able to* mend my bike yet. He'll do it tomorrow.
- 4 It's the weekend at last! I love *can* / *being able to* go out with my friends.
- 5 When we lived on the coast, we used to *can* / *be able to* go to the beach every day.
- 6 I *can't* / *'m not able to* send any emails at the moment. My computer isn't working.
- 7 I *could* / *was able to* read before I started school.
- 8 We won't *can* / *be able to* go on holiday this year because we need a new car.
- 9 Linda's pleased because she's finally *could* / *been able to* find a part-time job.
- 10 Alex *can* / *is able to* speak Portuguese fluently after living in Lisbon for ten years.

b Complete with the correct form of *be able to* (+, -, or ?).



I've never been able to scuba dive.

- 1 Her mobile has been switched off all morning, so I _____ talk to her yet.
- 2 I don't like noisy bars. I like _____ have a conversation without shouting.
- 3 I _____ leave home when I get a job.
- 4 We're having a party next Saturday. _____ you _____ come?
- 5 You need _____ swim before you can go in a canoe.
- 6 I can speak five languages. I hate _____ communicate with people in their own language.
- 7 Fortunately, firefighters _____ rescue everybody from the burning house.
- 8 I'm very sorry, but we _____ come to your wedding next month. We'll be on holiday.
- 9 You're looking worse. _____ you _____ contact the doctor yet?
- 10 The manager _____ see you right now because she's in a meeting.



1 GRAMMAR ability and possibility

a Look at the list of skills. With a partner, find...

- two that you can do.
- two that you can't do.
- two that you could do when you were ten years old.
- two that you couldn't do when you were ten years old.

change a car wheel do yoga dance salsa
 knit or sew play a musical instrument play tennis
 ride a bike run 5 km sing well ski swim
 take good photos use an Excel spreadsheet
 type fast

b Look at the photos. Listen and complete the conversations.



c Look at conversations 1 and 2 in b again. Complete the sentences.

- 1 You can't use _____ in the infinitive or present perfect.
- 2 Be able to means the same as _____.

e Look at the topics. Choose two or three and think about what you could say about them.

- something that you would like to be able to do
- something you've tried to learn, but have never been able to do well
- something you learned to do after a lot of effort
- something you can do, but you'd like to be able to do better
- something you think all young people should be able to do before they leave school

f Work with a partner. Tell him or her about the things you chose in e. Give reasons or explanations for each one.

I'd like to be able to ski, but I don't think I'll ever learn, because I don't live near the mountains.

2 PRONUNCIATION sentence stress

a Listen to four sentences. Write the stressed words in the pink boxes.

- 1
- 2
- 3
- 4

b Look at the stressed words and try to remember the unstressed words. Then listen again to check and write them in.

c Listen again and repeat the sentences. Copy the rhythm.

d Listen and make new sentences with the verbs or verb phrases you hear.

- 1 *I'd love to be able to ski.*
ride a horse (*I'd love to be able to ride a horse.*
- 2 *We won't be able to come.*
park (*We won't be able to park.*



3 LISTENING

- a Read the text. Do you believe Malcolm Gladwell or Josh Kaufman?

Learn a new skill in 20 hours

It was Malcolm Gladwell, the popular writer on modern psychology, who popularized the idea that it takes 10,000 hours of practice to really master a new skill, such as playing the piano. But in this non-stop world, who has that kind of time? In his book *The First 20 Hours*, Josh Kaufman tells you how to learn any new skill really quickly. By completing just 20 hours of focused practice, you'll be able to go from knowing absolutely nothing to performing well. But is it really possible? Matt Rudd, a *Sunday Times* journalist, decided to give it a try.

- b Read about Matt's past experience of learning the trumpet. Why do you think he gave up so fast?

Matt Rudd learns the trumpet

I haven't played a musical instrument for years. Five years ago, I got a trumpet for my birthday and I tried to learn it, but I gave up after seven minutes, and it ended up in the garage. So here I am, a beginner again.



- c Listen and match the sounds with the music words in bold.

- three different **musical instruments** playing together
- five **notes** from C to G
- a **high note** and a **low note**
- an **octave**
- a **tune**
- somebody **busking**

- d Now listen to Matt talking about his experience. Choose the best summary.

- 1 He didn't learn anything at all.
- 2 He learned something, but not enough.
- 3 He learned a lot.

- e Listen again. For each stage, **circle** the correct word or phrase.

1 hour

He feels *optimistic* / *pessimistic*.

2 hours

He feels *pleased* / *unhappy* with his progress.

5 hours

He thinks the online trumpet teacher is *annoying* / *great*.

9 hours

He's *frustrated* by how little he can play / He's *happy* because he can play simple tunes.

14 hours

He's *really enjoying himself* / He's *depressed* and wants to give up.

15 hours

Matilda Lloyd tells him he's doing *well* / *badly*.

17 hours

He feels *optimistic again* / *disappointed*.

20 hours

He thinks he'll probably *give up* / He thinks he'll be able to *improve*.

- f Do you think Matt will continue learning the trumpet. Why (not)?

4 SPEAKING

Work in small groups. Answer the question below for the different skills.

How well do you think you'd be able to do these things after learning for 20 hours?

play a musical instrument

drive

draw a portrait

design and build a website

take professional-quality photos

cook a three-course meal

dance the tango

ski or windsurf

give first aid





5 VOCABULARY

-ed / -ing adjectives

a Complete the sentences with *annoyed* or *annoying*.

- 1 Matt thought the online trumpet teacher was _____.
- 2 Matt was _____ because he could only play simple tunes.



-ed and -ing adjectives

Many adjectives for feelings have two possible forms, ending in -ed or -ing, e.g. *annoyed* and *annoying*.

We use the adjective ending in -ed for the person who has the feeling, e.g. Matt. We use the adjective ending in -ing for the person or situation that produces the feeling, e.g. the trumpet teacher.

b Read the information box. Then complete the adjectives with -ed or -ing.

- 1 What music do you listen to if you feel **depress**_____?
- 2 What do you think is the most **excit**_____ sport to watch?
- 3 What's the most **amaz**_____ scenery you've ever seen?
- 4 Have you ever been **disappoint**_____ by a birthday present?
- 5 Which do you find more **tir**_____, clothes shopping or food shopping?
- 6 What's the most **embarrass**_____ thing that's ever happened to you?
- 7 Are you **frighten**_____ of heights?
- 8 Do you usually feel very **tir**_____ in the morning?
- 9 What's the most **bor**_____ film you've ever seen?
- 10 Do you ever get **frustrat**_____ by technology?

c Listen and check. Underline the stressed syllable in the adjectives.

d Ask and answer the questions in b with a partner. Ask for more information.

6 READING & SPEAKING

- a How long have you been learning English? Has anyone ever given you a useful tip which has helped you learn?
- b Read some tips on a forum for learning English outside class. Do you do any of these things?



Does anyone have any good tips for practising English outside class? I'm a B1 level (I think – I hope!) and I'm studying in Colombia...

Nelson, Medellín

Comments

1



One very easy thing you can do is to change the language to English on your phone, laptop, or tablet. That way, you're reading English every day and you learn a lot of vocabulary without really noticing – for example, the things you see on your screen. I've found it really helpful.

Sara, Brazil

2



My tip is to do things that you already like doing, but in English. So, for example, if you're interested in a sport or in photography, read about it in English. If you like the cinema, watch films in English with subtitles. I'm interested in jazz, so I read magazines and articles online in English. For me, it's better than reading books.

Marc, Switzerland

3



The thing that really helped me to improve my English was having an Australian boyfriend. He didn't speak any Hungarian, so we spoke English all the time, and I improved really quickly. So my tip is: try to find an English-speaking boyfriend or girlfriend!

Ágnes, Hungary

4



I think that learning vocabulary is very important, so I got a vocabulary app for my phone. It has a lot of useful words, all in categories, but it also lets me add my own words and phrases, too. The best thing is that I can test myself whenever I get a quiet moment, like on the bus, and it just takes a couple of minutes.

Vasily, Russia

5



My tip is to learn to sing songs in English. First, I find the words online and try to understand them. Then I go to YouTube and sing along with the singer and try to copy the way he or she sings – fantastic for your pronunciation. Then, when I can do it well, I get a karaoke version of the song and I sing it. It's fun, and my English has improved.

Sandra, Italy

6



Practise saying things in your head. It could be anything – you could describe your job or your holiday plans, or talk about yourself or your family, or what's happening in the news. Then, when you really need to speak English, it's easier, because you've done it in your head. (I do this on the way to my English class every week.)

Marta, Mexico



c Read the tips again and match them to something that you think the person has learned to say in English.



All you need is love, love. Love is all you need.
 Are you sure you want to shut down your computer now?
 Why don't we stay in and watch a movie tonight, honey?
 I work for Samsung. I'm a computer programmer. I've been working there for three years.
 outgoing – shy
generous – mean
friendly – unfriendly
 Saxophonist Tim Garland will reunite with his former partner in Celtic jazz group Lammas.

d Look at two sentences with reflexive pronouns from the tips in b. How do you say them in your language? Then read the information box.

- I can test **myself** whenever I get a quiet moment.
- ...talk about **yourself** or your family...

Reflexive pronouns

We use reflexive pronouns (*myself, yourself, etc.*) when the object of a verb is the same as the subject. We can also use reflexive pronouns to emphasize the subject of an action, e.g. *I painted the kitchen myself.*

e Which subject pronouns do these words go with?

themselves herself ourselves yourselves
himself itself

f Listen and say the sentences with different pronouns.

- 1) She's cut **herself**. You... (You've cut **yourself**.)

g Talk to a partner.

- Which of the tips in b do you think are the best for learning English? Are there any you don't think would work for you?
- Are there any tips that you could easily put into practice?
- What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audiobooks)?

7 VIDEO LISTENING

a Do you know anybody who speaks two or more languages well? Which languages do they speak? How did they learn them?



1 Goieimòre
 2 Bonjour
 3 Shalom (שלום)
 4 Buongiorno
 5 Goedemorgen
 6 Yassas (γεια σας)
 7 Hola
 8 Privet (привет)
 9 Guten Tag
 10 Hi
 11 Bon dia

b You're going to watch an interview with Alex Rawlings, who speaks 11 languages. Match greetings 1–11 to the languages. Then watch Part 1 and check.

- | | | |
|-------------|--------|---------|
| 1 Afrikaans | French | Italian |
| Catalan | German | Russian |
| Dutch | Greek | Spanish |
| English | Hebrew | |

c Now watch Part 2. Why does Alex mention...?

- a completely new adventure
- Greek and German
- Chinese and Slovene
- British and Irish languages, a recent trip to Wales
- Russian
- YouTube; vocabulary and grammar

d Watch Part 3 and answer the questions.

- Why do people sometimes fail to learn a language?
- Why did Alex find Afrikaans easy to learn?
- Why do the British and Americans find it difficult to learn foreign languages?
- Complete Alex's tips:
You never _____ learning a language.
Try to spend _____ a day on the language you are learning.





UNIT 8

REVISE THE PAST: PAST SIMPLE, PAST CONTINUOUS, PAST PERFECT

past tenses: simple, continuous, perfect

past simple: *worked, stopped, went, had, etc.*

They **were** in Mexico in 2016.
A South African **won** the race.
The plane **didn't arrive** on time.
What time **did you get up** this morning?
When I **lived** in Paris, I often **went** to watch Paris St-Germain.

- We use the past simple for finished actions in the past (when we say, ask, or know when they happened).
- We can also use it for repeated actions in the past.
- Remember **Irregular verbs** p.165.

past continuous: *was / were + verb + -ing*

1 What **were you doing** at six o'clock last night?
2 I **was driving** along the motorway when it started snowing.
3 While I **was doing** the housework, the children **were playing** in the garden.
4 It was a cold night and it was raining. I **was watching** TV in the living room.

- 1 We use the past continuous to talk about an action in progress at a specific time in the past.
- Remember, we don't use the past continuous with non-action verbs.
NOT *We stopped at a garage because we were needing petrol.*
- 2 We often use the past continuous to describe a past action in progress which was interrupted by another action (expressed in the past simple). The two actions are usually linked by *when* or *as*.
- 3 We often use the past continuous with *while* for two actions happening at the same time.
- 4 We often use the past continuous to describe what's happening at the beginning of a story or anecdote.

past perfect: *had + past participle*

When they turned on the TV, the match **had already finished**.
As soon as I shut the door, I realized that I'd **left** my keys on the table.
We couldn't get a table in the restaurant because we **hadn't booked**.

- We use the past perfect when we are talking about the past and we want to talk about an earlier past action. Compare:
*When John arrived, they **went out**.* (= first John arrived and then they went out)
*When John arrived, they **had gone out**.* (= they went out before John arrived)

using narrative tenses together

It was a cold night and it was raining. I **was watching** TV in the living room. Suddenly I **heard** a knock at the door. I **got up** and **opened** the door. But there **was** nobody there. The person who **had knocked** on the door **had disappeared**.

- We use the past continuous (*was raining, was watching*) to set the scene.
- We use the past simple (*heard, got up, etc.*) to say what happened.
- We use the past perfect (*had knocked, had disappeared*) to say what happened before the previous past action.





a Circle the correct form.

When the teacher collected the exam papers he saw that Robbie *cheated* / *had cheated*.

- 1 They didn't play well in the match although they were *training* / *had trained* every evening.
- 2 Mike had an accident as he *cycled* / *was cycling* to work.
- 3 I left work early because I *wanted* / *was wanting* to watch the match.
- 4 There was a lot of traffic, and when we arrived, the match *already started* / *had already started*.
- 5 The captain *didn't score* / *hadn't scored* any goals when the referee sent him off.
- 6 My son got injured while he *played* / *was playing* basketball last Saturday.
- 7 When the snowstorm started, we *stopped* / *had stopped* skiing and went back to the hotel.
- 8 England *didn't lose* / *hadn't lost* any of their previous games when they played in the quarter-finals.
- 9 The referee suspended the match because it was *raining* / *rained* so hard.

b Complete with the past simple, past continuous, or past perfect.

The marathon runner *was sweating* when she *crossed* the finish line. (sweat, cross)

- 1 The accident _____ when they _____ home. (happen, drive)
- 2 The crowd _____ when the referee _____ the final whistle. (cheer, blow)
- 3 I _____ Jane at first because she _____ so much. (not recognize, change)
- 4 The police _____ my sister on the motorway because she _____ a seat belt. (stop, not wear)
- 5 Some of the players _____ while the coach _____ to them. (not listen, talk)
- 6 We _____ use the ski slope because it _____ enough. (not can, not snow)
- 7 They _____ play tennis because they _____ a court. (not able to, not book)
- 8 The player _____ a yellow card because he _____ his shirt after scoring a goal. (get, take off)



1 VOCABULARY sport

- a In teams, race to answer all the questions. Shout when you cross the finish line!

In which sport...?

- 1 can you do the butterfly
- 2 is there a shot called a slam dunk
- 3 is the person who throws the ball called the pitcher
- 4 are there two teams of 15 people and a ball that isn't round
- 5 do you hit the ball over a net on a table
- 6 do players walk about 8 km during a game, and never run
- 7 are there two teams of six, who play on ice
- 8 are there four main tournaments: in Melbourne, Paris, London, and New York
- 9 can you do different activities, e.g. running, high jump, javelin, etc.
- 10 have Brazil won more World Cups than any other country

- b Listen and check. Who got the most questions correct?

2 PRONUNCIATION /ɔ:/ and /ɜ:/

- a Write the words from the list in the correct row. Be careful with or (there are two possible pronunciations).

ball caught circuit course court draw fought
hurt score serve shirt sport warm up
work out world worse



- b Listen and check.

- c Listen and write six sentences. Practise saying them.

3 SPEAKING

In pairs, interview your partner about sport using the questionnaire. Ask for more information.



Do you like sport?

Yes	No
What sport(s) do you do?	What sports do / did you have to do at school?
How often do you do sport?	Do / Did you enjoy them?
Have you ever won a cup or a trophy?	Do you do any kind of exercise?
Have you ever been injured doing sport?	Do you think you're fit? Would you like to get fitter?
Do you prefer doing sport or watching sport?	Do your family and friends like sport?
How many hours do you spend a week watching sport on TV, or following it online?	Are there any sports you don't mind watching on TV?
Do you go to watch a local sports team?	What sport(s) do you hate watching on TV?
What's the most exciting sports event you have been to?	Have you ever found a sporting event exciting?
↓	
Do you think that there are good sports facilities in your town?	
↓	
Do you think physical education should be optional or compulsory at school?	
↓	
Do you think there is too much (or not enough) sport on TV?	





4 READING

- a Do you do any of these things when you want to have good luck or avoid bad luck?



cross your fingers



touch wood



wear lucky clothes



carry a lucky charm

- b Read the article about superstitions in sport. What's the answer to the question in the title?

- c Match paragraphs 1–4 to topics A–D.

- A the physical effects of superstitions
- B examples of sporting superstitions
- C the disadvantages of superstitions
- D the psychological effects of superstitions

- d Read the article again. With a partner, explain why the following examples are mentioned.

Paragraph 1:

Cristiano Ronaldo's right foot and Serena Williams's ball

Paragraph 2:

lucky golf balls and lucky charms

Paragraph 3:

adrenaline and other chemicals

Paragraph 4:

two players with the same superstition

- e Talk to a partner.

- Do you know of any other sports players who are superstitious? What do they do?
- Do you have any superstitions, e.g. when you are playing or watching sport, or when you do an exam, or when you travel?

Do 'lucky socks' really work?



"I'm not superstitious either, but those were the days Harris wore his lucky socks."

1 **S**port has always been full of superstitions, even for the best athletes in the world. Long-distance runner Mo Farah always shaves his head before a race. Judo star Kayla Harrison always wears the lucky socks that were a gift from her grandmother. Footballer Cristiano Ronaldo always steps onto the pitch with his right foot first. And tennis legend Serena Williams always bounces the ball five times before a first serve, and twice before a second serve.

2 **Do actions like this have any real effect on sports results?** According to a study at the University of Cologne, it seems that they can increase confidence and a sense of control, which might help athletes. The study showed that people who were given a golf ball that they were told was 'lucky' played better than those who used a 'normal' ball. And it isn't just sports. In another experiment, people who were allowed to carry their lucky charm performed better at memory tests than people without one. The researchers concluded that superstitions make people feel more confident, which makes them perform better.

3 **Superstitions may also have a positive physical effect.** Dan Abrahams, a sports psychologist, says that sporting rituals can cause the release of adrenaline and other chemicals which help the athlete to focus better.

4 **Most psychologists, however, say that superstitions can be bad as well as good.** Abrahams tells the story of a professional football club where two players had the same superstition – they both had to be the last person to leave the changing room before the game. They couldn't agree how to solve the problem, and it had a really negative effect on them and on the team. And what happens if you sit down to take an exam and realize you've forgotten your lucky pen?



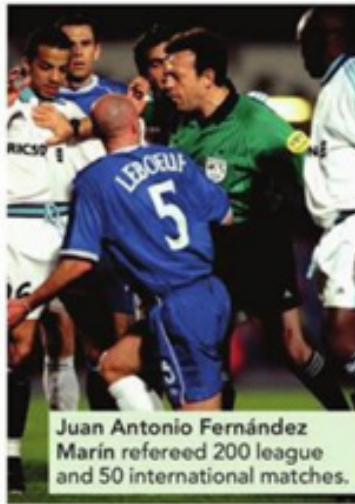


5 LISTENING

a Do you think being a football referee is a difficult job? Why (not)?

b You're going to listen to an interview with an ex-Champions League football referee from Spain. Listen to Part 1 and choose a, b, or c.

- Why did he want to become a referee?
 - His father was a referee.
 - He liked sport, but wasn't good at it.
 - He always liked the idea.
- What was the most exciting match he ever refereed?
 - His first professional match.
 - He can't choose just one.
 - Real Madrid against Barcelona.
- The worst experience he ever had as a referee was when _____ attacked him.
 - a player
 - a woman
 - a child
- Why does he think there is more cheating in football today?
 - Because football is big business.
 - Because the referees are worse.
 - Because footballers are better at cheating.
- How does he say footballers often cheat?
 - They fall over when no one has touched them.
 - They accept money to lose matches.
 - They touch the ball with their hands.



Juan Antonio Fernández Marín refereed 200 league and 50 international matches.

c Read sentences 1–6. With a partner, predict what the referee is going to say.

- The most difficult thing for him about being a referee is to make the _____ during a match.
- One of the reasons it's difficult is because football today is very _____.
- Making correct decisions often depends on the referee's interpretation of the _____.
- He thinks that players who cheat are the _____.
- A study that was done on Leo Messi shows that he could run exceptionally fast _____.
- He thinks Messi isn't a _____ footballer.

d Listen to Part 2 and check your answers.

e Ask and answer the questions in small groups.

- Do you agree with the referee when he says, 'I think fair play does exist – the players who cheat are the exceptions.' Is it also true of other sports?
- Are there any sportspeople in your country who are well known for cheating? What kind of things do they do?
- Do you think new technology makes a referee's job easier or more difficult? Why?
- Would you like to be a sports referee (or umpire)? Why (not)?

6 GRAMMAR past tenses

a Read the article about Alistair Brownlee. What did he do?

b Paragraph 2 tells the story of what happened. Most of the verbs are past simple, but there are two examples of the past continuous, and four of the past perfect. Can you find them? Why are they used?

Alistair sacrifices gold... to help his brother

Nobody will remember who won the world triathlon in Cozumel, Mexico, in 2016. Instead, they will remember the sacrifice of Alistair Brownlee, who stopped to help his brother, Jonny, instead of winning the gold medal himself.

As Jonny, 26, entered the last kilometre of the 10 km run, he was winning by a long way – he'd gone very fast in the swimming and cycling stages. But then he began to feel ill, because he hadn't drunk enough in the hot conditions, and he stopped at the side of the road. His brother, Alistair, was running behind him, but when he saw that Jonny had stopped, he didn't run past him to win the race. Instead, in a wonderful act of brotherly love, he took his brother's arm and helped him to run the final few hundred metres. Seconds before they reached the finishing line, South African Henri Schoeman, who had been behind them until then, ran past them both and won the gold medal.

Alistair said, 'It was a natural human reaction to my brother, but for anyone, I would have done the same thing.'



Read the article about Anton Gafarov. Complete it with the verbs in the correct tense.

Canada to the rescue

Russian cross-country skier Anton Gafarov

¹ *was competing* (compete) at the Sochi Winter Olympics in 2014. He ² _____ (do) well in the race when he ³ _____ (fall) and ⁴ _____ (damage) his left ski. Soon after that, he ⁵ _____ (fall) again. He realized that his ski ⁶ _____ (break) into two pieces. He ⁷ _____ (try) to continue on one ski when suddenly the Canadian ski coach, Justin Wadsworth, ⁸ _____ (run) out of the crowd and ⁹ _____ (replace) Gafarov's broken ski with a spare one that he ¹⁰ _____ (bring) for his own team. Gafarov ¹¹ _____ (finish) the race in front of his home crowd.



G Communication Good sportsmanship
Practise telling a story.

Which of the four stories you've read do you think is the most heroic?

7 SPEAKING

- a You're going to tell your partner two anecdotes. Choose two of the topics below and plan what you are going to say. Ask your teacher for any words you need.

Tell your partner about...

- **a really exciting sports event you saw**
When and where was it? Who was playing? What happened? Why was it so exciting?
- **a time you had an accident or got a sports injury**
When and where did it happen? What were you doing? What part of your body did you hurt? What happened next? How long did it take you to recover?
- **a time you saw or met someone famous**
When was it? Where were you? Who were you with? What was the celebrity doing? What was he / she wearing? Did you speak to him / her? What happened in the end?
- **a time you got lost**
Where were you going? How were you travelling? Why did you get lost? What happened in the end?
- **a time you missed or nearly missed something important (e.g. a flight, an exam, a date, etc.)**
What did you miss or nearly miss? Why? How did you feel? What happened in the end?

- b Work with a partner. Tell each other your two stories. Give as much detail as you can. Use the language from the **Telling an anecdote** box.

Telling an anecdote

Starting an anecdote

I'm going to tell you about a time when...

This happened a few years ago...

When I was younger,...

Listening to an anecdote

Wow! Really?

That sounds terrible / awful.

How amazing!

What happened next / after that / in the end?



1 PEOPLE AND PLACES

a Match the words and photos.



- captain /'kæptɪn/
- coach /kəʊtʃ/
- fans /fænz/
- players /'pleɪəz/
- referee /refə'reɪ/ / umpire /ʌmpaɪə/
- spectators /spek'tetəz/ / the crowd /kraʊd/
- sports hall /'spɔ:ts hɔ:l/
- stadium /'steɪdiəm/
- team /ti:m/

b Listen and check.

c Match the sports and places.

circuit /'sɜ:kɪt/ course /kɔ:s/ court /kɔ:t/
pitch /pɪtʃ/ pool /pu:l/ slope /sloʊp/ track /træk/

- 1 tennis / basketball court
- 2 football / rugby / hockey _____
- 3 swimming / diving _____
- 4 athletics _____
- 5 Formula 1 / motorcycling _____
- 6 golf _____
- 7 ski _____

d Listen and check.

ACTIVATION Test a partner.

- A (book open) Say a sport, e.g. tennis.
- B (book closed) Say where you do it, e.g. tennis court.

2 VERBS

win and beat

You win a match, competition, medal, or trophy.

You beat another team or person, e.g. PSG beat Chelsea.

a Complete with the past tense and past participles.

beat beat _____
win _____
lose _____
draw _____

b Complete the **Verb** column with the past tense of a verb from a.

	Verb
1 Spain <input type="checkbox"/> with Brazil 2–2.	_____
2 Milan <input type="checkbox"/> Chelsea 3–0.	_____
3 Milan <input type="checkbox"/> the match 3–0.	_____
4 The Chicago Bulls <input type="checkbox"/> 78–91 to the Boston Celtics.	_____

c Listen and check a and b.

d Complete the **Verb** column with a word from the list.

	Verb
do get fit get <u>injured</u> go kick score throw train	
1 Professional sportspeople have to <input type="checkbox"/> every day.	<u>train</u>
2 Don't play tennis on a wet court. You might <input type="checkbox"/> .	_____
3 A footballer has to try to <input type="checkbox"/> the ball into the goal.	_____
4 I've started going to the gym because I want to <input type="checkbox"/> .	_____
5 Our new striker is going to <input type="checkbox"/> a lot of goals.	_____
6 Would you like to <input type="checkbox"/> swimming this afternoon?	_____
7 My brothers <input type="checkbox"/> yoga and t'ai chi.	_____
8 In basketball, players <input type="checkbox"/> the ball to each other.	_____

e Listen and check.

3 PHRASAL VERBS

a Match the **highlighted** phrasal verbs to their meanings A–D.

- 1 It's important to **warm up** before you do any exercise.
- 2 My daughter **works out** every afternoon.
- 3 The player got a red card and **was sent off**.
- 4 My team **was knocked out** in the semi-finals.

- A was eliminated
- B do exercise, usually at a gym
- C was told to leave the pitch, court, etc.
- D do light exercise to get ready for a match, for example

b Listen and check.





UNIT 9

PAST AND PRESENT HABITS AND STATES

past and present habits and states

- 1 I **used to teach** English when I was living abroad.
He **didn't use to do** any exercise, but now he runs marathons.
I **never used to like** football, but I watch it every week now.
We **used to be** close friends, but we don't talk to each other any more.
That hotel **used to have** a swimming pool, but they closed it.
Did they **use to live** in the city centre?
Didn't you **use to have** long hair?
- 2 I **usually meet** my friends at weekends.
I **don't normally go out** during the week.
English houses **usually have** gardens.
Do you **normally walk** to work?

- 1 For past habits and states, we use *used to / didn't use to + infinitive*.
- used to* does not exist in the present tense. **NOT** ~~*I use to get up at 8.00 during the week.*~~
 - We use *used to* for things that were true over a period of time in the past. *used to* often refers to something which is not true now.
I used to do a lot of sport. (= I did a lot of sport for a period of time in the past, but now I don't)
 - We often use *never used to* instead of *didn't use to*.
 - used to / didn't use to* can be used with action verbs (e.g. *go, do*) and non-action verbs (e.g. *be, have*).
 - We can also use the past simple to describe past habits (often with an adverb of frequency).
We (often) went to France for our holidays when I was a child.

- 2 For present habits, we use a verb in the present simple, often with an adverb of frequency, e.g. *usually or normally*.

used to or past simple?

We can use *used to* or the past simple (often with an adverb of frequency) for repeated actions or states and the meaning is the same.

I used to live in Leeds as a child. I lived in Leeds as a child.

We used to go to the cinema on Saturdays. We often went to the cinema on Saturdays.

But we have to use the past simple if:

- we mention exact dates or number of times.
- the action happened only once.

We went to the cinema on Saturday.

any more and any longer

We often use *not... any more / any longer* (= not now) with the present simple to contrast with *used to*.

I used to go to the gym, but I don't (go) any more / any longer.

be used to and get used to

Don't confuse *used to / didn't use to (do sth)* with *be used to or get used to (doing sth)*.

I am used to getting up early every day. (= I am accustomed to it – I always do it, so it is not a problem for me)

Lola can't get used to living in the UK. (= She can't get accustomed to it, it's a problem for her)



a Are the **highlighted** verb forms right (✓) or wrong (X)? Correct the wrong ones.

When I was a teenager I **use to have** very short hair. *X used to have*

- 1 I **didn't used to like** my maths teacher when I was at school.
- 2 **Do you usually tell** close friends about your problems?
- 3 My sister never **didn't use to want** children, but now she's got four!
- 4 How **used you to keep in touch** in the days before the internet?
- 5 They **used to go** on holiday together every winter because they all love skiing.
- 6 That couple have three kids, so they **don't usually go** out at night.
- 7 **Did your parents use to meet** each other at university?
- 8 My husband **use to work** for a bank, but now he's unemployed.
- 9 We love the theatre. Nowadays, we **use to go** to a play at least once a month.

b Complete with *used to* + infinitive or *usually* + present simple (+, -, or ?) and a verb from the list.

argue be eat eat out get on go have
play speak watch work

My brother *didn't use to eat* vegetables, but now he loves them.

- 1 We _____ a lot in common, but now we're completely different.
- 2 We _____ to bed early during the week because we have to get up at 6.00 a.m.
- 3 I _____ TV on my phone, but now I often do.
- 4 _____ you _____ football on Sunday mornings? Could I join you next weekend?
- 5 They love sushi so they _____ in Japanese restaurants.
- 6 Where _____ your husband _____ before he got the job in the bank?
- 7 My sister has lost a lot of weight. She never _____ so slim.
- 8 _____ you _____ a lot with your parents when you were a teenager?
- 9 Laura _____ really well with her flatmates, but they occasionally argue about housework.
- 10 My ex-boyfriend _____ to me, but now he calls me quite often.



1 READING & LISTENING

a How do you think people usually meet friends and partners nowadays? Number the phrases 1–5 (1 = the most popular). Then compare with a partner. Do you agree?

- A at work
- B at school or university
- C online (e.g. on forums, social networking sites, etc.)
- D in a bar, club, etc.
- E through friends

b Read the beginning of two stories which appeared on Instagram #thewaywemet. Where did Tiffany and Kristina meet their partners for the first time?

c Read the stories again. Write **T** (Tiffany) or **K** (Kristina).

The first time she met her partner, she...

- 1 saw him from a distance.
- 2 felt a bit frightened.
- 3 had moved away from her hometown.
- 4 had a problem with her health.
- 5 was immediately attracted to him.
- 6 felt that he didn't understand her.

d What do you think happened to the two couples next? Go to **Communication The way we met** Find out what happened.

e Think of a couple you know well, e.g. your parents or friends. How did they meet? Do you know any couples who met in unusual circumstances?

2 GRAMMAR past and present habits and states

a Listen to John talking about how he met his partner. Where did they meet? Was it a romantic meeting?

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

- 1 John was teaching English in Indonesia.
- 2 His future wife was one of his students.
- 3 She usually arrived for her classes on time.
- 4 John was carrying a lot of things to class.
- 5 She made him drop them.
- 6 She helped him to pick them up.
- 7 They were friends for a long time before going out together.
- 8 They've been married for ten years.

Tiffany's story ♥ THE WAY WE MET

Three years ago, I stopped at the supermarket on my way home from work to get some food. After checking out, I walked out of the store and pressed the unlock button on my car keys to open my white Jeep Cherokee. But as I got nearer, I noticed the rear door on the passenger's side was already open and there was a guy standing beside it. At first, I thought he was trying to steal my car, or rob me. But when I got a little nearer, I noticed he was actually unloading his shopping into the car. I was scared. I went up to him nervously and said, 'Um, hi.' He said, 'Hi,' and looked at me in surprise while he continued to unload his shopping. Then I said, 'Um, this is my car.' He laughed at me as if I was crazy and replied, 'No, it isn't, it's mine.' So I pressed the lock button on my car keys to show him that it was definitely my car. His face turned white.

Kristina's story ♥ THE WAY WE MET

I came to New York to do a Master's degree in Creative Writing. Matt was a personal trainer, and he was studying for his doctorate in Chinese medicine at another university in New York. At the time, I used to do a lot of running – I'd run two marathons – and I started to get really bad back pain. I saw lots of doctors, and they all said different things, like 'do yoga' and 'maybe you need an operation'. None of them knew what was wrong. The final one suggested acupuncture, so I thought I'd try it as a last resort. When I walked into the clinic for the session, I saw Matt. He was the acupuncturist. The moment we looked into each other's eyes, we connected. But he didn't ask me out; he was very professional. On my last session, I asked him how old he was. He said he'd be 29 the following week, but that he wasn't going to celebrate, because he had to study.

Adapted from #thewaywemet





- c Look at three extracts from the listening. Answer the questions with a partner.

I used to be a teacher...

She didn't use to be very punctual...

We sometimes used to have tea or a beer together...

- 1 When do we use *used to*? How do we make questions?
- 2 Are these things probably true now?

3 PRONUNCIATION & SPEAKING

the letter *s*, *used to*

- a Listen to the sounds and the words in the list. How is *s* (or *se*) pronounced? Write the words in the correct columns.

used to usually use (verb) busy
 decision friends holidays lose music
 occasion parents practise singer
 sport sugar summer supermarket
 sure unusual

- b Listen and check.

- c Answer with a partner.

- 1 How is *s* usually pronounced at the beginning of a word? What are the two exceptions?
- 2 What two ways can *s* be pronounced at the end of a word?
- 3 How is *s* pronounced in vowel + *-sion*?

used to

Remember that *used to* and (*didn't*) *use to* are normally linked, and are both pronounced /'ju:stə/.

- d Listen and write five sentences. Then practise saying them.

- e In pairs, tell each other about **TWO** of the following. Give as much information as you can.

Past and present habits

When you were young,...



- what did you use to have for breakfast? What do you usually have now?
- what music did you use to listen to a lot? What do you usually listen to nowadays?
- what books or comics did you use to read? What do you usually read now?
- where did you use to spend your summer holidays? What do you usually do now in the summer?

Is there...

- a friend you used to be really close to, but don't see any more?
- a TV programme you used to be addicted to? What kind of programmes do you usually watch now?
- a machine or device you used to use a lot, but don't use any more? What apps or devices do you usually use now to communicate with your friends?
- a sport or game you used to play a lot, but which you've given up? What exercise do you do nowadays?



4 VOCABULARY relationships

a Match the words and photos.

- a colleague
- a friend
- argue with somebody
- discuss something with somebody
- meet somebody (for the first time)
- know somebody (for a long time)



Think of one of your close friends. Ask and answer the questions with a partner.

- How long have you known him / her?
- Where did you meet?
- Why do you get on well?
- What do you have in common?
- Do you ever argue? What about?
- How often do you see each other?
- How do you keep in touch?
- Have you ever lost touch? Why? When?
- Do you think you'll stay friends?

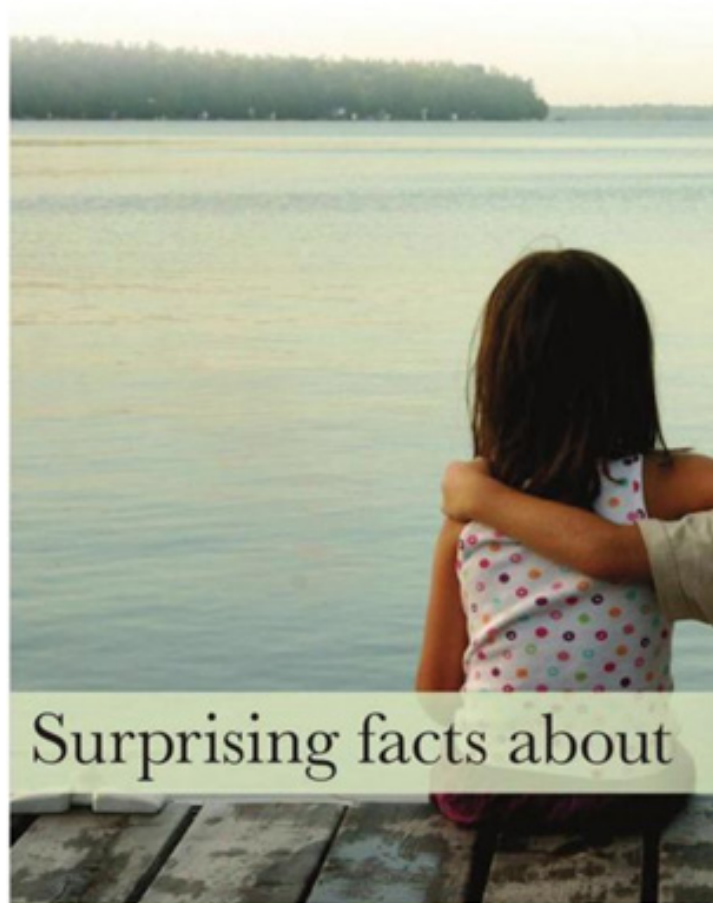
What four letters can you put after these 'people' words to form an abstract noun?

friend leader member partner relation

Complete the sentences with an abstract noun from d.

- 1 My sister and I have a very good _____. We get on really well.
- 2 My gym _____ expires at the end of the month. I'll need to renew it.
- 3 One of the qualities a boss needs the most is good _____ skills.
- 4 Marriage should be an equal _____.
- 5 Elena Ferrante's Neapolitan Novels are about the _____ between two young girls, Lila and Elena.

5 LISTENING



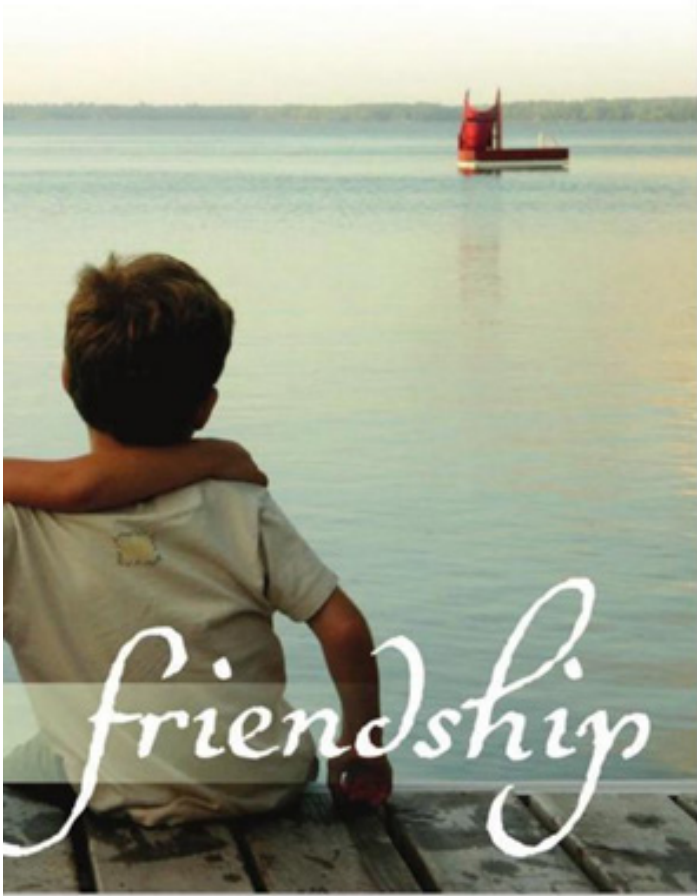
Surprising facts about

- 1 _____ have friends too!
- 2 We have more real friends thanks to _____!
- 3 Having friends at work makes you more _____.
- 4 _____ can make you lose two friends.
- 5 Friendship is good for your _____.

a You're going to listen to part of a radio programme where the presenters are talking about friendship. With a partner, guess the missing words in the five facts.

b _____ Listen to the programme and check. Were you correct?





6 SPEAKING

a Read sentences A–G. Tick (✓) the ones you agree with and cross (X) the ones you don't agree with. Think about your reasons.

- A You can only have two or three close friends.
- B Going on holiday with friends can end the friendship.
- C Men keep their friends longer than women.
- D You should never criticize your friends' partners.
- E It's impossible to stay good friends with an ex-partner.
- F It's impossible to be real friends with someone who's much older or much younger than you.
- G Parents should never try to be friends with their children.

b In groups of three or four, each choose one topic you're going to talk about. Prepare what you're going to say, using the plan below.

Topic:
Do you (strongly) agree, (strongly) disagree, or both agree and disagree?
Reasons and examples (from your own experience or of people you know):

c Listen again and complete the chart.

Fact 1 some examples	
Fact 2 the reason	
Fact 3 the reason, and the exception	
Fact 4 the reason	
Fact 5 the reason, and a statistic	

d From your experience, do you think these facts are true?

c Take turns to present your opinion. Use the language from the **Presenting an opinion** box. Listen to the other members of your group and then say if you agree or disagree, and why.

Presenting an opinion

Introducing the topic
I'm going to talk about...

Giving reasons
I think the main (most important) reason is because / that...
Another reason is...

Giving examples
For example, I have a friend who I've known since I was five years old...
For instance, when I broke up with my ex-boyfriend,...



Relationships

VOCABULARY BANK

1 PEOPLE

a Match the words and definitions.

classmate /'klɑ:smet/
close friend /kloʊs 'frend/ colleague /'kɒli:g/
couple /'kʌpl/ ex /eks/ fiancé /fi'ɒnsɛ/
(female fiancée) flatmate /'flætmeɪt/
partner /'pɑ:tnə/

- 1 *couple* two people who are married or in a romantic relationship
- 2 _____ your husband, wife, boyfriend, or girlfriend
- 3 _____ the person that you are engaged to be married to
- 4 _____ a person that you share a flat with
- 5 _____ a person that you work with
- 6 _____ (colloquial) a person that you used to have a relationship with
- 7 _____ a very good friend that you can talk to about anything
- 8 _____ a person who is in the same class as you at school or college

b Listen and check.

ACTIVATION Cover the definitions and look at the words. Remember the definitions.

2 VERB PHRASES

a Complete the sentences with a verb or verb phrase in the past tense.

be together become friends break up get in touch
get married get on get to know go out together
have (sth) in common lose touch meet propose

- 1 I met Mark when I was studying at York University.
- 2 We _____ each other quickly because we went to the same classes.
- 3 We soon _____ and we discovered that we _____ a lot _____. For example, we both liked art and music.
- 4 We _____ in our second term and we fell in love.
- 5 We _____ for two years, but we argued a lot and in our last term at university we _____ (or split up).
- 6 After we left university, we _____ because I moved to London and he stayed in York.
- 7 Five years later, we _____ again on Facebook. We were both still single and Mark had moved to London, too.
- 8 This time we _____ better than before, maybe because we were older.
- 9 After two months, Mark _____ and I accepted.
- 10 We _____ last summer. A lot of our old university friends came to the wedding!

b Listen and check.

ACTIVATION Cover the sentences and look at the pictures. Remember the story.



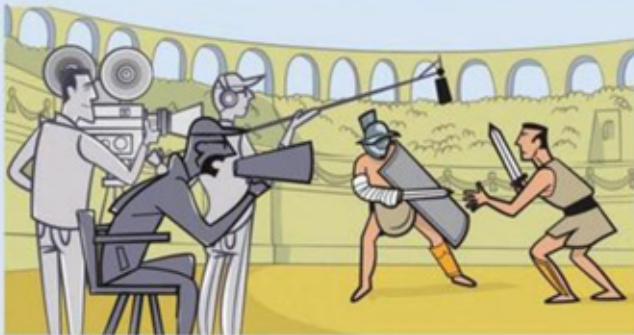


UNIT 10

PASSIVE VOICE

passive (all tenses)

- 1 A lot of films are shot on location.
When is our car **being repaired**?
Andy's bike **has been stolen**.
The director died when the film **was being made**.
You'll **be picked up** at the airport by one of our staff.
This bill **must be paid** tomorrow.
I love **being given** a massage.
- 2 The new concert hall **will be opened by** the Queen.
Gladiator was directed by Ridley Scott.



- 1 We often use the passive (*be + past participle*) when it isn't said, known, or important who does an action.
Andy's bike has been stolen. (= somebody has stolen Andy's bike, but we don't know who). In passive sentences, the object of the verb becomes the new subject.
- 2 If we want to say who did the action, we use *by*.
 - We can often say things in two ways, in the active or in the passive. Compare:
Gladiator was directed by Ridley Scott. (= we want to focus more on the film)
Ridley Scott directed Gladiator. (= we want to focus more on the director)
 - We form negatives and questions in the same way as in active sentences.
Some films aren't shot on location.
Is your car being repaired today?
 - We often use the passive to talk about processes, for example, scientific processes, and in formal language, such as news reports.
Then the water is heated to 100 degrees...
Many buildings in the city have been damaged by the earthquake.



a Circle the correct form, active or passive.

- The college *built* / *was built* in the 16th century.
- The costumes for the show *are making* / *are being made* by hand.
 - The story *inspired* / *was inspired* him to make a film.
 - This castle *hasn't inhabited* / *hasn't been inhabited* for nearly a century.
 - His latest film *set* / *is set* in France in the 1960s.
 - The film *will shoot* / *will be shot* in the autumn.
 - The actors *aren't recording* / *aren't being recorded* the dialogue until next week.
 - The house *wasn't using* / *wasn't being used* by the owners during the winter.
 - The make-up artist *has transformed* / *has been transformed* the actor into a monster.
 - They *hadn't owned* / *hadn't been owned* the company for very long before they went bankrupt.
 - The photo *took* / *was taken* by my husband on the balcony of our hotel.

b Complete with the passive so that the meaning is the same. Only use *by* if necessary.

- People don't use this room very often. This room *isn't used very often*.
- They subtitle a lot of foreign films.
A lot of foreign films _____.
 - García Márquez wrote *Love in the Time of Cholera* in 1985.
Love in the Time of Cholera _____ in 1985.
 - Someone is repairing my laptop at the moment.
My laptop _____ at the moment.
 - They haven't released the DVD of the film yet.
The DVD of the film _____.
 - They won't finish the film until the spring.
The film _____ until the spring.
 - You have to collect the tickets from the box office.
The tickets _____ from the box office.
 - They hadn't told the actor about the changes in the script.
The actor _____ about the changes in the script.
 - Damien Chazelle directed *La La Land*.
La La Land _____.
 - They've already recorded the soundtrack.
The soundtrack _____.
 - They were interviewing the director about the film.
The director _____ about the film.



1 READING

- a Look at the definition of an *extra* and the photos in the article. In pairs, can you think of three negative things about being an extra?

extra /'ekstrə/ *n.* a person who is employed to play a very small part in a film, usually as a member of a crowd

- b Read the article. Are your ideas mentioned?

- c Read the article again. Complete the paragraph headings with words from the list.

expensive miming ordinary
patient real secrets weather

The world of extras

Without extras, most film and TV scenes would be empty and unrealistic. But while we're obsessed with movie stars, we never hear much about the extras, because, of course, that's their job – not to be noticed. So what is the world of extras really like?

1 They have to be _____.

Days on set can be very long, sometimes lasting more than 15 hours. A lot of that time is spent just sitting around, waiting to be used in a scene, or repeating a single shot a dozen times. Extras usually spend their 'waiting time' reading or playing cards. 'There are days you get to the set and you wait and wait, but you aren't used,' says Amy Rogers, a regular extra in TV shows, including *Homeland*.

2 They need to be good at _____.

Extras often need to make a scene appear alive and busy, while at the same time remaining totally silent so as not to interfere with the actors' dialogue. This means they have to pretend to have a conversation without actually making any noise. Also, dance scenes are often filmed in silence and the music is added in later. When a crowd scene was being filmed for the movie *Jersey Girl*, the extras had to pretend to clap and cheer. But it was all done in silence, and when they clapped, their hands never touched.



On the set of Bollywood film *Nayak*

3 They have to put up with all kinds of _____.

Sometimes, when a winter scene is being filmed, and all the extras are wearing thick jackets and hats and gloves, it's actually 30 degrees and the snow is fake. You can tell whether it's really cold if you can see the breath coming out of people's mouths. Also, when scenes are being filmed inside during the summer, the air conditioning has to be turned off because of the noise.

4 They have to be able to keep _____.

Phones aren't allowed on set, and photos are strictly forbidden. While the film *Insurgent* was being made, one extra took a photo of the set and posted it online. Since then, she has never been employed as an extra again.



On the set of *Ripper Street*





- d Work in pairs. Can you answer these questions from memory? Then quickly look back at the article to check.
- 1 What do extras often do while they're waiting?
 - 2 What did the extras have to do in the crowd scene in *Jersey Girls*?
 - 3 How do you know if the snow is real or not in winter scenes?
 - 4 What did an extra do during the filming of *Insurgent*, and what happened as a result?
 - 5 Why are a lot of British films made in Eastern Europe?
 - 6 Why are inflatable extras popular nowadays?
 - 7 What happens when extras watch TV?
- e Do you know anybody who's been an extra? What in? Why do you think some people enjoy being extras? Would you like to be one? Why (not)?

5 They are extremely _____.

Although extras aren't individually very well paid, a film with a lot of extras needs a big production budget, especially in Britain. The cost of extras is one of the reasons why epics such as *Ben-Hur* are largely a thing of the past. *Gandhi* was the last one – the funeral scene alone needed 300,000 extras. This is why now a lot of British films are being shot in countries where extras are paid less, for example, in Eastern Europe.

6 Sometimes they are not _____.

Nowadays, where possible, crowds are digitized. In *Gladiator*, they used 2,000 live actors to create a digital crowd of about 35,000 people. For some of the crowd scenes, in addition to the real-life extras and the digital ones, they also used cut-outs made of cardboard. But digital extras can look fake, and cardboard extras can look very two-dimensional, particularly if the camera moves. The latest thing is inflatable extras, which look more real. They can be deflated, stored – a crowd of 10,000 can fit into one large truck – and reused.



'Inflatable crowd' dolls

7 They can't watch films like _____ people.

Once you know how a movie has been filmed, it's hard to just watch it like any other person. 'I can't watch TV any more without looking at the extras to see who's doing it right and who's doing it wrong,' said one extra.

2 GRAMMAR passive (all tenses)


- a Look at six extracts from the text. What tense or form of the passive are the verbs?
- 1 You wait and wait, but **you aren't used**.
 - 2 When a crowd scene **was being filmed**,...
 - 3 But **it was all done** in silence...
 - 4 Sometimes, when a winter scene **is being filmed**,...
 - 5 ...the air conditioning has **to be turned off**...
 - 6 Since then, **she has never been employed**...


3 PRONUNCIATION regular and irregular past participles

- a Look at the sound groups and the past participles. Tick (✓) the groups where the sounds of the **pink** letters are all the same. If they aren't the same, **circle** the word that is different.


1  filmed used recorded owned


2  finished directed released booked


3  bought caught worn drawn


4  shot gone lost done

5  forgotten spoken stolen known

6  spent said meant read

7  made paid taken fallen

8  won put sung drunk

9  built written driven given

- b Listen and check. What are the sounds in the circled participles? Practise saying the groups of words.

- c Listen and change the sentences into the present or past passive.

1  They shot the film in Poland. The film...





4 VOCABULARY cinema

Look at some extracts from the text in 1. What do you think the **highlighted** words mean?

- 1 A lot of that time is spent just sitting around, waiting to be used in a **scene**.
- 2 Phones aren't allowed **on set**.
- 3 This is why now a lot of British films are being **shot** in Eastern Europe.
- 4 The cost of extras is one of the reasons why **epics** such as *Ben-Hur* are largely a thing of the past.

Explain the difference between these pairs of words and phrases.

- 1 a *plot* and a *script*
- 2 a *horror film* and a *thriller*
- 3 a *musical* and a *soundtrack*
- 4 the *cast* and the *stars*
- 5 a *dubbed film* and a *film with subtitles*
- 6 the *set of a film* and the *film was set in...*
- 7 a *critic* and a *review*

5 LISTENING

- a Read about the film *Schindler's List*. Have you seen it? If yes, did you like it? If no, would you like to see it? What other Spielberg films have you seen and enjoyed?



- b Look at the photos of Dagmara Walkowicz and Spielberg. Where were they and what do you think Dagmara was doing in the black-and-white photo? Listen to Part 1 of an interview with Dagmara and check.



Listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 When the film company came to Krakow, Dagmara was working as a teacher.
- 2 She got a job doing translations for them.
- 3 There was a party at the hotel to celebrate Spielberg's birthday.
- 4 Spielberg's interpreter was late.
- 5 Dagmara was very nervous, so she drank a bottle of champagne to give herself courage.
- 6 Spielberg was very pleased with the way she did her job.



Making notes

When we make notes, we only write down key words, e.g. we write *film set every day* **NOT** *She had to go to the film set every day.*

Now listen to three extracts from Part 2 of the interview. Complete the gaps with the key words.

- 1 I had to go to the [] [] [] and [] Spielberg's [] to the Polish [], and also to the [].
- 2 It was [] [], and I often felt as if I was a [] [].
- 3 The [] [] was when we had to [] a [] [] and [] because Spielberg thought it [] exactly [].

You're now going to listen to the whole of Part 2. Read the questions. Then listen and write down some of the key words.

- 1 How many times were some scenes repeated? How did that make Dagmara feel?
- 2 Why did Spielberg start shouting at her? What happened after that?
- 3 In general, how did Spielberg treat her? What example does she give?
- 4 What scenes was she going to appear in as an extra? Why did she not appear in the final version of the film?
- 5 Did she ever work with Spielberg again?
- 6 What offer did Spielberg make to Dagmara? Does she regret not accepting it?

Compare your key words with a partner. Then listen again and try to add more.

Now, with a partner, answer the questions in e. Use your key words.

- V Would you like to have done Dagmara's job? Do you think she made the right decision in the end?

6 SPEAKING

- a Read the cinema interview. Think about your answers and reasons.

THE

★ ★ **CINEMA** ★ ★

INTERVIEW

- 1 **Can you think of a film you've seen which...?**
 - ★ was incredibly funny
 - ★ made you feel good
 - ★ had a very sad ending
 - ★ you've seen several times
 - ★ sent you to sleep
 - ★ had a memorable soundtrack
- 2 **Do you prefer...?**
 - ★ seeing films at home or in the cinema
 - ★ seeing
 - a American films
 - b other foreign films
 - c films from your country
 - ★ seeing foreign films dubbed or with subtitles
- 3 **Tell me about a really good film you've seen in the last year.**
 - ★ What kind of film is it?
 - ★ Is it based on a book or on a real event?
 - ★ Where and when is it set?
 - ★ Who stars in it? Who is it directed by?
 - ★ Does it have a good plot?
 - ★ Does it have a good soundtrack?
 - ★ Why do you like it?

- b In pairs, interview each other. Ask for and give as much information as you can. Do you have similar tastes?

7 WRITING

Write a description of a film you would recommend.





Cinema

VOCABULARY BANK

1 KINDS OF FILM

a Match the kinds of films and photos.



- an action film /'ækjən fɪlm/
- an animation /æni'meɪʃn/
- a comedy /'kɒmədi/
- a drama /'drɑːmə/
- a historical film /hɪ'stɒrɪkl fɪlm/
- a horror film /'hɒrə fɪlm/
- a musical /'mjuːzɪkl/
- a rom-com /'rɒm kɒm/ (romantic comedy)
- a science fiction film /saɪəns 'fɪkʃn fɪlm/
- a thriller /'θrɪlə/
- a war film /wɔː fɪlm/
- a western /'westən/

b Listen and check.

ACTIVATION Talk to a partner.

Think of a famous film for each kind of film in a.

What kind of films do you / don't you like? Why?

2 PEOPLE AND THINGS

a Match the nouns and definitions.

audience /'ɔːdiəns/ cast /kɑːst/ critic /'krɪtɪk/ extra /'ekstrə/
plot /plɒt/ review /rɪ'vjuː/ scene /siːn/ script /skrɪpt/
sequel /'siːkwəl/ set /set/ soundtrack /saʊnd'træk/
special effects /speʃl rɪ'fekts/ star /stɑː/ subtitles /'sʌbtائtlz/
trailer /'treɪlə/

- 1 cast all the people who act in a film
- 2 _____ (also verb) the most important actor in a film
- 3 _____ the music of a film
- 4 _____ the story of a film
- 5 _____ a part of a film which happens in one place
- 6 _____ the people who watch a film in a cinema
- 7 _____ a film which continues the story of an earlier film
- 8 _____ images often created by a computer
- 9 _____ a series of short scenes from a film, shown in advance to advertise it
- 10 _____ the words of a film
- 11 _____ a person who is employed to play a very small part in a film, usually as a member of a crowd
- 12 _____ the translation of the dialogue of a film on screen
- 13 _____ an article which gives an opinion about a new film
- 14 _____ the place where a film is being shot; the scenery used for a film or play
- 15 _____ a person who writes film reviews for the press

b Listen and check.

3 VERBS AND VERB PHRASES

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

- 1 The film **is based on** the story of opera singer Florence Foster Jenkins.
- 2 It **is set in** New York during the 1940s.
- 3 It **is directed by** Stephen Frears.
- 4 Hugh Grant **plays the part of** Florence's husband and manager.
- 5 It **was shot (or filmed) on location** in Liverpool.
- 6 It **is dubbed** into other languages.



- A It is situated in that place at that time.
- B He is the director.
- C This is his role in the film.
- D The words are spoken in a different language by foreign actors.
- E The film is an adaptation of a true story.
- F It was filmed outside the studio.

b Listen and check.

ACTIVATION Cover 1–6 and look at A–F. Remember 1–6. Then think of another film you know well and say sentences 1–6 about the film.





UNIT 11

FIRST CONDITIONAL AND FUTURE TIME CLAUSES + WHEN, UNTIL, ETC

first conditional and future time clauses + *when, until, etc.*

first conditional sentences: *if* + present simple, *will* / *won't* + infinitive

- 1 If you work hard, you'll pass your exams.
The teacher **won't be** very pleased if we're late for class.
- 2 Come and see us next week if you **have** time.
- 3 Alison **won't get** into university unless she **gets** good grades.
I **won't go** unless you **go** too.



- We use first conditional sentences to talk about a possible / probable future situation and its consequence.

- 1 We use the present tense (**NOT** the future) after *if* in first conditional sentences. **NOT** ~~*if you'll work hard, you'll pass all your exams.*~~
- 2 We can also use an imperative instead of the *will* clause.
- 3 We can use *unless* + present simple (+) instead of *if...not* in conditional sentences. Compare: *Alison won't get into university if she **doesn't get** good grades.*

future time clauses

We'll **have** dinner when your father **gets** home.
As soon as you **get** your exam results, **call** me.
I **won't go** to bed until you **come** home.
I'll **have** a quick lunch before I **leave**.
After I finish university, I'll probably **take** a year off and travel.

- We use the present tense (**NOT** the future) after *when, as soon as, until, before, and after* to talk about the future.



a Complete with the present simple or future with *will* and the verbs in brackets.

If I fail my exams, I'll take them again next year. (take)

- 1 That girl _____ into trouble if she doesn't wear her uniform. (get)
- 2 If you give in your homework late, the teacher _____ it. (not mark)
- 3 Don't write anything unless you _____ sure of the answer. (be)
- 4 Gary will be expelled if his behaviour _____. (not improve)
- 5 They'll be late for school unless they _____. (hurry)
- 6 Ask me if you _____ what to do. (not know)
- 7 Johnny will be punished if he _____ at the teacher again. (shout)
- 8 My sister _____ university this year if she passes all her exams. (finish)
- 9 I _____ tonight unless I finish my homework quickly. (not go out)
- 10 Call me if you _____ some help with your project. (need)

b Circle the correct word or expression.

I won't go to university if / unless I don't get good results.

- 1 Don't turn over the exam paper *after* / *until* the teacher tells you to.
- 2 Please check the water's not too hot *before* / *after* the kids get in the bath.
- 3 Your parents will be really happy *when* / *unless* they hear your good news.
- 4 I'll look for a job in September *before* / *after* I come back from holiday.
- 5 The schools will close *unless* / *until* it stops snowing soon.
- 6 The job is very urgent, so please do it *after* / *as soon as* you can.
- 7 We'll stay in the library *as soon as* / *until* it closes. Then we'll go home.
- 8 Harry will probably learn to drive *when* / *until* he's 18.
- 9 You won't be able to speak to the head teacher *unless* / *if* you make an appointment.
- 10 Give Mummy a kiss *before* / *after* she goes to work.



1 VOCABULARY education

- a Answer as many of questions 1–8 as you can in two minutes. How many did you get right?



- 1 What year did the Second World War start?
- 2 Which country's longest river is called the Po?
- 3 What's $\sqrt{36}$?
- 4 What does USB stand for (as in 'a USB cable')?
- 5 Who discovered the law of gravity?
- 6 How many books are there in *The Lord of the Rings*?
- 7 In what part of the body is the tibia?
- 8 What's the most common chemical element on Earth?

- b Complete the school subjects.

- bio _____
- chem _____
- geo _____
- his _____
- infor _____ tech _____ (IT)
- liter _____
- mat _____
- phy _____

- c Match the questions in a to the subjects in b. Then listen and check. Underline the stressed syllable(s).

2 PRONUNCIATION the letter u

The letter u

The letter *u* is usually pronounced /ju:/, e.g. *uniform*, or /ʌ/, e.g. *lunch*, and sometimes /u:/, e.g. *blue*, or /ʊ/, e.g. *put*.

- a Put the words from the list in the correct column.

education full lunch music pupil put result
rude rules student study subject true university

/ju:/ ↑	↑	u	U

- b Listen and check. Practise saying the words.
c Listen and write four sentences.

3 SPEAKING

Interview your partner using the questionnaire. Ask for more information.

What kind of secondary school did (do) you go to?

YOUR EDUCATION

Your school

- What kind of secondary school / you go to? / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- What time / your school day start and finish?

Subjects and homework

- Which subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get? / you think it / too much?

Rules and discipline

- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why? What kind of punishments / they use?
- / pupils behave well, or / they misbehave?



4 LISTENING

a Read the description of a BBC programme and answer the questions.

- 1 Why is the Asian education system considered superior?
- 2 What experiment is a British school setting up?
- 3 What do you think the result will be?

b Listen to Week 1. Why are these times and numbers a shock for the students?

7.00 a.m. 30 minutes a day 50
11.30 a.m. 5.00 p.m. 7.00 p.m. 12 hours

c Listen to Weeks 2 and 3. Tick (✓) the things which are true about the Chinese teachers in the experiment.

- 1 They teach very quickly.
- 2 They make students copy from the board.
- 3 They let students do experiments on their own.
- 4 They're not surprised by the students' attitude to learning.
- 5 They try punishing students to make them pay attention.
- 6 They have problems with disciplining the British students.
- 7 They expel several students from the class.
- 8 When they see their method isn't working, they change their approach.
- 9 They make the children do t'ai chi.
- 10 They make a good impression on the parents.

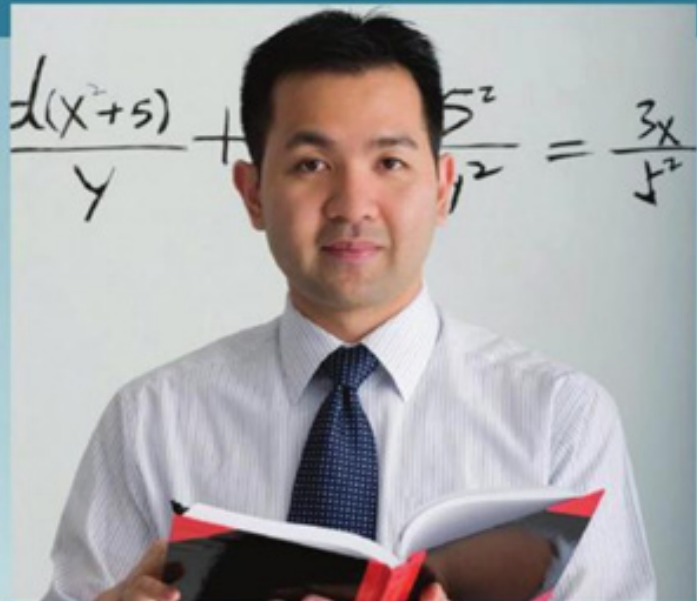
d Listen to Week 4 and complete the numbers in the chart. What did the British and Chinese teachers learn?

Test results	Students with British teachers	Students with Chinese teachers
maths	_____ %	_____ %
science	_____ %	_____ %
Mandarin	_____ %	_____ %

e Answer the questions in small groups.

- 1 What do you think is good or bad about the Chinese system?
- 2 Would secondary school students in your country be shocked by the Chinese education system? Why (not)?
- 3 Would you prefer to study in a British school or a Chinese one? Where would you prefer to work as a teacher?

Chinese v British – which education system is better?



According to the latest studies, Asian countries have better education systems than most Western countries, and in some subjects, Asian students are three years ahead of Western students of the same age.

In this unique experiment, five teachers from China come to a British school for four weeks to teach maths, science, and Mandarin to half of the Year 9 students, aged 13 and 14. The rest of the students in Year 9 will have their normal British teachers. After four weeks, the two groups will take tests to see which teaching style gets better results.

So, can British schools learn from the highly successful Chinese education system? Will the 12-hour days and strict discipline produce better results? Week 1 of the experiment is a shock for the students...



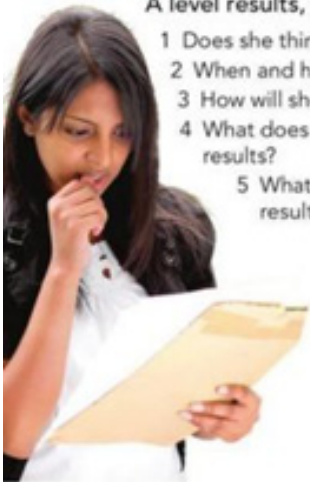
5 GRAMMAR first conditional and future time clauses + *when, until, etc.*

a In pairs, answer the questions.

- 1 When was the last time you did an exam? Did you pass or fail?
- 2 What's the next exam you are going to do? How do you feel about it?
- 3 What do you usually do the night before an exam?
- 4 How do you usually feel just before you do an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?

b Listen to Olivia, who is waiting for her A level results, and answer the questions.

- 1 Does she think she's passed?
- 2 When and how will she get her exam results?
- 3 How will she celebrate if she gets good results?
- 4 What does she want to do if she gets good results?
- 5 What will she do if she doesn't get the results that she needs?



Exam results

Exam results can be given as marks (usually out of 10 or 100), or as grades (A, B, C, etc.). A level marks are given as grades. The top grade is A* (A star), which is better than an A.

c Listen to Olivia after she got her results. What grades did she get? What's she going to do?

d Can you remember what Olivia said? Try to complete the sentences. Then listen and check.

- 1 They won't give me a place **unless** _____ at least two A*s and an A.
- 2 **As soon as** _____, I'll go to school and pick up the envelope.
- 3 I don't want to plan any celebrations **until** _____ the results.
- 4 **If** I don't get into Cambridge, _____.
- 5 **When** _____ a bit more positive, I'll try to get a place at another university.

Ask and answer with a partner. Make full sentences.

What will you do...?

- as soon as you get home
- if you don't get a good mark in your next test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING

a In pairs, answer the questions that match your situation.

Are you at university now?

What are you studying?
Are you enjoying it?
Is there anything you don't like? What are you planning to do when you graduate?

Have you been to university?

Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?

No Are you happy you didn't go? What are you doing now?

Do you want to go to university?

Yes What would you like to study? Why? Do you think you'll enjoy it?

No Why not? What would you like to do instead?

b Look at the question on a UK student website. What do you think *Is it really worth...?* means?

c Now read the comments and mark them ✓ (= yes, it's worth it), X (= no, it isn't worth it), or S (= it's sometimes worth it).

d Which of the comments do you think are true about university education in your country?

e Look at the photos of Jack Turner and Emily-Fleur Sizmur. Which of them do you think is happier?



Jack Turner, 23, has a degree and is unemployed.



Emily-Fleur Sizmur didn't go to university and runs her own business.

f Communication University or not?

Ask and answer about Jack and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Jack? Why?



The UK student site

Home Forum Schools University Careers



Is it really worth going to uni?

Comments

-  It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.
-  Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.
-  There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.
-  It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't. Some people are just not made for uni.
-  I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

7 SPEAKING

- a In small groups, each choose a different topic from the list. Decide if you agree or disagree and write down at least three reasons.

School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional, and boys and girls should be taught PE separately.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and IT, and less on arts subjects like history and literature.

University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

- b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you, and say why.

Organizing and presenting your opinions

The topic I've chosen is...

I

completely agree
partly agree
completely disagree

 that...

First of all, (I think that...)

My second point is that...

Another important point is that...

Finally,...



1 THE SCHOOL SYSTEM IN THE UK AND THE US

a Complete the text about the UK with words from the list.

boarding /'bɔ:dn̩/ degree /dɪ'grɪ:/ head /hed/ nursery /'nɜ:səri/
primary /'praɪməri/ private /'praɪvət/ pupils /'pju:plz/
secondary /'sekəndəri/ state /steɪt/ students /'stju:dntz/
terms /tɜ:mz/

In the UK

Children start ¹ primary school when they're five. Before that, many children go to ² _____ school, e.g. between the ages of two and four, but this is not compulsory. From 11–18, children go to ³ _____ school. The majority of schools in the UK (about 90%) are ⁴ _____ schools, which means that they are paid for by the government and education is free. The other 10% are ⁵ _____ schools, where parents have to pay. A few of these are ⁶ _____ schools, where children study, eat, and sleep. Children at primary school are often called ⁷ _____ and children at secondary school are usually called ⁸ _____, as are people who are studying at university. The person who is in charge of a school is called the ⁹ _____ teacher. The school year is divided into three ¹⁰ _____.



If you want to go to university, you have to take exams called A levels in your last year at school. If your results are good enough, you get a place. A person who has finished university and has a ¹¹ _____ is called a graduate.

b Listen and check.

c Complete the text about the US with words from the list.

college /'kɒldʒ/ elementary /eli'mentəri/ grades /greɪdz/
high /haɪ/ kindergarten /'kɪndəgɑ:tɪn/ semesters /sɪ'mestəz/
twelfth grade /'twelfθ greɪd/

In the US

The school system is divided into three levels, ¹ elementary school, middle school (sometimes called junior high school), and ² _____ school. Schoolchildren are divided by age groups into ³ _____. The youngest children start in ⁴ _____ (followed by first grade) and continue until ⁵ _____, which is the final year of high school. The school year is divided into two ⁶ _____. Higher education in the US is often called ⁷ _____.

d Listen and check.

ACTIVATION Cover the texts. With a partner, remember the different types of school (starting from the lowest level) in both countries.

2 DISCIPLINE AND EXAMS

a Complete the texts with a verb from the list in the right form.

not-be-allowed-to /nɒt bi: ə'laʊd tə/
be expelled /bi ik'speld/ be punished /bi 'pʌnɪʃt/
cheat /tʃi:t/ let /let/ make /meɪk/
misbehave /mɪsbɪ'heɪv/

A Discipline is very strict in our school. We ¹ aren't allowed to take our phones to school and they don't ² _____ us bring unhealthy food for lunch, like crisps or fizzy drinks. Most children behave well, but if you ³ _____, for example, talk too much in class, you'll ⁴ _____ and the teacher will probably ⁵ _____ you stay behind after class. If you do something more serious, like ⁶ _____ in an exam, you might even ⁷ _____.

fail /feɪl/ pass /pɑ:s/ result /rɪ'zʌlt/
revise /rɪ'vaɪz/ take /teɪk/ (or do)

B Marc has to ¹ _____ an important English exam next week. He hopes he'll ² _____, but he hasn't had much time to ³ _____, so he's worried that he might ⁴ _____. He won't get the ⁵ _____ until July.

b Listen and check.

ACTIVATION Cover the texts and look at the verbs. Explain what they mean.

make, let, and allow

My French teacher **made me do** extra homework. Our IT teacher **lets us play** games every Friday. The head **doesn't allow us to take** our phones to school.

We use **make** and **let** with an object pronoun and the infinitive without **to**. We use **allow** with an object pronoun and the infinitive + **to**.

let and **allow** have a similar meaning. We often use **allow** in the passive, e.g. *We're allowed to play games every Friday*, but we can't use **let** in the passive **NOT** *We're let-play-games...*





UNIT 12

SECOND CONDITIONAL. CHOOSING BETWEEN CONDITIONALS

second conditional, choosing between conditionals

second conditional sentences: *if* + past simple, *would* / *wouldn't* + infinitive

- 1 If I **had** a job, I'd **get** my own flat.
If David **spoke** good English, he **could get** a job in that new hotel.
I **would get on** better with my parents if I **didn't live** with them.
I **wouldn't do** that job unless they **paid me** a really good salary.
- 2 If your sister **were** here, she'd **know** what to do.
If it **was** warmer, we **could have** a swim.
- 3 If I **were** you, I'd **buy** a new computer.



If I were you, I'd buy a new computer.

- We use the second conditional to talk about a hypothetical / imaginary present or future situation and its consequence.
If I had a job... (= I don't have a job, I'm imagining it)
- 1 We use the past simple after *if* and *would* / *wouldn't* + infinitive in the other clause.
- We can also use *could* instead of *would* in the other clause.
- 2 After *if*, we can use *was* or *were* with *I*, *he*, and *she*.
- 3 We often use second conditionals beginning *If I were you*, *I'd...* to give advice. We don't normally use *If I was you...*

Choosing between the first or second conditional

Using a first or second conditional usually depends on how probable you think it is that something will happen.
If I have time, I'll help you. (= this is a real situation, it's possible that I'll have time – first conditional)
If I had time, I'd help you. (= this is a hypothetical / imaginary situation, I don't have time – second conditional)

would / wouldn't + infinitive

We also often use *would* / *wouldn't* + infinitive (without an *if* clause) when we talk about imaginary situations.
*My ideal holiday **would be** a week in the Bahamas.*
*I'd **never buy** a car as big as yours.*



a Write second conditional sentences and questions.

I *wouldn't live* with my parents if I *didn't have to*.
(not live, not have to)

Would you *have* a dog if you *didn't live* in a flat?
(have, not live)

- 1 Nick _____ commute every day if he _____ from home. (not have to, work)
- 2 If they _____ such a noisy dog, they _____ better with their neighbours. (not have, get on)
- 3 I _____ that bike if I _____ you – it's too expensive. (not buy, be)
- 4 _____ we _____ our house if somebody _____ us enough money? (sell, offer)
- 5 If my mother-in-law _____ with us, we _____ divorced. (live, get)
- 6 _____ you _____ a flat with me if I _____ half the rent? (share, pay)
- 7 If my sister _____ her room more often, it _____ such a mess. (tidy, not be)
- 8 You _____ me like this if you really _____ me. (not treat, love)
- 9 If we _____ the kitchen white, _____ it _____ bigger? (paint, look)
- 10 I _____ a house with a garden if I _____ gardening so much. (not buy, not enjoy)

b First or second conditional? Complete with the correct form of the verb in brackets.

I'll *stay* with my sister if I have to go to London for my job interview. (stay)

I'd buy my own flat if I *had* enough money. (have)

- 1 My kids _____ earlier if they didn't go to bed so late. (get up)
- 2 Where _____ you _____ if you go to university? (live)
- 3 If you _____ your exams, what will you do? (not pass)
- 4 I'd buy a bigger house if I _____ sure we could afford it. (be)
- 5 We couldn't have a dog if we _____ a garden. (not have)
- 6 How will you get to work if you _____ your car? (sell)
- 7 If we sit in the shade, we _____ sunburnt. (not get)
- 8 If you could change one thing in your life, what _____ it _____? (be)
- 9 He won't be able to pay next month's rent if he _____ a job soon. (not find)
- 10 If she made less noise, her neighbours _____ so often. (not complain)



1 READING & SPEAKING



- a** With a partner, look at the photos and answer the questions.
- 1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?
 - 2 Which place would you prefer to live in? Why?
 - 3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?
- b** Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.
- c** Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 25% of young adults aged 20-34 still live at home with their parents. This has gone up by 20% in the last 20 years. So what are the pros and cons?

The downside

- It doesn't ¹ _____ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really ² _____ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to ³ _____ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be ⁴ _____, waiting for you – even if it's 4.00 a.m.

- Every day of your life, you ⁵ _____, 'You treat this house like a hotel.'
- You become the household IT technician. If anything goes ⁶ _____ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could ⁷ _____.

- There's nothing better than home-cooked food, and you've ⁸ _____ that you'll never be able to cook as well as your parents.
- You've also realized that your mum has magical laundry powers that ⁹ _____ all the stains from your washing and make it super clean.
- You had no idea how much ¹⁰ _____ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomachs with good food. And for that, you're eternally grateful.



d Read the article again and choose the correct word to complete the gaps.

- | | |
|------------------------------|--------------------|
| 1 matter / mind | 6 bad / wrong |
| 2 embarrassing / embarrassed | 7 afford / pay |
| 3 leave / let | 8 realized / known |
| 4 wake / awake | 9 remove / retire |
| 5 hear / listen | 10 notes / bills |

e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in 1. Do they want to leave their parents' home? Why (not)?



Vivienne@Montreal, Canada

I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. **If I had the money, I'd move out** immediately.



Marco@Naples, Italy

I'm perfectly happy living with my parents. **If I lived on my own, I'd have to pay rent** and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room... Why would I want to leave? Even **if I could afford it, I wouldn't move out**. Not until I get married...



Andrea@Melbourne, Australia

It isn't that my parents aren't good to me – they are. **If they weren't, I wouldn't live with them**. But I'm 29 and I just don't feel independent.



Carlos@Valencia, Spain

I'd love to move out. I get on well with my parents, but I think **I'd get on with them even better if I didn't live at home**. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

- 1 In the **highlighted** phrases, what tense is the verb after *if*?
- 2 What form is the other verb?
- 3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

Communication Guess the sentence

3 PRONUNCIATION & SPEAKING sentence stress

a Listen and repeat the sentences. Copy the **rhythm**.

- 1 If I **lived** on my own, I'd **have to pay rent**.
- 2 If we **get a mortgage**, we'll **buy the house**.
- 3 Would you **leave home** if you **got a job**?
- 4 I **won't move out** if I **can't afford it**.
- 5 If it were **my flat**, I'd be **happy to do the cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I...

could live anywhere in my town or city, I'd...
 have some free time this weekend, I'll...
 won a 'dream holiday' in a competition, I...
 could choose any car I liked, I...
 get a new phone this year, I...
 could choose my ideal job, I...
 don't have time to do the homework tonight, I...
 was asked to work abroad for a year, I...
 couldn't use the internet for a week, I...
 feel like going out tonight, I...

c Work with a partner. **A**, say your first sentence. Try to get the correct rhythm. **B**, ask for more information. Then **B**, say your first sentence.

If I could live anywhere in my city, I'd live in the old part.

(Why the old part?)



4 VOCABULARY houses

- a With a partner, write three more words in each column.

 living room	 kitchen	 bedroom
table	washing machine	lamp

Answer the questions with a partner.

What's the difference between...?

- the outskirts and a suburb
- a village and a town
- a roof and a ceiling
- a balcony and a terrace
- a chimney and a fireplace
- the ground floor and the first floor
- wood and wooden

5 PRONUNCIATION the letter c

- a With a partner, practise saying the words in groups 1–5.

- carpet castle location
cosy country balcony cooker
cupboard cushion curtains
- city cinema decide
centre entrance ceiling terrace
cycle agency icy
- spacious special musician
- occasion accommodation accuse
- accent success accident

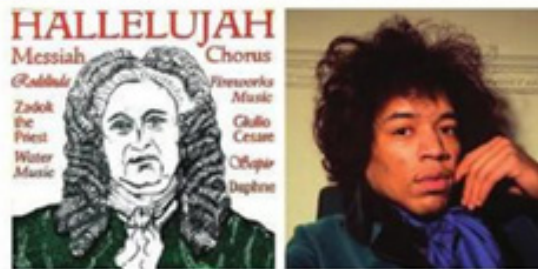
- b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

- c before a, o, or u is pronounced ____.
- c before i, e, or y is pronounced ____.
- ci before a vowel is pronounced ____.
- cc before a, o, or u is pronounced ____.
- cc before e or i is pronounced ____.

- c Now listen to the words in a and check your answers to b.

6 LISTENING

- a Look at the pictures of George Frideric Handel and Jimi Hendrix. What do you know about them?



- b Look at the poster and read the information about a London museum. Check your answers to a. Which bedroom do you like best? Why?
- c You're going to listen to an audio guide to the *Handel & Hendrix in London* museum. Before you listen, look at extracts 1–8. Who do you think each extract is about, Handel or Hendrix? Write **Han** or **Hen**.

1	However, after becoming a British citizen five years later, he decided to continue renting the house.
2	He moved in briefly in July, before returning to the United States for an extensive tour.
3	There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.
4	In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.
5	He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.
6	In January the following year, he gave a series of press and media interviews and photo shoots in the flat.
7	Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.
8	He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

Glossary

Surrey a county in the south-east of England

the Messiah Handel's most famous choral work

Westminster Abbey one of London's great churches

the Royal Albert Hall a concert hall in south-west London

- d Listen and check.



Handel & Hendrix in London

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...



Buy your tickets now



NOW OPEN

Hendrix Flat

Find out more about Hendrix's flat

[Read more >](#)



HANDEL'S HOME FOR 36 YEARS

Handel House

The history of Handel House

[Read more >](#)

e Listen again and answer the questions.

- 1 Who lived in 25 Brook Street before Handel?
- 2 Why was he not allowed to buy the house?
- 3 What did Handel use the rooms on the first floor for?
- 4 What rooms were there on the second floor?
- 5 Who lived in the attic?
- 6 How long did Hendrix's career last?
- 7 Who was Kathy Etchingham?
- 8 When did Hendrix leave the flat?
- 9 Where did he die?
- 10 What was the flat used for before it became a museum?

f Read some extracts from the listening and try to complete the missing words. What do they mean? Then listen and check.

- 1 Handel decided to s_____ permanently in England...
 - 2 After living in Surrey for some years, he m_____ to London...
 - 3 He was the first o_____ of the house...
 - 4 The flat on the u_____ floors of 23 Brook Street was found by...
 - 5 He spent some time d_____ the flat to his own taste.
 - 6 The whole house is now a museum and a concert v_____...
- g Have you ever visited a house where a famous person lived? Where was it? What was it like? What do you especially remember about it?**

7 SPEAKING & WRITING

- a Think for a few minutes about what your dream home would be like and make brief notes. Use **Vocabulary Bank Houses** to help you.**

- Where would it be?
- What kind of house or flat would it be?
- How many rooms would it have?
- What special features would it have?
- What would the decoration be like?

- b In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?**

- c Writing Describing a house or flat Write a description of your house or flat.**



Houses

VOCABULARY BANK

1 WHERE PEOPLE LIVE

a Complete the **Preposition** column with *in* or *on*.

- | | |
|---|--------------------|
| 1 I live <input type="checkbox"/> the country , surrounded by fields. | Preposition |
| 2 I live <input type="checkbox"/> the outskirts of Oxford, about three miles from the centre. | <i>in</i> _____ |
| 3 I live <input type="checkbox"/> a village (a town / a city) . | _____ |
| 4 I live in Cromer, a small town <input type="checkbox"/> the east coast . | _____ |
| 5 I live <input type="checkbox"/> the second floor of a large block of flats. | _____ |
| 6 I live <input type="checkbox"/> Croydon, a suburb of London about 15 miles from the city centre. | _____ |

b Listen and check.

c Cover the **Preposition** column. Say the sentences with the correct preposition.

ACTIVATION Talk to a partner. Describe where you live.

2 PARTS OF A HOUSE

a Match the words and pictures.

- | | |
|--|---|
| <input type="checkbox"/> attic /'ætik/ | <input type="checkbox"/> path /pɑːθ/ |
| <input type="checkbox"/> balcony /'bælkəni/ | <input type="checkbox"/> roof /ruːf/ |
| <input type="checkbox"/> basement /'beɪsmənt/ | <input type="checkbox"/> steps /steps/ |
| <input type="checkbox"/> chimney /'tʃɪmni/ | <input type="checkbox"/> terrace /'terəs/ (patio /'pæʃiəʊ/) |
| <input type="checkbox"/> entrance /'entrəns/ | <input type="checkbox"/> top floor /top 'flɔː/ |
| <input type="checkbox"/> gate /geɪt/ | <input type="checkbox"/> wall /wɔːl/ |
| <input type="checkbox"/> ground floor /graʊnd 'flɔː/ (AmE first floor) | |



3 DESCRIBING A HOUSE OR FLAT

a Match the descriptions and photos.

I live in a **cottage** in the country. It's old and **made of stone** and the rooms have very **low ceilings**. There's an **open fire** in the living room and it's very **cosy** in the winter.

I live in a **modern flat** in the city centre. It's **spacious** and very **light**, with **wooden floors** and big windows.



b Listen and check. Focus on how the **highlighted** phrases are pronounced.

ACTIVATION Cover the descriptions and look at the photos. Describe the rooms.

chimney or fireplace?
In English, *chimney* only refers to the structure on the roof of the house.
Fireplace is the place where you burn wood or coal. For some nationalities, *chimney* is a 'false friend'.

roof or ceiling?
Roof is the top part of a house. *Ceiling* is the top part of a room.

w b Listen and check.





UNIT 13

GERUNDS VS INFINITIVES

choosing between gerunds and infinitives

gerund (verb + -ing)

- 1 I'm not very good at **working** in a team.
Katie's **given up smoking**.
- 2 **Looking for a job** can be depressing.
Shopping is my favourite thing to do at weekends.
- 3 I hate **not being** on time for things.
I don't mind **getting up** early.

- We use the gerund (verb + -ing)
 - 1 after prepositions and phrasal verbs.
 - 2 as the subject of a sentence.
 - 3 after some verbs, e.g. *hate, don't mind*.
- Common verbs which take the gerund include: *admit, avoid, deny, dislike, enjoy, feel like, finish, hate, keep, like, love, mind, miss, practise, prefer, recommend, spend time, stop, suggest*, and some phrasal verbs, e.g. *give up, go on*, etc.
- The negative gerund = not + verb + -ing.

like, love, and hate

In American English, *like, love, and hate* are followed by the infinitive with *to*. This is becoming more common in British English too, e.g. *I like to listen to music in the car*.

the infinitive with to

- 1 My flat is very easy **to find**.
- 2 Liam is saving money **to buy** a new car.
- 3 My sister has never **learned to drive**.
Try **not to make** a noise.

- We use the infinitive + to:
 - 1 after adjectives.
 - 2 to express a reason or purpose.
 - 3 after some verbs, e.g. *want, need, learn*.

- Common verbs which take the infinitive include: (can't) *afford, agree, decide, expect, forget, help, hope, learn, need, offer, plan, pretend, promise, refuse, remember, seem, try, want, would like*. More verbs take the infinitive than the gerund.
- The negative infinitive = not to + verb.
- These common verbs can take either the infinitive or gerund with no difference in meaning: *start, begin, continue*.
It started to rain. It started raining.

Verb + person + infinitive with to

We also use the infinitive with *to* after some verbs + person, e.g. *ask, tell, want, would like*.

Can you ask the manager **to come**?

She told him **not to worry**.

I want you **to do** this now.

We'd really like you **to come**.

the infinitive without to

- 1 I can't drive.
We must hurry.
- 2 She always makes me laugh.
My parents didn't let me go out last night.

- We use the infinitive without to:
 - 1 after most modal and auxiliary verbs.
 - 2 after *make* and *let*.

Verbs that can take a gerund or an infinitive, but the meaning is different

Try to be on time. (= make an effort to be on time)

Try doing yoga. (= do it to see if you like it)

Remember to phone him. (= don't forget to do it)

I **remember meeting** him years ago. (= I have a memory of it)



a Circle the correct form.

I'm in charge of recruiting / to recruit new staff.

- 1 It's important for me *spending* / to spend time with my family.
- 2 *Applying* / Apply to go to university abroad can be complicated.
- 3 I want to *do* / doing my shopping this morning.
- 4 My boss wants *open* / to open a new office.
- 5 Be careful *not asking* / not to ask her about her boyfriend – they've split up.
- 6 We went on *working* / to work until we finished.
- 7 Dave is very good at *solving* / to solve problems.
- 8 The best thing about weekends is *not going* / not to go to work.
- 9 Layla gave up *modelling* / to model when she had a baby.
- 10 I went on a training course *to learning* / to learn about the new software.

b Complete with a verb from the list in the correct form.

not buy commute do leave lock not make retire
set-up wear not worry

I'd like to set up my own company.

- 1 My parents are planning _____ before they are 65.
- 2 Rob spends three hours _____ to work and back every day.
- 3 Mark and his wife agreed _____ about the problems he had at work.
- 4 Did you remember _____ the door?
- 5 In the end I decided _____ the shoes because they were very expensive.
- 6 The manager lets us _____ work early on Fridays.
- 7 All employees must _____ a jacket and tie at work.
- 8 Please try _____ any more mistakes in the report.
- 9 I don't mind _____ overtime during the week.



1 VOCABULARY work

Look at the picture story. Match sentences A–I to pictures 1–9.

- A She decided to **set up** an online business selling birthday cakes.
- B Her business is **doing very well**. Clare is a success!
- C She was **unemployed**, and had to **look for a job**.
- D They had an argument, and Clare was **sacked**.
- E Clare **worked** for a marketing company.
- F She **applied** for a lot of jobs, and sent in CVs.
- G She had a **good salary**, but she didn't like **her boss**.
- H She had some interviews, but didn't **get the jobs**.
- I She had to work very long hours and **do overtime**.

Listen and check. Then cover the sentences and look at the pictures. Tell the story from memory.

Words with different meanings

Sometimes the same word can have two completely different meanings, e.g.

She has a **degree** in economics.
(= a university qualification)

It was only four **degrees** this morning.
(= temperature)

With a partner, explain the difference in meaning between the pairs of sentences.

- 1 a He's **running** a business.
b He's **running** a marathon.
- 2 a Marion **was fired** last week.
b When the man **fired** the gun, everyone screamed.
- 3 a I **work** in a shop.
b My laptop **doesn't work**.
- 4 a There's a **market** for this product.
b There's a **market** where you can buy vegetables.
- 5 a Steve has set up a **company**.
b Steve is very **good company**.



2 PRONUNCIATION & SPEAKING word stress

a Underline the stressed syllable in each word. Use the phonetics to help you.

- | | |
|--------------------------------|---------------------------------------|
| 1 a pply /ə'plai/ | 6 per ma nent /pə'mænənt/ |
| 2 sa la ry /'sæləri/ | 7 qua li fi ca tions /kwɒlɪfɪ'keɪʃnz/ |
| 3 re du ndant /rɪ'dʌndənt/ | 8 re sign /rɪ'zaɪn/ |
| 4 ex pe ri ence /ɪk'spɪəriəns/ | 9 re spon sible /rɪ'spɒnsəbl/ |
| 5 o ver time /'əʊvətaim/ | 10 tem po ra ry /'tempərəri/ |

b Listen and check. Practise saying the words.





Think of someone you know who has a job. Prepare answers to the questions below.

- What does he / she do?
- What qualifications does he / she have?
- Is his / her job...?
full time or part time
temporary or permanent
- Where does he / she work (in an office, at home, etc.)?
- What hours does he / she work?
- Does he / she have to do overtime?
- Does he / she get a good salary?
- Does he / she like the job? Why (not)?
- Would you like to do his / her job? Why (not)?

Work in pairs. **A**, interview **B** about his or her person's job. Ask more questions if you can. Then swap.

I'm going to tell you about my cousin. Her name's Corinne.

(What does she do?)

3 GRAMMAR choosing between gerunds and infinitives

Complete the questionnaire by putting the verbs in the correct form: the gerund (e.g. working) or to + infinitive (e.g. to work).

Match your **personality** to the job



- 1 I'd like to work as part of a team. work
- 2 I enjoy _____ people with their problems. help
- 3 I don't mind _____ a very large salary. not earn
- 4 I'm good at _____ to people. listen
- 5 I'm good at _____ quick decisions. make
- 6 _____ risks doesn't worry me. take
- 7 I'm happy _____ by myself. work
- 8 I'm not afraid of _____ large amounts of money. manage

- 9 I'm good at _____ myself. express
- 10 I always try _____ my instincts. follow
- 11 It's important for me _____ creative. be
- 12 I enjoy _____. improvise

- 13 _____ complex calculations is not difficult for me. do
- 14 I enjoy _____ logical problems. solve
- 15 I find it easy _____ theoretical principles. understand
- 16 I am able _____ space and distance. calculate



Read the questionnaire and tick (✓) **ONLY** the sentences that you strongly agree with. Discuss your answers with a partner.

C Communication Match your personality to the job Find out the results. Do you agree?

Look at the sentences in the questionnaire. Complete the rules with the gerund or to + infinitive.

- 1 After some verbs, e.g. enjoy and don't mind, use _____.
- 2 After some verbs, e.g. would like, use _____.
- 3 After adjectives, use _____.
- 4 After prepositions, use _____.
- 5 As the subject of a phrase or sentence, use _____.

Write something for **FIVE** of the things in the list.

- something you are **planning to do** in the summer
- a country **you'd like to visit** in the future
- somebody you **wouldn't like to go on holiday with**
- a job **you'd love to do**
- a job you **hate doing** in the house
- somebody you find very **easy to talk to**
- something you're **afraid of doing**
- a sport, activity, or hobby you **love doing**
- something you **enjoy doing** on Sunday mornings
- something you **must do** or **buy** urgently

g Work in groups. Tell the others about what you have written and answer any questions they have.

I'd love to be an architect.

(Why?)

Because I think it would be great to...

4 WRITING

Writing A covering email
Write an email to send with your CV to apply for a job.



5 READING

a Read the first part of an article about the TV programme *Dragons' Den*. Answer the questions.

- 1 Who are the 'Dragons'?
- 2 Where do the contestants meet them?
- 3 How does the programme work?
- 4 Is there a similar TV programme in your country?

b Look at the photos and read about three products that were presented on the show. Answer the questions and say why.

Which product do you think...?

- 1 the Dragons invested in and has been successful
- 2 the Dragons didn't invest in and has been a failure
- 3 the Dragons didn't invest in, but has been very successful

In the DRAGONS' DEN

Dragons' Den is a UK TV series, with similar versions in many different countries, which has been on TV every year since the original show in 2005. In the UK programme, contestants have three minutes to present their ideas for a product or service to five very successful business people. These people are nicknamed 'the Dragons', and the intimidating room where they meet the contestants is 'the Den'. The Dragons, who are multi-millionaires, are prepared to invest money in any business that they believe might be a success. In return, they take a share in the profits. The contestants are usually young entrepreneurs, product designers, or people with a new idea for a product or a service. They have three minutes to make their pitch, then the Dragons ask them questions about it and its possible market. Finally, the Dragons say if they are prepared to invest or not. If they are not convinced by the presentation, they say the dreaded words, 'I'm out'. So far, the Dragons have agreed to invest in more than 250 businesses.



From left to right: Duncan Bannatyne, Nick Jenkins, Deborah Meaden, Kelly Hoppen, Peter Jones

Glossary

den the hidden home of some types of wild animal

entrepreneur a person who makes money by starting or running businesses

make a pitch present something you're trying to sell



Tingatang

Gill and Clare, from Leeds, in the north of England, designed Tingatang, a range of silver jewellery for men and women to show that they're single, in the same way that a wedding ring shows that you're married. The pair asked the Dragons to invest £500,000 in their business.



Slappie watches

David, from Birmingham, asked the Dragons for £50,000 in exchange for 25% of his watch company, Slappie. The watches, which cost under £20, are on straps of many different colours, and the watch faces are also available in different designs. The straps and watch faces can be bought separately and are interchangeable, so you can create your own watch.



Tangle Teezer

Shaun, a hairdresser from London, set up a company to produce brightly-coloured plastic hairbrushes which were especially good at untangling hair. He demonstrated the brushes on the show and asked for an £80,000 investment in exchange for 15% of his company.



C Communication Dragons' Den

Work in groups of three. Find out what happened.

Which (if any) of the three products would you be interested / definitely not interested in buying? Why? Do you think they are, or could be, successful in your country? Why (not)?

6 LISTENING

- a Look at the photo of two more *Dragons' Den* contestants and their product. Do you think they were successful?



- b Listen to Part 1 of an interview with Joe about his experience. Mark the sentences **T** (true) or **F** (false).

- 1 Joe and Jake applied to be on *Dragons' Den* together.
- 2 They prepared their pitch very quickly.
- 3 The show was filmed in Manchester.
- 4 They didn't do any preparation the night before.
- 5 They only slept for a few hours the night before the programme.
- 6 They were the third contestants on that programme.
- 7 Other contestants waited for up to 12 hours for their turn.
- 8 They met one of the Dragons while they were waiting to go on.

- c Listen again. Correct the **F** sentences.

- d Listen to Part 2. What was different about Joe and Jake's experience compared to other contestants?

- e Listen again and make notes. What does Joe say about...?

- | | |
|-----------------------------|----------------------|
| 1 smiling at Deborah Meaden | 4 Peter's appearance |
| 2 Jake's first words | 5 Jessops |
| 3 'I'm out.' | 6 the job offer |

- f Listen to the end of the interview. What did Joe and Jake decide to do? Why? Did they think it was the right decision?

7 SPEAKING

- a Listen to Joe and Jake giving their *Dragons' Den* pitch for Frame Again. Number the questions 1–5 in the order they answer them.

- A How much will it cost?
- B What is the product?
Give a detailed description.
- C Who are you? What's the name of your product?
- D Do you have an advertising slogan for the product?
- E Who is the product for?

- b Work with a partner. Imagine you are going to appear on the programme. Choose one of the products below, or invent your own, and think about your answers to the questions in a.

an app a chair a dessert a drink
a gadget a lamp a pen a phone
a sandwich

- c Present your product to the class together. Spend a few minutes preparing your pitch. Take turns to give the information. Use the language from the **Presenting a product box**.

Presenting a product

Good morning. I'm _____, and this is _____, and we're here to tell you about our new product...

It's a..., and it's called...

This product is for...

We think it will be very popular because...

It will cost...

Our slogan is...

- d You also have money to invest in one of the products your classmates present. Listen to their presentations and decide which one to vote for.



Work

VOCABULARY BANK

1 VERB PHRASES

a Complete the sentences with a verb or verb phrase from the list.

applied for /ə'plaid fɔː/ do /duː/ do overtime /duː ɒvə'taɪm/ got promoted /gɒt prə'məʊtɪd/ resign /rɪ'zain/ retire /rɪ'taɪə/
 run /rʌn/ set up /set ʌp/ was made redundant /wəz meɪd rɪ'dʌndənt/ was sacked /wəz sækt/ work shifts /wɜːk ʃɪfts/

- | | |
|---|--|
| 1 Dan has to <u>do overtime</u> . | He has to work extra hours. |
| 2 Matt _____ last week. | He was given a more important job. |
| 3 Most nurses have to _____. | Sometimes they work during the day and sometimes at night. |
| 4 A man in our department _____ yesterday. (or be fired) | The boss told him to leave. |
| 5 Colin _____. | He lost his job because the company didn't need him any more. |
| 6 The director of the company is going to _____. (AmE quit) | He has decided to leave his job. |
| 7 Lilian is going to _____ next month. | She's 65 and she's going to stop working. |
| 8 Angela has _____ a business selling clothes online. | She had the idea and has started doing it. |
| 9 Everyone in the office has to _____ a training course. | They need to learn how to use the new software. |
| 10 Mandy _____ a job online. | She replied to an advert and sent in her CV. |
| 11 My parents _____ a language school in Brighton. | They employ six teachers, who teach English to foreign students. |

b Listen and check. Cover the first sentence and look at the second. Can you remember the verb?

ACTIVATION Do you know anybody who has applied for a job / got promoted / been made redundant / resigned / been sacked (fired) / retired recently?

2 SAYING WHAT YOU DO

a Match the adjectives and definitions.

freelance /'friːləns/ part-time /pɑːt taɪm/
 self-employed /self ɪm'plɔɪd/ temporary /'tempərəri/
 unemployed /ʌnɪm'plɔɪd/

talking about people

- | | |
|--------------------------|---------------------------------|
| 1 I'm _____. | without a job |
| 2 He's _____. | working for himself |
| 3 He's a _____ designer. | working for different companies |

talking about a job or work

- | | |
|---------------------|--|
| 4 It's a _____ job. | (opp permanent) only a short contract, e.g. for six months |
| 5 It's a _____ job. | (opp full-time) only a few hours a day |

b Complete the sentences with *at*, *for*, *in*, or *of*.

- I work *for* (in) a multinational company.
- I'm _____ **charge** _____ the Marketing Department.
- I'm **responsible** _____ customer loans.
- I'm _____ school (university).
- I'm _____ my third year at university.

c Listen and check a and b.

3 WORD-BUILDING

a Make nouns from the verbs by adding *-ment*, *-ion*, or *-ation*. Make any other necessary changes.

	Noun		Noun
1 <u>promote</u>	<i>promotion</i>	4 <u>employ</u>	
2 <u>apply</u>		5 <u>qualify</u>	
3 <u>retire</u>		6 <u>resign</u>	

b Make nouns for the people who do the jobs by adding *-er*, *-or*, *-ian*, or *-ist*. Make any other necessary changes.

	Noun		Noun
1 <u>science</u>		4 <u>pharmacy</u>	
2 <u>law</u>		5 <u>farm</u>	
3 <u>music</u>		6 <u>translate</u>	

c Listen and check a and b. Underline the stressed syllable in the new words.

ACTIVATION Cover the **Noun** columns and look at 1–6 in a and b. Remember the nouns. Then think of two more jobs ending in *-er*, *-or*, *-ian*, or *-ist*.





UNIT 14

REPORTED SPEECH

reported speech: sentences and questions

reported sentences

direct statements	reported statements
'I like shopping.'	She said (that) she liked shopping.
'I'm leaving tomorrow.'	He told her (that) he was leaving the next day .
'I'll always love you.'	He said (that) he would always love me.
'I passed the exam!'	She told me (that) she had passed the exam.
'I've forgotten my keys.'	He said (that) he had forgotten his keys.
'I can't come.'	She said (that) she couldn't come.
'I may be late.'	He said (that) he might be late.
'I must go.'	She said (that) she had to go.

- We use reported speech to report (i.e. to tell another person) what someone said.
- When the reporting verb (*said, told, etc.*) is in the past tense, the tenses in the sentence which is being reported usually change like this:
present → past
will → would
past simple / present perfect → past perfect

When tenses don't change
When you report what someone said very soon after they said it, the tenses often stay the same as in the original sentence.
Adam 'I **can't come** tonight.'
*I've just spoken to Adam and he said that he **can't come** tonight.*
Jack 'I **really enjoyed** my trip.'
*Jack told me that he **really enjoyed** his trip.*

- Some modal verbs change, e.g. *can* → *could*, *may* → *might*, *must* → *had to*. Other modal verbs stay the same, e.g. *could*, *might*, *should*, etc.
'I **might come back next week**.' He said he **might come back next week**.
- We usually have to change the pronouns.
'I like jazz.' Jane said that **she** liked jazz.
- Using *that* after *said* and *told* is optional.

- If you report what someone said on a different day or in a different place, some other time and place words can change, e.g. *tomorrow* → *the next day*, *here* → *there*, *this* → *that*, etc.
'I'll meet you **here tomorrow**.' He said he'd meet me **there the next day**.

say and tell
Be careful – after *said*, don't use a person or an object pronoun.
Sarah said that she was tired. **NOT** *Sarah said me that she was tired.*
After *told*, you must use a person or object pronoun.
Sarah told me that she was tired. **NOT** *Sarah told that she...*

reported questions

direct questions	reported questions
'Are you married?'	She asked him if he was married.
'Did Lucy phone?'	He asked me whether Lucy had phoned .
'What's your name?'	I asked him what his name was.
'Where do you live?'	She asked me where I lived.

- When we report a question, the tenses change as in reported statements.
- When a question doesn't begin with a question word, we add *if* (or *whether*).
'Do you want a drink?' He asked me **if / whether** I wanted a drink.
- We also have to change the word order to subject + verb and not use *do / did*.





a Complete using reported speech.

'I'm in love with you.'

My boyfriend told me *he was in love with me.*

1 'I'm selling all my books.'

My friend Tim said _____.

2 'I've booked the flights.'

Emma told me _____.

3 'Your new dress doesn't suit you.'

My mother told me _____.

4 'I may not be able to go to the party.'

Matt said _____.

5 'I won't wear these shoes again.'

Jenny said _____.

6 'I didn't buy you a present.'

My brother told me _____.

7 'I can't find anywhere to park.'

Luke told me _____.

b Complete using reported speech.

'Why did you break up?'

My friend asked me *why we had broken up.*

1 'When are you leaving?'

My parents asked me _____.

2 'Have you ever been married?'

She asked him _____.

3 'Will you be home early?'

Anna asked Robert _____.

4 'Where do you usually buy your clothes?'

My sister asked me _____.

5 'Did you wear a suit to the job interview?'

We asked him _____.

6 'Do you ever go to the theatre?'

I asked Lisa _____.

7 'Can you help me?'

Sally asked the policeman _____.



1 READING & SPEAKING

a Look at these phrases. Who usually says them? Mark them **C** (customer) or **SA** (sales assistant).

- 1 Do you need any help?
- 2 What size are you?
- 3 Do you have this in blue?
- 4 Have a nice day!
- 5 No, thanks, I'm just looking.
- 6 Are you looking for anything in particular?
- 7 It's a bit big – have you got a smaller size?
- 8 Can I try these on?
- 9 Shall I put your receipt in the bag?
- 10 The changing rooms are over there.

b Read the article. Did the writer find the sales assistants helpful? Why (not)?

c Read the article again. Underline the questions that the second sales assistant asks. Which questions do you think aren't appropriate in this situation?

d Think of some shops that you go to frequently. Are the sales assistants helpful or unhelpful? In what way?

2 GRAMMAR reported speech

a Cover the article and look at the sentences. Can you remember what the second sales assistant asked and what the customer said?

- 1 He asked me if I needed any help. I said that I was just looking.

Do you need any help? (I'm just looking.)

- 2 He asked me where I worked. I said I worked in an office round the corner.
- 3 He asked me if I liked football. I said it was OK.
- 4 He asked me if I was going to watch the England match. I said that I wasn't.
- 5 He asked me what I was doing after work. I told him I was having dinner with a friend.

Listen. Change the conversations into reported speech.

- 1 *'Where do you live?'* (He asked her where she lived.)
- 2 *'I live in the city centre.'* (She said that she lived in the city centre.)

When 'happy to help' becomes a problem

Jonathan Haynes

It's my lunch break. I work near King's Cross, a major London train station, and I've gone to the shopping mall there to buy a new wallet. It's a very simple shopping trip. At least, I think it's simple, but five minutes later, I'm not so sure.

As I enter the shop, a sales assistant at the far end shouts at me:

'Hi, how are you doing today? Do you need any help?'

I answer:

'I'm fine. I'm just looking, thanks.'

That should be the end of the conversation, and I go to look at the wallets.

'Hello, do you need any help?'

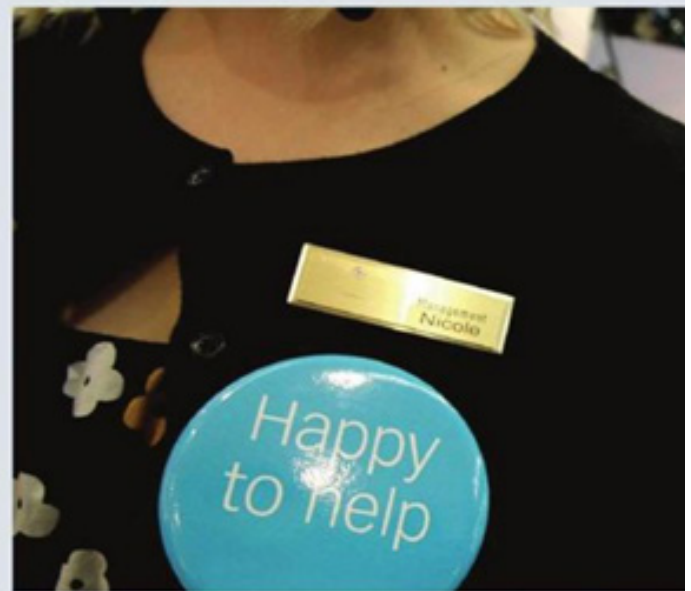
Here is another sales assistant, who I will call SA2.

Me: *'I'm fine, thanks. I'm just looking.'*

I don't know why he needed to ask me this, as I'm certain he heard me tell his colleague.

SA2: *'Are you going anywhere nice?'*

This seems a strange question. I expected, 'Are you looking for anything in particular today?' As I don't answer, he repeats the question.



SA2: 'Are you going anywhere nice?'
I remember that I'm in a shop in a train station and I now understand his question.

Me: 'No. I work near here. I just came in to look for a new wallet.'

SA2: 'Where do you work?'

Me: 'Oh, er, I work in an office round the corner.'
I try to look at wallets, and hope he goes away.

SA2: 'Do you like football?'

It's a simple question, but I know that if I say yes, he will ask me questions about 'your team'. I'm not sure how this helps me to buy a wallet.

Me: 'Er, it's OK.'

SA2: 'Are you going to watch the England match?'

I want him to stop.

Me: 'No, I'm not.'

I walk to another part of the shop. The sales assistant follows me.

SA2: 'What are you doing after work?'

Me: 'I'm having dinner with a friend.'

SA2: 'Are you doing anything for the rest of the day?'

Me: 'Um, thank you for your help!'

I run away without a wallet. His never-ending questions lost him the sale. Shopping didn't use to be like this. In the USA, perhaps, but not in the UK. It is a big improvement that sales assistants nowadays acknowledge your existence and are sometimes actually helpful. But there's a difference between being helpful and trying to pretend you're a shopper's best friend.



3 VOCABULARY & SPEAKING shopping

a In pairs, explain the difference between...

- 1 a basket and a trolley.
- 2 a credit card and a debit card.
- 3 a receipt and a refund.
- 4 a discount and a bargain.
- 5 a chain store and a department store.
- 6 a library and a bookshop.
- 7 put on a shirt and try on a shirt.
- 8 It fits you and It suits you.

b Look at the questions together and answer them. Ask for and give as many details as you can.

1 How often do you shop...? What do you buy?

- in street markets
- in supermarkets
- in shopping centres or malls
- online

2 What's your favourite shop or website to buy...?

- clothes
- shoes
- books and music
- presents
- food

3 What...? Why?

- do you enjoy buying
- do you hate buying
- would you never buy online

4 Do you prefer shopping for clothes...?

- by yourself or with somebody
- at the beginning of the season or in the sales
- in small shops or in department stores

5 What do you think are the advantages and disadvantages of buying these things online?

- clothes
- groceries
- electronic items
- books

6 Do you ever look at things in shops and then buy them online? Why do you think people do this?





4 READING

- a Read the introduction to the article. Why is good customer service more important than it used to be?
- b Read the five stories. In pairs, try to guess how the last sentence of each story ends.
- c **Communication** Going the extra mile
Read and check. Were you correct?
- d Read the stories again. In which stories...?
- does someone get what they wanted to buy without paying
 - does someone get something in the post
 - is someone hungry
 - is the problem solved on the same day
- e Which example A–E do you think...?
- is the funniest
 - cost the company most money
 - took the company most time
 - was the most difficult to organize
 - is the best customer service

5 PRONUNCIATION the letters ai

- a **8.16** Listen and underline the stressed syllable. Then write the words in the correct column.

airline bargain certain claim complain
contain email explain paid repair
waiter

- b Listen and check. Then answer the questions.

- How is ai usually pronounced a) when it's stressed, b) when it's unstressed? Which word is an exception?
- How is air usually pronounced?
- Is said pronounced /seɪd/ or /sed/?

Going the extra mile

In the age of social media, a story about a good (or bad) customer service experience is not limited to you and your friends. The best stories can go viral on social networks very quickly, bringing good or bad publicity to companies overnight. Here are five heart-warming true stories that reached millions of people because of the power of the internet.

A Nordstrom

One day, a member of the security staff in a Nordstrom department store noticed a woman crawling around on her hands and knees in the clothes department. She said she was looking for a diamond that had fallen out of her wedding ring while she was trying on clothes earlier that day. The man got down on the floor and searched with her. Then he asked a group of cleaners to help, and they searched, too. Finally, they looked through _____!

B Morton's, The Steakhouse

Peter Shankman was boarding a flight to Newark Airport, near New York. It was dinnertime, and he knew he would be starving when the plane arrived. There's a Morton's near the airport, one of Peter's favourite restaurants, so he tweeted, 'Hey, @Morton's – can you meet me at Newark Airport with a steak when I land in two hours? Thanks. @'. He was joking, but amazingly, when he got off the plane, in the Arrivals area there was _____.

C Ritz-Carlton Hotels

Chris Hurn's family spent their holiday at the Ritz-Carlton Hotel in Florida. Unfortunately, when they got home, they realized that they had left Chris's young son's favourite toy, Joshie the giraffe, at the hotel. The child was very upset, so Chris told him that Joshie was staying at the hotel for a bit of extra holiday. That evening, the hotel phoned to say that they had found Joshie. Chris thanked them and explained that he'd told his son that Joshie was having an extra holiday. Two days later, a parcel arrived. In it was Joshie, a present of a Frisbee and a football, and a photograph of _____.

D Trader Joe's

At Christmas a few years ago, in Pennsylvania, USA, it snowed so hard that an 89-year-old man couldn't leave his home. His daughter was worried that he didn't have enough food. She called several stores and asked if they would deliver food to her father's home, but they all said no. Eventually, she spoke to someone at a store called Trader Joe's. They also told her that they didn't deliver – normally. But because she was so worried, they said that they would make an exception. The employee then wished her a Merry Christmas. Half an hour later, the food arrived at her father's house, with _____!

E Apple

A man bought the latest iPad online, but when his wife saw it, she thought it was too expensive, so he immediately sent it back to Apple. He put a Post-it note on the screen that said, 'Wife said no'. Apple employees thought this was very funny, and the story reached two senior managers, who decided to do something about it. They refunded his money, but they also sent the iPad back to him with another Post-it note saying, _____.





6 LISTENING

- a Have you ever had a problem with luggage when you were travelling, e.g. on a train or flight? What happened?



- b You're going to listen to a story about bad customer service. First, listen to six extracts and complete the gaps with the verbs in the list.

claim complained contacted dropped offered
produced reported throwing

- 1 My God! They're _____ guitars out there!
- 2 They immediately _____ to United Airlines.
- 3 For nine months, he tried to _____ compensation.
- 4 Dave wrote a song about his experience, and _____ a video to go with it.
- 5 United Airlines _____ Dave and _____ him a payment.
- 6 The BBC _____ that United Airlines' share price had _____ by 10%.

- c Now listen to the whole story. Answer the questions.

- 1 Why did Dave Carroll write a song?
- 2 Why did it have such a dramatic effect?

- d Try to put the events in the correct order 1–10. Then listen again and check.

- 1 Dave and his band flew from Halifax to Chicago.
- 2 He wrote a song about his experience.
- 3 United Airlines contacted him and offered him money.
- 4 They got their connecting flight to Omaha, Nebraska.
- 5 Dave discovered that his guitar was broken.
- 6 He complained again to United Airlines by phone and email, but they didn't help him.
- 7 He did lots of media interviews.
- 8 They saw the baggage handlers throwing their guitars, and complained to airline staff.
- 9 He put a video of the song on YouTube.
- 10 United Airlines lost a lot of money.

- e Have you ever experienced very good or very bad customer service? What happened?

7 VOCABULARY making nouns from verbs

- a Look at some nouns from the guitar story. What verbs do they come from?

compensation complaint payment

8 VIDEO LISTENING



- a Have you ever complained about something in a hotel, restaurant, or shop? What happened?
- b Work in pairs. What do you think are the top five things that people complain about in hotels?
- c Watch Part 1 of a short programme about how to complain and check your answers to b.
- d Now watch Part 2. Phil, a hotel guest, complains in three situations. What does he do wrong each time? How does he do it better the second time?
- e **Communication** I want to speak to the manager. Role-play two conversations.

9 WRITING

Writing An email of complaint Write an email of complaint about something you bought online.



Word-building

VOCABULARY BANK

1 MAKING NOUNS FROM VERBS

a Make nouns from the verbs in the list and write them in the correct column.

achieve /ə'tʃi:v/ agree /ə'gri:z/ argue /ə'gju:z/
 attach /ə'tætʃ/ choose /tʃu:z/ compensate /
 'kɒmpenset/ complain /kəm'pleɪn/ consider /kən'sɪdə/
 deliver /dɪ'lɪvə/ demonstrate /demə'nstreɪt/
 explain /ɪk'spleɪn/ fail /feɪl/ improve /ɪm'pru:v/
 lose /lu:z/ manage /'mænɪdʒ/ pay /peɪ/
 respond /rɪ'spɒnd/ sell /sel/ serve /sɜ:v/
 succeed /sək'si:d/ tempt /tempt/ treat /tri:t/
 value /'vælju:z/

+ ation	+ ment	new word
	achievement	

b Listen and check. Underline the stressed syllable in the nouns.

ACTIVATION Test a partner. Then change roles.

A (book open) Say the verb. **B** (book closed) Say the noun.

c Complete the questions with a noun from a in the singular or plural.

- 1 Have you ever been on a demonstration? What were you protesting about?
- 2 Have you ever opened an email _____ that contained a virus?
- 3 Do you often have _____ with your family? What about?
- 4 Do you prefer reading grammar _____ in your own language, or do you think it's better to read them in English?
- 5 Have you ever made a _____ to a company and got _____?
- 6 Do you think that there's too much _____ when you're shopping, e.g. for a new phone?
- 7 In a restaurant, what's more important for you, the food or the _____?

d Listen and check.

ACTIVATION With a partner, ask and answer the questions in c.

2 MAKING ADJECTIVES AND ADVERBS

Adjective prefixes and suffixes

We often make adjectives from nouns by adding a suffix. Some common suffixes are: -y, e.g. sun – sunny; -ate, e.g. passion – passionate; -able / -ible, e.g. fashion – fashionable; -ful, e.g. use – useful.

Nouns which end in -ence often make the adjective with -ent, e.g. violence – violent.

To make a negative adjective, we usually add a prefix, e.g. un-, im-, etc. (See **Vocabulary Bank Personality, p.153.**) However, some adjectives that end in -ful make the negative by changing the suffix -ful to -less, e.g. useful – useless, hopeful – hopeless.

a Look at the adjectives and adverbs from the noun **luck** in the chart below. Complete the chart.

noun	adjectives		adverbs	
	+	-	+	-
luck	lucky	unlucky	luckily	unluckily
fortune	fortunate	unfortunate		
comfort				
patience				
care				

b Listen and check.

c Complete the sentences with the correct form of the **bold** noun.

- 1 The beach was beautiful, but *unfortunately* it rained almost every day. **fortune**
- 2 My new shoes are very _____. I wore them all day yesterday and they didn't hurt at all. **comfort**
- 3 He did the exam quickly and _____ and so he made lots of mistakes. **care**
- 4 We were really _____. We missed the flight by just five minutes. **luck**
- 5 Jack is a very _____ driver! He can't stand being behind someone who is driving slowly. **patience**
- 6 It was a bad accident, but _____ nobody was seriously hurt. **luck**
- 7 It was raining, but fans waited _____ in the queue to buy tickets for tomorrow's concert. **patience**
- 8 The roads will be very icy tonight, so drive _____. **care**
- 9 The temperature dropped to minus 10 degrees, but _____, we were all wearing warm coats. **fortune**
- 10 The bed in the hotel was incredibly _____. I hardly slept at all. **comfort**

d Listen and check.





UNIT 15

THIRD CONDITIONAL

third conditional

If I'd known you had a problem, I would have helped you.
 If Paul hadn't gone to Brazil, he wouldn't have met his wife.
 Would you have gone to the party if you'd known Lisa was there?
 You wouldn't have lost your job if you hadn't been late every day.



- We normally use third conditional sentences to talk about hypothetical / imaginary situations in the past, i.e. how things could have been different in the past. Compare: Yesterday I got up late and missed my train. (= the real situation)
 If I hadn't got up late yesterday, I wouldn't have missed my train. (= the hypothetical or imaginary past situation)
- To make a third conditional, we use *if + past perfect* and *would have + past participle*. **NOT** *if+would+have+known+you+had+a+problem...*
- The contraction of both *had* and *would* is 'd.
 If I'd have known you had a problem, I'd have helped you.
- We can use *might* or *could* instead of *would* to make the result less certain.
 If she'd studied harder, she might have passed the exam.

a Match the sentence halves.

- | | | |
|--|--------------------------|---|
| Billy wouldn't have injured his head | D | A if you'd gone to university? |
| 1 If I hadn't seen the speed camera, | <input type="checkbox"/> | B you wouldn't have caught a cold. |
| 2 Jon might have got the job | <input type="checkbox"/> | C if she'd told you the truth? |
| 3 She would have hurt herself badly | <input type="checkbox"/> | D if he'd worn his helmet. |
| 4 If Katy and Luke hadn't caught the same train, | <input type="checkbox"/> | E they wouldn't have met. |
| 5 What would you have studied | <input type="checkbox"/> | F if he'd been on time for his interview. |
| 6 How would you have got to the airport | <input type="checkbox"/> | G if they'd come with us. |
| 7 If you'd worn a warmer coat, | <input type="checkbox"/> | H if she'd fallen down the stairs. |
| 8 Your parents would have enjoyed the trip | <input type="checkbox"/> | I I wouldn't have slowed down. |
| 9 Would you have been annoyed | <input type="checkbox"/> | J if the trains had been on strike? |

b Complete the third conditional sentences with the correct form of the verbs in brackets.

- If Tom *hadn't gone* to university, he *wouldn't have got* a job with that company. (not go, not get)
- If you _____ me to the station, I _____ my train. (not take, miss)
 - We _____ the match if the referee _____ us a penalty. (not win, not give)
 - You _____ the weekend if you _____ with us. (enjoy, come)
 - If I _____ the theatre tickets online, they _____ more expensive. (not buy, be)
 - Mike _____ his wife's birthday if she _____ him. (forget, not remind)
 - If the police _____ five minutes later, they _____ the thief. (arrive, not catch)
 - If you _____ me the money, I _____ to go away for the weekend. (not lend, not be able)
 - That girl _____ in the river if you _____ her arm! (fall, not catch)
 - We _____ the hotel if we _____ the signpost. (not find, not seen)
 - If I _____ about the job, I _____ for it. (know, apply)





1 LISTENING & SPEAKING

a Answer the questions with a partner. Say what you would do and why.

What would you do if...?

- 1 somebody in the street asked you for money on your way home tonight
- 2 you were driving home at night and you saw somebody who had run out of petrol
- 3 you saw an old man being attacked in the street by a couple of teenagers
- 4 you were in a queue at a station or airport and someone asked to go in front of you because he / she was in a hurry
- 5 you were driving to work and you saw someone by the road, hitchhiking
- 6 you saw someone on a bus or train, looking really upset

b Read and listen to writer

Bernard Hare on a radio programme talking about something that happened to him when he was a student. Then in pairs, summarize what happened. Use the words and phrases below.



the police a phone box ill
 the last train hitchhike from Peterborough
 the ticket inspector upset

c Decide what you think happened next. Then listen. Were you correct?



The ticket inspector

I was living in a student flat in North London when the police knocked on my door one night. I thought it was because I hadn't paid the rent for a few months, so I didn't open the door. But then I wondered if it was something to do with my mother, who I knew wasn't very well. There was no phone in the flat, and this was before the days of mobile phones, so I ran down to the nearest phone box and phoned my dad in Leeds, in the north of England. He told me that my mum was very ill in hospital and that I should go home as soon as I could.

When I got to the station, I found that I'd missed the last train to Leeds. There was a train to Peterborough, from where some local trains went to Leeds, but I would miss the connection by about 20 minutes. I decided to get the Peterborough train - I was so desperate to get home that I thought maybe I could hitchhike from Peterborough.

'Tickets, please.' I looked up and saw the ticket inspector. He could see from my eyes that I'd been crying. 'Are you OK?', he asked. 'Of course I'm OK,' I said. 'You look awful,' he continued. 'Is there

anything I can do?' 'You could go away,' I said rudely.

But he didn't. He sat down and said, 'If there's a problem, I'm here to help.' The only thing I could think of was to tell him my story. When I finished, I said, 'So now you know. I'm a bit upset, and I don't feel like talking any more. OK?' 'OK,' he said, finally getting up. 'I'm sorry to hear that, son. I hope you make it home.'

I continued to look out of the window at the dark countryside. Ten minutes later, the ticket inspector came back.



d Listen to the second part of the story again and answer the questions.

- 1 What did the ticket inspector do for Bernard?
- 2 How did Bernard react?
- 3 What did the ticket inspector then ask Bernard to do?
- 4 How did this experience change him?

e Listen to three people who phoned in with their stories about being helped by strangers. Which one(s) happened when the people were travelling?



f Listen again and match three sentences to each story.

- A The problem happened at airport security.
- B The problem happened when the speaker was shopping for food.
- C The speaker had forgotten an important rule.
- D The speaker was travelling with his / her family when something happened.
- E The speaker didn't have enough money to pay for something.
- F The speaker lost something that was really important for him / her.
- G A week later, the man returned the items which had been taken away.
- H The stranger was very scary.
- I One of the strangers who helped him / her was a child.

g Which of the four stories do you think is a) the most surprising, b) the most moving? Why?

h Have you ever helped a stranger, or been helped by a stranger? What happened?

2 GRAMMAR third conditional

a Match the sentence halves about the stories in 1.

- 1 If the inspector hadn't stopped the train to Leeds,...
- 2 If the biker hadn't found the little girl's blanket...
- 3 If the girl and her mother hadn't bought the groceries,...
- 4 If the security man had thrown the woman's paints away,...

- A the man and his wife wouldn't have had anything to eat.
- B she wouldn't have been able to sleep.
- C Bernard would have missed his connection.
- D she wouldn't have got them back.

b Now read the sentences about Bernard's story. Which one describes what happened? Which one describes an imaginary situation?

- 1 If the inspector hadn't stopped the train, he would have missed his connection.
- 2 The inspector stopped the train, so he didn't miss his connection.

Complete the sentences in your own words to make third conditional sentences.

- If the dog hadn't barked,...
- We wouldn't have missed the bus if...
- If I had listened to my friend's advice,...
- I would have won the race if...
- If I hadn't got up so late,...
- I would have been really annoyed if...

Compare sentences with a partner. Check that they are all correct.

3 PRONUNCIATION sentence rhythm, weak pronunciation of have

a Listen and repeat the sentences. Copy the rhythm. How is *have* pronounced after *would*?

- 1 If I'd **known** you were **ill**,
I would have **come** to **see** you.
If I'd **known** you were **ill**, I would have **come** to **see** you.
- 2 If the **weather** had been **better**,
we would have **stayed longer**.
If the **weather** had been **better**, we would have **stayed longer**.
- 3 If I **hadn't stopped** to **get petrol**,
I **wouldn't** have been **late**.
If I **hadn't stopped** to **get petrol**, I **wouldn't** have been **late**.
- 4 We would have **missed** our **flight**
if it **hadn't** been **delayed**.
We would have **missed** our **flight** if it **hadn't** been **delayed**.

b Listen and write five third conditional sentences.

c  **Communication** Guess the conditional
Practise third conditionals.



4 READING & SPEAKING

- a Do you consider yourself in general to be a lucky person? Why (not)?

Topic sentences

In a text, paragraphs usually begin with a topic sentence. This sentence tells you what the paragraph is going to be about.

- b You are going to read an article about luck. Read the information box about topic sentences, and sentences A–E. Then read the article and complete the paragraphs with A–E. Use the **highlighted** words and phrases to help you.

- A But **is it possible** to use these techniques to win the lottery?
- B A few years ago, I led **a large research project** about luck.
- C Eventually, we uncovered **four** key psychological **principles**.
- D In **a second phase** of the project, I wanted to discover whether it was possible to change people's luck.
- E **The results revealed that** luck is not a magical ability, or the result of random chance.

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

- 1 In his first research project into luck, the author asked the volunteers to ____.
- a record what happened to them every day
b answer questions about their jobs
c live together for a few months
- 2 In one experiment, the unlucky people ____.
- a didn't count the photographs correctly
b didn't notice something important in the newspaper
c were not able to finish the task
- 3 The researchers concluded that lucky people are generally ____.
- a optimistic b hard-working c ambitious
- 4 In a second phase of the project, Wiseman asked his volunteers to ____.
- a change their jobs
b change their attitude
c change their lifestyle
- 5 Wiseman believes that ____.
- a being lucky in your personal life is more important than being lucky at work
b winning the lottery is as important as being lucky in your personal life
c winning the lottery is less important than being lucky in your personal life

How to improve your **luck** and win the lottery **twice** (possibly)

Richard Wiseman

A British couple have just won £1m in the EuroMillions lottery for a remarkable second time. The chances of this happening are more than 283 billion to one. They are clearly incredibly lucky - but is there anything we can all do to increase the chances of being lucky ourselves?

1 _____ I studied the lives of more than 400 people who considered themselves either very lucky or very unlucky. I asked everyone to keep diaries, complete personality tests, and take part in experiments.

2 _____ Nor are people born lucky or unlucky. Instead, lucky and unlucky people create much of their good and bad luck by the way they think and behave. For example, in one experiment, we asked our volunteers to look through a newspaper and count the number of photographs in it. However, we didn't tell them that we had placed two opportunities in the newspaper. The first was a half-page advert clearly stating, 'STOP COUNTING. THERE ARE 43 PHOTOGRAPHS IN THIS NEWSPAPER.' A second advert later on said, 'TELL THE EXPERIMENTER YOU'VE SEEN THIS AND WIN £150.' The lucky people quickly spotted these opportunities, partly because they tended to be very relaxed. In contrast, the unlucky people focused anxiously on the task of counting the photos and so tended not to see the advertisements. Without realizing it, both groups had created their own good and bad luck.





3

- Lucky people create and notice opportunities by developing a relaxed attitude to life and being open to change.
- Lucky people tend to listen to their intuition and act quickly. Unlucky people tend to analyse situations too much, and are afraid to act.
- Lucky people are confident that the future will be positive, and this motivates them to try, even when they have little chance of success. Unlucky people are sure that they will fail, and so they often give up before they have begun.
- Lucky people keep going, even when they are likely to fail, and they learn from their mistakes. Unlucky people get depressed by the smallest problem, and think that the problems are their fault, even when they aren't.

4

I asked a group of 200 volunteers to use the four key principles and to think and behave like a lucky person. The results were remarkable. In a few months, about two-thirds of the group became happier, healthier, and more successful in their careers.

5

Unfortunately not. Lotteries are purely chance events, and nothing can really influence your chances of success. However, the good news is that being lucky in your personal life and career is far more important than winning the lottery.

d Ask and answer the questions with a partner.

- 1 Do you agree with Richard Wiseman that people are not born lucky or unlucky, but can learn to make their own luck?
- 2 Can you remember a time when you were either very lucky or very unlucky? What happened?
- 3 Do you know anyone who you think is particularly lucky or unlucky? Why?
- 4 Think of a time when you were successful at something. Do you think it was because you worked hard at it, or because you were lucky and in the right place at the right time?

5 VOCABULARY making adjectives and adverbs

A few years ago, I led a large research project about **luck**. I studied the lives of more than 400 people who considered themselves either very **lucky** or very **unlucky**.

a Look at the **bold** words in the sentences above. Which is a noun and which are adjectives? Using the word *luck*, can you make...?

- 1 a positive adverb
- 2 a negative adverb

Read the rules for the sentence game.

The sentence game

- 1 You must write correct sentences with the exact number of words given (contractions count as one word).
- 2 The sentences must make sense.
- 3 You must include a form of the given word (e.g. if the word is *luck*, you can use *lucky*, *luckily*, *unlucky*, etc.).

d Work in teams of three or four. Play the sentence game. You have five minutes to write the following sentences.

- | | |
|-----------------------------|------------------------------|
| 1 fortune (11 words) | 4 care (6 words) |
| 2 comfort (9 words) | 5 patience (12 words) |
| 3 luck (7 words) | |

e Your teacher will tell you if your sentences are correct. The team with the most correct sentences is the winner.





UNIT 16

RELATIVE CLAUSES

relative clauses: defining and non-defining

defining relative clauses (giving essential information)

- Harper Lee is the woman **who (that)** wrote *To Kill a Mockingbird*.
I'm looking for a book **which (that)** teaches you how to relax.
That's the house **where** I was born.
- Is Frank the man **whose** brother plays for Manchester United?
It's a tree **whose** leaves change colour in autumn.
- I've just had a text from the girl **(who / that)** I met on the flight to Paris.
This is the phone **(which / that)** I bought yesterday.

- We use a defining relative clause (= a relative pronoun + verb phrase) to give essential information about a person, place, or thing.
- We use the relative pronoun **who** for people, **which** for things / animals, and **where** for places.
- We can use **that** instead of **who** or **which**.
- We use **whose** to mean 'of who' or 'of which'.
- In some relative clauses, the verb after **who**, **which**, or **that** has a different subject, e.g. *She's the girl who I met on the train* (the subject of *met* is *I*). In these clauses, **who**, **which**, or **that** can be omitted.
She's the girl I met on the train.
- where** and **whose** can never be omitted. **NOT** *is-that-the woman-dog-barks?*
- We can't omit **who / which / that / where** if it's the same subject in both clauses. **NOT** *Julia's-the-woman-works-in-the office-with-me.*

non-defining relative clauses (giving extra non-essential information)

This painting, **which** was painted in 1860, is worth millions of pounds.
Last week I visited my aunt Jane, **who's** nearly 90 years old.
Burford, **where** my grandfather was born, is a beautiful little town.
My neighbour, **whose** son goes to my son's school, has just remarried.

- We use a non-defining relative clause to give extra (often non-essential information) in a sentence. If this clause is omitted, the sentence still makes sense.
This painting, which was painted in 1860, is worth millions of pounds.
- Non-defining relative clauses must go between commas (or a comma and a full stop).
- In these clauses, we **can't** leave out the relative pronoun (**who**, **which**, etc.).
- In these clauses, we **can't** use **that** instead of **who / which**.
NOT *This painting, that was painted in 1860, is worth millions of pounds.*



a Complete with **who**, **which**, **where**, or **whose**.

- Minneapolis is the city where Prince was born.
- Rob and Corinna, _____ have twins, often need a babysitter.
 - Downing Street, _____ the British Prime Minister lives, is in central London.
 - The sandwich _____ you made me for lunch was delicious.
 - The woman _____ lived here before us was a writer.
 - David Bowie, _____ songs inspired us for nearly 50 years, died in 2016.
 - My computer is a lot faster than the one _____ I used to have.
 - The *Mona Lisa*, _____ has been damaged several times, is now displayed behind glass.
 - Look! That's the woman _____ dog bit me last week.
 - On our last holiday we visited Stratford-upon-Avon, _____ Shakespeare was born.
 - We all went to the match except Angela, _____ doesn't like football.
 - That man _____ you saw at the party was my boyfriend!
 - That's the park _____ I learned to ride a bike.

b Look at the sentences in a. Tick (✓) the ones where you could use **that** instead of **who / which**. Circle the relative pronouns which could be left out.

c Add commas (,) where necessary.

- Caroline, who lives next door to me, is beautiful.
- This is the place where John crashed his car.
 - The castle that we visited yesterday was amazing.
 - Beijing which is one of the world's biggest cities has a population of over 25 million.
 - Adele's 25 which was released in 2015 is one of the best-selling albums of the last ten years.
 - These are the shoes which I'm wearing to the wedding tomorrow.
 - Sally and Joe who got married last year are expecting their first baby.



1 READING

- a Look at the nine photos and read the introduction. How many people can you name? Go to **Communication p.110** and check. Then write their names next to 1–9 in the texts.



The year our heroes died

Many people think that 2016 was one of the worst years in history for deaths of influential people. They were people who entertained us and educated us, people we loved and people we hated, but all of them were icons...

- b Now read about the people. Which ones did you already know most about?

1 Died 10 January 2016 aged 69
His death came as a shock to many, including his friends, and in the hour after his death was made public, 20,000 tweets a minute were posted about him. He had released his album *Blackstar* only two days before he died. It went on to win five Grammys in 2017.

2 Died 14 January 2016 aged 69
From Shakespeare to Severus Snape in the Harry Potter films, his voice was memorable in every role he played. He was 41 when he made his breakthrough film performance, playing opposite Bruce Willis in *Die Hard*. When he died, J.K. Rowling tweeted, 'There are no words to express how shocked and devastated I am to hear of his death. He was a magnificent actor & a wonderful man.'

3 Died 19 February 2016 aged 89
She wrote one of the United States' best-loved novels, *To Kill a Mockingbird*, which is considered a classic of modern literature and has sold more than 40 million copies worldwide. After its publication in 1960, she retreated from public life and became an object of curiosity in the modern media age. Her only other novel, *Go Set a Watchman*, was written before *To Kill a Mockingbird*, but not published until July 2014, 54 years later.

4 Died 24 March 2016 aged 68
A football legend who made his name as a forward with Ajax and Barcelona, he was European Footballer of the Year three times and later became a successful coach. The Dutch FA described him as the 'greatest Dutch footballer of all time and one of the world's best ever'.

5 Died 31 March 2016 aged 65
Born in Iraq, she was a world-famous architect, whose Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK. Her buildings were modern and futuristic, with sensuous lines, and she was the first woman to receive the Royal Institute of British Architects Gold Medal.

6 Died 21 April 2016 aged 57
Born in Minneapolis, USA, he was a child prodigy and a self-taught multi-instrumentalist, best known for hits including *Purple Rain*, *When Doves Cry*, and *Alphabet St*. In addition to making 39 studio albums himself, he also wrote many songs for other artists.





c Read questions 1–9 and find the answers in the texts. Write the initials of the person.

According to the texts, who...?

- 1 was the youngest when he / she died
- 2 changed jobs but did equally well in both
- 3 was child, friend, and partner of famous singers
- 4 had a connection with the Olympic Games
- 5 changed his / her name completely, and had a famous nickname
- 6 became famous for the first time when he / she was middle-aged
- 7 did not want any publicity or recognition in later life
- 8 spent time following a particular religion
- 9 was awarded prizes for something he / she did shortly before dying

d Do you particularly admire any of these people? What other famous people do you admire?

7 Died 3 June 2016 aged 74

Born Cassius Clay and nicknamed 'The Greatest', he was widely considered to be the best heavyweight boxer of all time. He was famous for his comments both before and after matches almost as much as for his boxing skills. He also became a prominent civil rights figure, who campaigned for black equality and refused to fight in the Vietnam War.

8 Died 7 November 2016 aged 82

A Canadian singer-songwriter, poet, and novelist, his most famous song was probably *Hallelujah*, recorded by more than 300 different artists. At the age of 60, he moved to California, where he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman who he lived with on the Greek island of Hydra and for whom he wrote the song *So Long, Marianne*. Her death in early 2016 inspired his final album, *You want it darker*.

9 Died 27 December 2016 aged 60

She was the daughter of actress Debbie Reynolds and singer Eddie Fisher and it was the role of Princess Leia in the first Star Wars film which made her famous. From 1977 to 1983, she dated musician Paul Simon, who she met on the set of Star Wars, and she was later very close friends with the singer James Blunt.

2 GRAMMAR relative clauses

a Cover the text. Complete the relative clauses with *who*, *whose*, *which*, or *where*. Who are the extracts about?

- 1 She wrote *To Kill a Mockingbird*, is considered a classic of modern literature.
- 2 At the age of 60, he moved to California, he lived as a Buddhist monk for five years. One of his muses was Marianne Jensen, the Norwegian woman he lived with on the Greek island of Hydra.
- 3 It was the role of Princess Leia in the first Star Wars film made her famous.
- 4 He also became a prominent civil rights figure, campaigned for black equality.
- 5 She was a world-famous architect, Aquatic Centre at the 2012 London Olympics was probably her best-known work in the UK.

In pairs, look at the photos in 1 again. Cover the texts.

- A Say a sentence about each person beginning *He / She is the actor / writer, etc. who / that / whose...*
- B Try to add some more information.

3 SPEAKING

a Look at the quiz questions. How many can you answer?

What do you call...?

- 1 a person who appears in crowd scenes in films
- 2 the place with black and white stripes where you cross the road
- 3 the part of the body you use to taste
- 4 the thing which covers the top of a house
- 5 a man who a woman is going to marry

b Communication Relative clauses quiz
Write and ask quiz questions.

4 WRITING

Writing A biography Write a biography of an interesting or successful person.



5 LISTENING

a Look at four famous examples of British design which featured on stamps. Do you have, or have you seen, any of these things? In which decade do you think they were created? Listen and check.

b Now listen to an audio guide for an exhibition about British design. Make notes about the following things.

1 The red phone box

- the Post Office
- Liverpool Cathedral and Tate Modern
- red, silver, and blue
- the Royal Academy of Arts in Piccadilly
- libraries and art galleries

2 The Anglepoise lamp

- suspension systems for cars
- Carwardine's company going bankrupt
- the human arm
- the Anglepoise model 1227
- hospital theatres and military aeroplanes

3 The Penguin book covers

- Allen Lane and a railway platform in 1935
- his secretary
- Edward Young and London Zoo
- Agatha Christie and Ernest Hemingway
- orange, blue, and green covers

4 The miniskirt

- the Beatles and the first man on the moon
- 'Bazaar' in the King's Road
- Mary Quant's school uniform
- tap dancers and the Mini
- Coco Chanel

c Compare your answers with a partner. Then listen again and add more information.

d Cover the notes and look at the design icons. What facts can you remember about them?

e Which of the four do you think has the most attractive design? What would you consider to be examples of iconic design in your country?



The red phone box, designed by Giles Gilbert Scott



The Anglepoise lamp, designed by George Carwardine

British Design Classics



The Penguin book covers, designed by Edward Young



The miniskirt, designed by Mary Quant

Glossary
a spring



6 SPEAKING

- a Write the names of people, things, or places in as many of the rectangles as you can.



a famous dead person
(who) you admire

Captain R. Scott, polar explorer

a famous living person
(that) you admire



Malala Yousafzai, activist for women's education



an iconic landmark (that)
you really like

St Paul's cathedral, London

a company whose
design you love



Apple logo



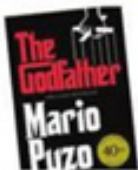
Aalto vase

an everyday object (that)
you own that you think has
a beautiful design

an object (which) you would like
to own whose design you love



Eames lounge chair



The Godfather book cover

a DVD cover, film poster, or
book cover (that) you think has
a great design

- b In groups, talk about your people, things, and places. Explain why you admire them.

7 VOCABULARY & PRONUNCIATION

compound nouns; word stress

- a Match a noun from column A to a noun from column B to make compound nouns.

A	B
paper	manufacturer
book	lamp
child	box
car	cover
desk	writer
song	back
phone	prodigy

- b **10.5** Listen and check. Which two are written as one word? Is the first or second noun usually stressed? Practise saying the compound nouns in a with the correct stress.
- c In pairs, try to answer all the questions in **three minutes** with compound nouns from Files 1–10.

Compound nouns race

1 What do you call part of a road that only bicycles can use?

2 What do you call the busy time of day when many people are going to work or going home?

3 What might you have to pay if you park in a place where you shouldn't?

6 What should you put on when you get into a car?

5 What do you call a long line of cars that can't move?

4 What do you need to book if you want to play tennis with someone?

7 What do you call the person who is in charge of a school?

8 What do you call the music in a film?

9 What kind of books or films are about the future, often outer space?

12 What do you call a school which is paid for by the government?

11 If you are in a lift and you press G, where do you want to go?

10 What can you use to transfer files from one computer to another if the internet isn't working?



Irregular verbs












Infinitive	Past simple	Past participle
be /bi/	was /wɒz/ were /wɜː/	been /biːn/
beat /bi:t/	beat	beaten /'bi:tən/
become /br'kʌm/	became /br'keɪm/	become
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought
build /bɪld/	built /bɪlt/	built
buy /baɪ/	bought /bɔːt/	bought
can /kæn/	could /kʊd/	-
catch /kæʃ/	caught /kɔːt/	caught
choose /tʃuːz/	chose /tʃəʊz/	chosen /'tʃəʊzn/
come /kʌm/	came /keɪm/	come
cost /kɒst/	cost	cost
cut /kʌt/	cut	cut
do /duː/	did /dɪd/	done /dʌn/
draw /drɔː/	drew /druː/	drawn /drɔːn/
dream /dri:m/	dreamt /dremt/ (also <i>dreamed</i>)	dreamt (also <i>dreamed</i>)
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvn/
eat /i:t/	ate /eɪt/	eaten /'i:tən/
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/
feel /fi:l/	felt /felt/	felt
find /faɪnd/	found /faʊnd/	found
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
get /get/	got /gɒt/	got
give /gɪv/	gave /geɪv/	given /'gɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung
have /hæv/	had /hæd/	had
hear /hɪə/	heard /hɜːd/	heard
hit /hɪt/	hit	hit
hurt /hɜːt/	hurt	hurt
keep /ki:p/	kept /kept/	kept
know /nəʊ/	knew /njuː/	known /nəʊn/
learn /lɜːn/	learnt /lɜːnt/	learnt
leave /li:v/	left /left/	left

Infinitive	Past simple	Past participle
lend /lend/	lent /lent/	lent
let /let/	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost /lɒst/	lost
make /meɪk/	made /meɪd/	made
mean /mi:n/	meant /ment/	meant
meet /mi:t/	met /met/	met
pay /peɪ/	paid /peɪd/	paid
put /pʊt/	put	put
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run
say /seɪ/	said /sed/	said
see /si:/	saw /sɔː/	seen /si:n/
sell /sel/	sold /səʊld/	sold
send /send/	sent /sent/	sent
set /set/	set	set
shine /ʃaɪn/	shone /ʃɒn/	shone
shut /ʃʌt/	shut	shut
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat
sleep /sli:p/	slept /slept/	slept
smell /smel/	smelt /smelt/ (also <i>smelled</i>)	smelt (also <i>smelled</i>)
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent
stand /stænd/	stood /stʊd/	stood
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔːt/	taught
tell /tel/	told /təʊld/	told
think /θɪŋk/	thought /θɔːt/	thought
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɜː/	worn /wɜːn/
win /wɪn/	won /wʌn/	won
write /raɪt/	wrote /rəʊt/	written /'rɪtn/



Vowel sounds

SOUND BANK

	usual spelling	! but also
 fish	i bill dish fit pitch since ticket	pretty decided women busy village physics
 tree	ee beef speed ea peach team e refund sequel	people magazine key niece receipt
 cat	a mango tram tax bank carry crash	
 car	ar garden charge starter a cast pass drama	aunt laugh heart
 clock	o cost lorry bossy plot off on	watch want sausage because
 horse	(o)or score floor al bald wall aw draw prawns	warm course thought caught audience board
 bull	u full put oo cook look foot good	could should would woman
 boot	oo food moody cartoon u* rude argue ew few flew	suitcase juice move shoe soup through queue
 computer	Many different spellings. /ə/ is always unstressed. o <u>th</u> er n <u>er</u> vous ab <u>o</u> ut compl <u>ai</u> n in <u>fo</u> rm <u>ati</u> on <u>ca</u> mera	
 bird	er term prefer ir dirty circuit ur turn nursery	learn work world worse journey
 egg	e lemon lend text spend plenty cent	friendly healthy jealous already many said
 up	u public subject unlucky duck hurry rush	money tongue someone couple touch enough

* especially before consonant + e


	usual spelling	! but also
 train	a* save gate ai fail brain ay may say	break steak great weight grey they
 phone	o* broke stone frozen slope oa coach roast	owe elbow although shoulders aubergine
 bike	i* bite retire y cycle shy igh lights flight	buy eyes height
 owl	ou hour mouth proud ground ow town brown	
 boy	oi boiled noisy coin spoilt oy enjoy unemployed	
 ear	eer beer engineer ere here we're ear beard appearance	really idea serious
 chair	air airport upstairs fair hair are stare careful	their there wear pear area
 tourist	Not a very common sound. euro furious plural sure	
/i/	A sound between /i/ and /i:/. Consonant + y at the end of words is pronounced /i:/. happy angry hungry	
/u/	Not a very common sound. education usually situation	



 short vowels  long vowels  diphthongs



Consonant sounds

SOUND BANK

	usual spelling	! but also
 p parrot	p propose pupil transport trip pp apply shopping	
 b bag	b beans bill probably crab bb dubbed stubborn	
 k key	c court script k kind kick ck track lucky	chemist's school stomach account squid
 g girl	g golf grilled forget colleague gg aggressive luggage	
 f flower	f food roof ph pharmacy nephew ff traffic affectionate	laugh enough
 v vase	v van vegetables travel invest private believe	of
 t tie	t taste tidy stadium strict tt attractive cottage	worked passed
 d dog	d director graduate comedy afford dd address middle	bored failed
 s snake	s steps likes ss boss assistant ce/ci ceiling cinema	scene science cycle
 z zebra	z lazy freezing s, se cosy loves toes lose nose	
 sh shower	sh show punish cash selfish ti (+ vowel) ambitious explanation ci (+ vowel) spacious sociable	sugar sure chef machine
 tʃ television	Not a very common sound. confusion decision revision usually courgette	

	usual spelling	! but also
 θ thumb	th throw thriller healthy maths path teeth	
 ð mother	th the that with further together	
 tʃ chess	ch change cheat tch match pitch t (+ure) picture future	
 dʒ jazz	j jealous just g generous manager dge fridge judge	
 l leg	l limit salary reliable until ll sell rebellious	
 r right	r result referee primary fried rr borrow terrace	written wrong
 w witch	w war waste western motorway wh whistle which	one once
 j yacht	y yet year yoghurt yourself before u university argue	
 m monkey	m mean romantic charming arm mm summer swimming	lamb
 n nose	n neck honest none chimney nn tennis winner	knee knew
 ŋ singer	ng cooking going bring spring before g / k tongue think	
 h house	h hands helmet behave inherit unhappy perhaps	who whose whole

 voiced  unvoiced

