

	'Can do' focus	Grammar	Vocabulary	Pronunciation	Skills focus
1 The lives of others	A How to describe customs and habits >> p.6	extra uses of the present continuous	word families: <i>celebrate, celebration, celebrity</i>	stress in long words	Reading a magazine article for general ideas and detail
	B How to show interest in a conversation >> p.8	adverbs and word order <i>G+ It must be pretty exciting ...</i>	adverbs	intonation to show interest	Reading a film script for ideas not directly stated Listening for detail in a conversation Interaction using questions to show interest in a conversation
	C How to have a friendly discussion >> p.10	<i>so do I; neither do I</i>	empty verbs <i>have, take, make, give</i>		Reading a questionnaire for detail Listening to a discussion for opinions Interaction agreeing and disagreeing
	D How to talk about recent activities >> p.12	present perfect simple and continuous		weak form of <i>have</i>	Reading magazine articles for detail Listening to a radio interview for detail
	E Listening A description of a place >> p.14	BBC radio programme <i>From Our Own Correspondent</i> . BBC journalist Huw Cordey describes his visit to a remote Pacific island called Anuta			Listening for specific information and detail; predicting content
	F Writing A blog or diary entry >> p.16	Reading and following key information in a blog Writing getting ideas to write about; thinking about the reader			
	R Review >> p.17				
2 Colleagues, customers, and candidates	A How to talk about good and bad service >> p.18	verbs with two objects <i>G+ I hate it when ...</i>	using dictionary entries; verbs with similar meanings	stressed and unstressed words	Reading a magazine article for detail; key information in dictionary entries Listening for key words in a discussion
	B How to talk about conditions at work >> p.20	expressing choice and obligation	conversational and official work words	<i>to: have to, has to, allowed to, supposed to</i>	Reading and interpreting a photo-story Listening to a conversation for detail Interaction being an interested listener
	C How to talk about experiences at work >> p.22	narrative tenses		spelling patterns with <i>u</i>	Reading for general ideas and the writer's attitude in a short story
	D How to answer interview questions >> p.24	phrasal verbs	phrasal verbs		Reading and following instructions Listening to an interview for detail Interaction 'buying' time to think
	E Reading A self-help guide >> p.26	Introduction to <i>The Rules of Work</i> by Richard Templar, which provides advice for people who want to achieve success in business, money, or life in general			Reading for detail; deducing the meaning of key words; predicting content
	F Writing A job application letter >> p.28	Reading classified ads for detail Writing thinking about content and formal style			
	R Review >> p.29				
3 Goals and objectives	A How to talk about plans and intentions >> p.30	future <i>G+ It'll be difficult to ...</i>	future time expressions	future time expressions	Reading personal letters for detail and ideas not directly stated Listening to a conversation for specific information
	B How to talk about projects >> p.32	future continuous and future perfect	verbs referring to the future	rhythm in future verb forms	Reading a magazine article Listening for information in explanations
	C How to talk about future consequences >> p.34	variations of 1st conditional	adjectives ending <i>-able</i>	the syllable /sɪ/	Reading a magazine article for detail; deducing the meaning of key phrases
	D How to discuss hypothetical situations >> p.36	2nd conditional		stress in nouns and verbs: <i>conflict – conflict</i>	Reading a questionnaire for detail Listening and following arguments in a discussion
	E Listening A radio chat show >> p.38	BBC radio programme <i>Midweek</i> . Interview with Vicky Jack, a female mountain climber			Listening for general ideas and detail; predicting content
	F Writing An informal email >> p.40	Reading an informal email and thinking about context Writing organizing information into and within paragraphs			
	R Review >> p.41				

	'Can do' focus	Grammar	Vocabulary	Pronunciation	Skills focus
4 Escapes and escapades	A How to talk about tastes and preferences >> p.42	gerund and infinitive <i>G+ What I like is ...</i>	adjective patterns	contrastive stress	Reading for the main points in a travel guide; deducing meaning of new vocabulary in context Interaction using contrastive stress to signal meaning
	B How to talk about a news story >> p.44	the passive	phrases connected with crime	unstressed auxiliary verbs	Reading and following the main points and details in news stories Listening to a discussion for detail
	C How to tell an anecdote >> p.46	past perfect continuous	driving	pronouncing vague expressions	Reading a newspaper article for the main idea; anecdotes for specific information Listening to a conversation for detail Interaction using vague expressions to give short answers
	D How to talk about the way things were >> p.48	used to and would	verb prefixes <i>dis-</i> , <i>mis-</i> , <i>re-</i> , <i>over-</i>		Reading for the main points in a museum display Listening to follow a song and a museum guide
	E Reading A novel excerpt >> p.50	Excerpt, cover blurb, and reviews of <i>The Da Vinci Code</i> by Dan Brown			Reading for general ideas and details; deducing the meaning of new vocabulary in context
	F Writing A short story >> p.52	Reading a short story to understand the main ideas Writing ordering events in a story; thinking about the reader; getting ideas to write about			
	R Review >> p.53				
5 Culture and communication	A How to use appropriate language >> p.54		polite and formal expressions		Reading for key information in formal announcements; recognising formal language Listening to a conversation for detail and attitude
	B How to report an encounter >> p.56	reported statements and questions		was	Reading for detail to follow explanations Listening for detail to follow explanations
	C How to talk about foreign language habits >> p.58	verb plus infinitive patterns	do or make	linking before a vowel	Reading for detail in a questionnaire Listening for detail to follow a conversation
	D How to talk about cultural differences >> p.60	reporting thoughts and beliefs <i>G+ It's widely thought that ...</i>	conversational acts		Reading predicting story endings Listening to a lively conversation
	E Listening An interview with an expert >> p.62	BBC radio programme <i>Excess Baggage</i> . Interview with Dan Everett, who describes his experiences with the Pirahã tribe in the Amazon jungle			Listening for specific information and detail; using background knowledge; following reference words
	F Writing A magazine article >> p.64	Reading and following the main ideas in a magazine article Writing getting the reader interested; organizing ideas into and within paragraphs			
	R Review >> p.65				

	'Can do' focus	Grammar	Vocabulary	Pronunciation	Skills focus
6 Life's essentials	A How to talk about health problems >> p.66	ability	disease	statement or question intonation	Reading a magazine article for detail Listening to an informal conversation for detail Interaction using informal questions
	B How to talk about living conditions >> p.68	<i>must</i> and <i>can't</i> for logical deduction	adjectives with affixes	final -t in <i>must</i> and <i>can't</i>	Reading an article for detail and author opinion Listening for detail and attitude in an informal discussion
	C How to talk about your diet >> p.70	quantity: <i>both</i> , <i>(n)either</i> , <i>all</i> , <i>most</i> , <i>each</i> , <i>every</i> , <i>none</i>	food labels		Reading food labels for key words and phrases; a quiz for detail Listening for specific information in a radio programme
	D How to speculate about the past >> p.72	modals of deduction in the past G+ <i>She's likely to have ...</i>	dates and times in history	rhythm	Reading a book review for general ideas and detail Listening for specific information in a song
	E Reading An autobiographical story >> p.74	A <i>Plate of Peas</i> by Rick Beyer. An amusing short story about an event which affected the author's whole life			Reading for general ideas and information not explicitly stated; deducing the meaning of new vocabulary in context
	F Writing A review >> p.76	Reading a book review for content and organization Writing using adjectives and appropriate tenses; organizing ideas into paragraphs			
	R Review >> p.77				
7 The natural world	A How to describe remarkable places >> p.78	ways of comparing G+ <i>There can be few ...</i>	adjective prefixes <i>un-</i> , <i>im-</i> , and <i>in-</i>	stress for emphasis	Reading for detail in a magazine article; deducing the meaning of new words
	B How to talk about your attitude to travel >> p.80	<i>be used to doing</i> or <i>used to do</i>	attitude adjective	stress for contrast	Reading for detail and responding to a questionnaire
	C How to describe maps and diagrams >> p.82	<i>the</i> , <i>a</i> , <i>an</i> , or no article	describing maps and diagrams		Reading a magazine article for detail Listening for key facts in a description Interaction checking information
	D How to talk about changes >> p.84	time adverbs	climate problems		Reading an article to identify cause and effect Listening for detail in a radio programme
	E Listening An interview with a celebrity >> p.86	BBC radio programme <i>The Interview</i> . Actor, comedian, and traveller Michael Palin talks about his travels			Listening for the main ideas and ideas not directly stated; predicting content
	F Writing A report >> p.88	Reading analysing instructions for a report Writing planning and writing collaboratively; using peer correction to edit writing			
	R Review >> p.89				
8 Image and appearance	A How to give detailed descriptions >> p.90	adjective order	toiletries	stress-timed rhythm	Reading adverts for detail Listening to a radio interview for detail
	B How to talk about your attitude to appearance >> p.92	<i>to have</i> / <i>get something done</i>	clothes and appearance		Reading a magazine article for general meaning Listening to a conversation for detail Interaction using 'fillers' to sound fluent
	C How to say what's going on in a picture >> p.94	relative clauses		pronouncing commas	Reading for detail in a description Listening for detail in a description
	D How to express attitudes and opinions >> p.96	participle clauses G+ <i>I feel sad when they ...</i>	TV words; opinion adverbs	<i>intonation in opinion adverbs</i>	Reading a TV guide and article for detail Listening to a conversation for points of view
	E Reading A news report >> p.98	A factual popular-science news report from the <i>Daily Telegraph</i> newspaper about uncovering a hidden Van Gogh painting			Reading for detail; following related words and phrases
	F Writing A letter of complaint >> p.100	Reading a letter of complaint and thinking about the writer's purpose Writing thinking about organization and style; connecting ideas with <i>however</i> , <i>furthermore</i> , <i>therefore</i> , <i>because</i> , <i>since</i>			
	R Review >> p.101				

	'Can do' focus	Grammar	Vocabulary	Pronunciation	Skills focus
9 Getting personal	A How to talk about people's character >> p.102	-ever; whatever, whenever, etc.	personality adjectives	stress in long words	Reading for detail in a questionnaire; understanding idiomatic expressions Listening to an explanation for general meaning and detail
	B How to talk about surprising events >> p.104	3rd conditional	phrases about unlikely events	stress and linking in 3rd conditional	Reading and comparing information in magazine articles Listening for detail in a discussion Interaction responding with interest to a story
	C How to talk about annoying behaviour >> p.106	wish, if only	informal expressions with exaggeration	'd	Reading emails for general information and to identify informal expressions Listening to an informal conversation for detail Interaction expressing agreement and sympathy
	D How to explain people's actions >> p.108	verbs followed by both gerund and infinitive G+ I astounded to find ...	adjectives of feelings		Reading and following the main ideas and detail in a newspaper article
	E Listening A personal life story >> p.110	BBC radio programme <i>Letters Home</i> . An immigrant describes her experiences in Britain			Listening for detail and information not directly stated; recognizing emotions
	F Writing A polite email >> p.112	Reading to interpret a polite email Writing thinking about register (politeness); planning content and organization			
	R Review >> p.113				
10 Health and safety	A How to present an argument >> p.114	tag questions	uses of <i>get</i>	intonation in tag questions	Reading a magazine article and comments to follow points of view Listening for points of view in a discussion Interaction using <i>well</i> to introduce a disagreement
	B How to talk about problems and solutions >> p.116	should, should have, ought to, had better G+ The idea of going ...		ough	Reading a story for the main ideas and information not directly stated Listening for main points and detail in phone calls
	C How to talk about medical treatment >> p.118		injuries and treatment	main sentence stress	Reading for details in a magazine quiz Listening to a conversation for detail and specific information
	D How to talk about cause and consequence >> p.120	so / such ... that	accidents in the home		Reading a magazine article for the main ideas and writer's attitude Listening to a radio programme for detail
	E Reading A human-interest news story >> p.122	Two newspaper articles about the same human-interest story			Reading for details; following related words; understanding idiomatic expressions
	F Writing An opinion composition >> p.124	Reading understanding details to follow an argument Writing getting ideas to write about; organizing ideas into paragraphs			
	R Review >> p.125				
Pairwork >> p.126–133		Skills tips >> p.146		Pronunciation >> p.149	
Grammar Bank >> p.134–143		Dictionary skills >> p.147		Audio scripts >> p.150–159	
Grammar Plus >> p.144		Irregular verbs >> p.148			

For more practice, go to www.oup.com/elt/result

Setomaa

The Divided Kingdom



Leida sings in a Seto women's choir

1 It's early in the morning and Leida is crossing the border. She is a Seto woman, and her country, Setomaa, lies partly in Russia and partly in Estonia. Setomaa has its own flag, language, traditions and festivals, but it is divided by an international border. Leida has to cross the border frequently to get from one part of her country to the other, and although people of Seto nationality have special visas to simplify the crossing, it sometimes takes several hours.



Leida's kingdom is divided by an international border

2 Today Leida is making the journey from her hometown of Pechory in Russia to the village of Obinitsa in Estonia to attend the annual Seto Kingdom Day festival. This is the day when people from all over Setomaa get together for a ceremony to choose their 'Sootska', or king. The event is also a celebration of Seto traditions and there will be plenty of singing and dancing. Leida sings in a Seto women's choir. 'Singing is a very important part of our culture,' she says, 'Songs are passed from generation to generation – they connect us with our ancestors.'

3 Another important connection with the past is the national costume. The women wear a large circular plate of silver known as a Suur Solg on their chests. Mothers often pass on their Suur Solg to their daughters on the

day when their first grandchild is born, and some of them are very old. Unfortunately, Leida can't take her ceremonial silver plate across the border because of customs regulations, so she leaves it with her sister Helen in Estonia. 'I'm always having to cross the border to Estonia for festivals and other special occasions, so it's better for me to keep it there,' she says.

4 One of Setomaa's most well-known figures is Evar Riitsaar, who was king from 2004 to 2007, and although he no longer holds that position, he is still something of a celebrity. According to Evar, the most important responsibility of the Seto king is spiritual leadership. Although nowadays the Setos believe in Christianity, they also maintain many of their ancient religious beliefs in gods such as Peko, the god of fertility. Evar spends much of his time in activities such as singing, dancing, and painting. He says Peko often sends him signs while he's singing or in dreams.



Evar Riitsaar, king of Setomaa from 2004 to 2007

5 Evar is very active in a movement to save Seto cultural identity. More and more young people are leaving Setomaa for the cities and Evar is worried that Seto culture will die out. 'A lot has already been forgotten,' he says, 'For example, there used to be special ways to speak with animals and plants. Things like this have now been lost.'

6 Meanwhile, back at the border, Leida is finally through the immigration controls. Her sister Helen is waiting in her old VW to collect her. First, they will drive to Helen's farm to put on their traditional costumes, then they'll go straight out again to join the festivities in Obinitsa. It's going to be a long day.

GLOSSARY

ancestor *n* a person in your family who lived a long time before you
generation *n* all the people who were born at about the same time

Word families

celebrate celebration celebrity
 ceremony ceremonial
 festival festivity

identity identification
 immigrate immigration
 nation national nationality

regulate regulation
 responsible responsibility
 tradition traditional

How to describe customs and habits

g extra uses of the present continuous v word families p stress in long words

1A

A Read for detail

- Work with a partner. Describe the photos opposite and guess where the people come from.
- Read **Setomaa** opposite. Match paragraphs 1–6 with these headings.

<input type="checkbox"/> A special event	<input type="checkbox"/> Religion
<input type="checkbox"/> Culture	<input type="checkbox"/> Sisters reunited
<input checked="" type="checkbox"/> Location	<input type="checkbox"/> Traditional clothing
- Answer the questions.
 - Why is the border inconvenient for Leida?
 - What's her reason for crossing the border today?
 - Why does Leida keep her silver in Estonia?
 - Why is Evar Riitsaar worried?
- Explain what these things are in Seto culture.
Setomaa Kingdom Day Sootska Suur Solg Peko
- Many traditional cultures are dying because the young people are leaving for the cities. Why do you think they leave? Discuss with a partner.

B Grammar extra uses of the present continuous

- Match the sentences with the meanings of the present continuous.
 - ☐ Leida **is crossing** the border.
 - ☐ More and more young people **are leaving** Setomaa.
 - ☐ I'm **always having** to cross the border.
 - ☐ Leida's **returning** to Russia tomorrow.
 - describing something which happens frequently and is annoying
 - describing a process of change
 - talking about future plans and arrangements
 - talking about an action in progress at the present
- Complete the second sentence using the present continuous meanings *a* or *b* from exercise 6 so that it has the same meaning as the first.
 - I frequently lose my glasses.
I'm always *losing my glasses*.
 - A lot of people study Chinese these days.
More and more people _____.
 - Petrol gets more expensive every year.
_____ and more expensive every year.
 - I frequently forget people's birthdays.
I'm _____.
 - My boss frequently asks me to work late.
My boss _____.
 - Every year, more people move to the big cities.
More and _____.
 - Helen's old car breaks down often.
Helen's old car is _____.

- Write true sentences about yourself, your country, and the world using grammar patterns *a* and *b* from exercise 6. Tell a partner.
More practice? **Grammar Bank** >> p.134.

C Vocabulary word families

- Work with a partner. Decide if the words in **Word families** opposite are verbs, nouns, or adjectives. Check any words you don't know in your dictionary.
- 1A.1 Pronunciation** Listen to the words in **Word families** and underline the correct option in the rules. Practise saying the words.
In words ending *-tion*, the stress is the **2nd/3rd** syllable from the end.
In words ending *-ity* and *-al*, the stress is the **2nd/3rd** syllable from the end.

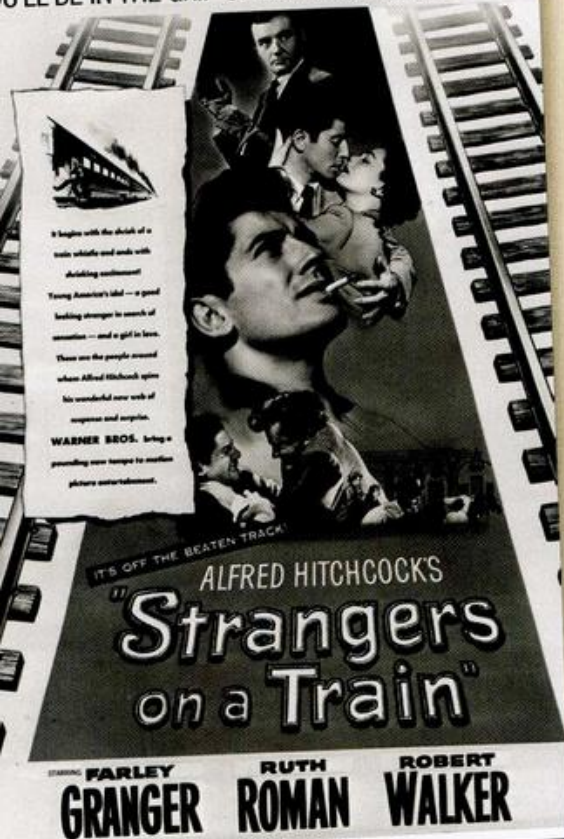


- Complete the words.
 - A festival _____ is a ¹trad _____ holiday to ²cel _____ a special occasion.
 - ³Imm _____ officials are ⁴resp _____ for checking people's ⁵iden _____ cards and enforcing ⁶nat _____ border ⁷reg _____.
 - At an awards ⁸cere _____ such as the Oscars, prizes are often given by a ⁹cel _____.

ABC Put it all together

- Work in pairs. Make notes about the things in the list below for your country/region, or another one which you know about.
language religion how the culture is changing traditions special occasions national costume
- Change partners. Tell your new partner about the customs and habits of the country/region you chose in exercise 12 and how the culture is changing. Is it similar to the one you chose?

YOU'LL BE IN THE GRIP OF LOVE'S STRANGEST TRIP!



Script Detectives

Here is the dialogue from the start of a Hitchcock film ...

Bruno: Oh, Excuse me! I beg your pardon, but aren't you Guy Haines?

Guy: Uh huh.

B: Sure! I saw you playing tennis on TV. You reached the semi-finals, didn't you? I really admire people who do things. By the way, I'm Bruno Anthony. Bruno.

G: How do you do?

B: I don't usually talk so much. Go ahead and read.

G: Thanks.

B: It must be pretty exciting to be so important.

G: A tennis player isn't so important.

B: People who do things are important. Me, I never seem to do anything. I suppose you're going to Southampton for the doubles.

G: You are a tennis fan.

B: I wish I could be there to watch you. But I've got to be back in Washington tomorrow. I live in Arlington, you know. Cigarette?

G: Not now, thanks. Here.

B: Thanks. Elegant. To G from A. I bet I can guess who A is.

G: Yes?

B: Anne Burton. You see, sometimes I turn to the sports page and I look at the society section. And the pictures. She's very beautiful, Senator Burton's daughter.

G: You're quite a reader, Mr Anthony.

B: Yes, I am. I read everything carefully. Even news about people I don't know. Like who'd like to marry whom when he gets his divorce.

G: Perhaps you read too much!

B: There I go again - too friendly. It always happens - I meet someone I like and I talk too much. I'm sorry ...

G: That's all right. Forget it.

From a film by Alfred Hitchcock Based on a novel by Patricia Highsmith
Script by Raymond Chandler and Czenzi Ormonde

Adverbs

Frequency/Time

always never
rarely hardly ever
often sometimes
usually normally
finally recently

Manner

slowly quickly
easily quietly
carefully well

Degree

really quite
pretty almost
fairly rather
awfully too
very much

How to show interest in a conversation

G adverbs and word order V adverbs P intonation to show interest G+ It must be pretty exciting ...



A Read and infer

- Which do you prefer, books or films of the same story? Why? Tell a partner.
- 1B.1▶** Read and listen to **Script Detectives** opposite and discuss the questions with a partner.
 - Which character is famous and why?
 - Which character wants to chat? How does he show it?
 - Which character doesn't want to chat? How does he show it?
 - Where is 'To G from A' written, and what do the letters stand for? (clue: look at the photo)
- Can you guess what might happen later in the film? Compare with a partner, then read about the film on >> p.126 and see if your guess was correct.

B Grammar adverbs and word order

- Look at the words in **Adverbs** opposite. Underline examples in **Script Detectives**.
- Where do these adverbs usually go in a sentence? Match them with A, B, C, or D. Compare with a partner.
never very quietly sometimes

A B C D
↓ ↓ ↓ ↓
I read the newspaper. It's boring.

A = beginning; B = before the main verb;
C = end (after the verb and object); D = before an adjective or adverb

Example never – B and D – I never read the newspaper.
It's never boring.

- Look at **Adverbs** and complete the rules below with these words.
manner degree frequency/time
- Rules**
- Adverbs of _____ normally go before the main verb or after *to be*. They can also go at the beginning or end, except *always*, *never*, *rarely*, and *hardly ever*.
 - Adverbs of _____ usually go at the end.
 - Adverbs of _____ normally go before an adverb or adjective. They can also go before a main verb, except for *too* and *very*. *Much* goes at the end.
- Decide where the adverbs could go in the text. They are in the order you need to use them.
usually / much / always / quickly / hardly ever / quite
I have a coffee for breakfast but I don't eat. I leave the house at 7.30 and I walk to the station. The train arrives on time so I'm often late for work.

More practice? **Grammar Bank** >> p.134.

+ Grammar Plus

It must be pretty exciting to be important. >> p.144.

C Listen for detail in a conversation

- 1B.2▶** Listen to two people starting a conversation. Say where they are going and why.
- Listen again. Tick the line you hear – a or b. Who says it – the man or the woman? Write M or W.
 - a That's a good book, isn't it? ✓ W
b Is that a good book?
 - a Is that in Slovenia?
b Isn't that in Slovenia?
 - a Is it interesting ...?
b It must be pretty interesting ...?
 - a I guess you speak the language?
b Do you speak the language?
 - a Are you going to the coast?
b I suppose you're going to the coast?
 - a Have you been there?
b I guess you've been there?
- Look at 1a and 1b in exercise 9 and match them with these meanings.
 - ☐ The question is neutral – the woman doesn't know about the book.
 - ☐ The question shows the speaker's interest – she thinks she knows the answer to the question.
- Look at the other questions in exercise 9. Decide which are neutral and which show the speaker's interest.
- 1B.3▶ Pronunciation** Listen and repeat the sentences from the conversation in exercise 9. Copy the intonation.
That's a good book, isn't it?



ABC Put it all together

- Work in pairs. Imagine you have met on a train or plane. Start a conversation using one of the conversation starters below. Remember to show interest in the conversation and try to continue for as long as possible.
You're from (Portugal; Berlin ...), aren't you?
Are you going anywhere for the weekend?
It's (really hot/lovely/terrible ... weather), isn't it?
Have you seen any good films recently?
- Have conversations with other partners in the class. Who did you have the most interesting conversation with?

How **nosy** are you?

1 You're taking a stroll when you notice a crowd of paparazzi around a limousine. What do you do?

- a Carry on walking.
- b Ask one of the crowd who's in the limo.
- c Push to the front of the crowd to have a look.

2 You're on a train and you find an official government file marked 'Top Secret' on the seat next to you. What do you do?

- a Take a look inside, maybe even take a few photos with your mobile.
- b Nothing, just leave it there – it's none of your business.
- c Hand it in to the authorities.

3 You want to make a call from the office, but when you pick up the phone, someone else is on the line. They haven't heard you. What do you do?

- a Make a noise to let them know you're there.
- b Have a listen – it might be interesting!
- c Put the phone down quietly.

4 The tax returns of all the rich and famous in your country have just been put online for everyone to see. What do you do?

- a Go straight to the website and have a good read.
- b Nothing. You're not interested in other people's finances.
- c Make a note of the website address for future reference.

5 You're visiting someone and they leave you alone in their room for a while. The computer is on. What do you do?

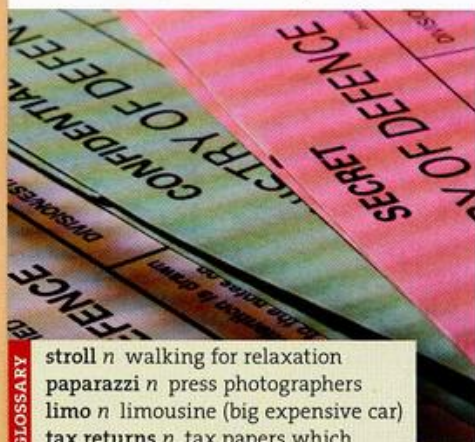
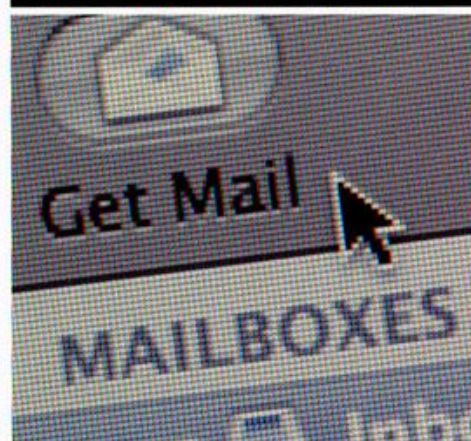
- a Take a seat and look at stuff on your mobile.
- b Have a look at the books and objects in the room.
- c Have a look at the computer, maybe even read an email if it is open.

6 You walk into a room at work and two colleagues are having a quarrel. What do you do?

- a Make an excuse, leave the room and forget about it.
- b Have a chat with another colleague and try to find out what the quarrel is about.
- c Make an effort to ignore them, but have a listen if it gets interesting.

7 The people at work are having an office party on Friday night but you can't go. What do you do?

- a Tell them all to have fun, leave the office and forget about it.
- b Give someone a ring the next day to find out if anything interesting happened.
- c Go to work on Monday and hope that someone will tell you about it.



GLOSSARY

stroll *n* walking for relaxation
 paparazzi *n* press photographers
 limo *n* limousine (big expensive car)
 tax returns *n* tax papers which show people's annual earnings

Empty verbs

have

a listen a discussion
 a read fun
 a quarrel a party
 a chat

have or take

a look a rest
 a stroll a seat
 a shower

make

a call an effort
 a note a noise
 an excuse

give

(sb) a ring
 an answer

How to have a friendly discussion

G so do I; neither do I **V** empty verbs have, take, make, give



A Read and respond

- 1 Do you ever read magazines? Which ones? What do you like about them? Tell a partner.
- 2 Read **How nosy are you?** opposite and tick the best answer to the questions for yourself. You can use a dictionary.
- 3 Exchange books with a partner. Look at the key on >> p.126, calculate their score and tell them their result.

B Vocabulary empty verbs have, take, make, give

- 4 Look at **Empty Verbs** opposite. Expressions like *have a look* are often used in informal, spoken English. Underline examples in **How nosy are you?**
- 5 Make these sentences more informal using an expression with an empty verb. Try to do it without looking at **Empty verbs**.
 - 1 Go and look at this website. *Go and take a look at this website.*
 - 2 I often go out and stroll after dinner.
 - 3 I'll try to ring you tomorrow.
 - 4 Let's meet up and chat.
 - 5 I always shave and shower before breakfast.
 - 6 Use my phone if you want to call.
 - 7 You look tired – why don't you stop and rest?
 - 8 I heard my parents quarrelling.

C Listen for points of view

- 6 Carla, Bea, and Alex are university students. Look at the start of the conversation below. Then with a partner, decide possible answers to questions 1 and 2 below.

Carla Hi Alex. Cup of tea?

Bea Hi Alex.

Alex Hi, yeah, I'll have a cup of tea, if there's one going, thanks. There was a big white limo and a crowd of paparazzi in front of the Grand Hotel when I went past before.

 - 1 What more will Carla and Bea want to know about Alex's story?
 - 2 The story develops into a general discussion. What do you think it might be about?
- 7 **1C.1▶** Listen to the discussion. Were any of your ideas correct in exercise 6?
- 8 Listen again and answer the questions.
 - 1 What are the two main points of view?
 - 2 Which two people agree with each other?
 - 3 Whose opinion is closest to your own?

- 9 Look at the features of friendly discussions below. Then look at the audio script on >> p.150 and find more examples.

Typical features of friendly discussions

- 1 Some words may be cut, e.g. 'I'.
- A *What did you do next?* B *Went home.*
- 2 Use of empty verbs, e.g. *have a look* instead of *look*.
- 3 Speakers may start speaking before others have finished.
- 4 Speakers may use 'tag questions', e.g. *It's hot, isn't it?*
- 5 Friends sometimes use playful insults, e.g. *You're crazy, you are!*
- 6 Speakers often use words which aren't very precise, e.g. *or whatever*.

D Grammar so do I; neither do I

- 10 Match the statements and responses in the box. Then underline the correct word in the rules.

statement	response
1 I always want to know what's going on.	a Neither am I.
2 I don't think it's that bad.	b Neither can I.
3 I'm not interested in celebrities.	c Neither do I.
4 I'm curious about famous people.	d So am I.
5 I can't stand gossip magazines.	e So do I.

Rules

- 1 Use **so/neither** to agree with a positive statement and **so/neither** to agree with a negative statement.
- 2 In the response, put the verb **before/after** the pronoun.
- 11 Work in pairs. Make true sentences and respond to your partner's sentences.
 - 1 I (like / don't like) gossip programmes on TV.
A *I don't like gossip programmes on TV.*
B *Neither do I or Oh, I quite like them.*
 - 2 I'm (quite / not) a nosy person.
 - 3 I (like / don't like) reading about celebrities.
 - 4 I (can't stand / love) shopping.
 - 5 I (think / don't think) film stars are paid too much.
 - 6 I ('m / 'm not) interested in politics.
 - 7 *Your ideas*

More practice? **Grammar Bank** >> p.134.

ABCD Put it all together

- 12 Work with a partner. Read the opinion below.
'People should mind their own business.'
Student A you agree with this opinion.
Look at *For* on >> p.126.
Student B you disagree with the opinion.
Look at *Against* on >> p.129.
- 13 Discuss the opinion in small groups, taking the *for* or *against* point of view.

Smoker Quits in Glass Box

A Singaporean woman will return to normal life today after spending three days in a glass box. 26-year-old Cheyenne Lu has been living in full view of the public on a busy shopping street in an attempt to quit smoking.

Lu, who has been smoking for the last 12 years, knows how difficult it is to quit. Her previous attempts all failed because she didn't tell her family and friends that she was trying to give up. So this time she has made her decision very public. The experiment was organized by the Health Promotion Board as part of an effort to encourage young Singaporean women not to smoke. There has been a sharp increase in the number of women smokers in recent years.



Keeping fit

Lu has been eating and sleeping in a glass room for the last three days, with an internet connection and a collection of DVDs to help her pass the time. In addition, she has been having yoga and pilates sessions with a fitness trainer. Lu, who is a freelance writer, has been keeping an online blog of her experiences in the glass house.

The kindness of strangers?

Lu says she has received a lot of encouragement from people passing by. She has also received messages of support on her internet blog. However, some people have tried to make it more difficult by stopping in front of her window and lighting a cigarette. One stranger even offered to give her \$500 to smoke a cigarette with him. 'Surprisingly, it made me want to stop smoking even more,' said Lu.

A keen football fan

Although Lu has managed not to smoke for three days, she knows this is only the beginning of her smoke-free journey. But she has something to look forward to. She is a keen supporter of Arsenal Football Club, and she plans to use all the money she saves by not smoking to travel to London. She wants to see her hero Cesc Fabregas in real life.

Violinist to Leave Glass House

A young Spanish musician who has been living in a glass house for the last week will leave the room today. 25-year-old violinist Patricia Argüelles has been in the glass house as part of an artistic experiment.

Patricia has been living, eating, and sleeping in full view of curious shoppers on a busy Madrid street, and her only privacy has been a small bathroom. Her glass home has been protected by a security guard, but the experience hasn't always been easy, especially on Friday night when Patricia wasn't able to sleep for the noise of traffic and weekend revellers.

A work in progress

During the week, Patricia has been composing a piece of music, and each day she has been playing her new ideas for the public to hear how the piece is developing. She's been working mainly at night because it's hard to concentrate with people watching. She plans to play the completed work when she leaves the glass house today.

A promising career

Patricia, who comes from Vigo in the north-west of Spain, has been living in Berlin since she graduated. She has played in several respected classical orchestras, but she is equally at home on stage playing with alternative rock bands. She says that the most important thing for her is to play her own compositions, and her main project for the coming months is to produce her own record.

Good publicity

During her week in the glass house, Patricia's only contact with the outside world has been through a web portal, which organized the event as a publicity stunt. She was chosen from a large number of candidates – the company was looking for someone who would capture people's attention. Patricia has certainly done that – during her time in the glass house, she has received thousands of messages of support and the experiment has been shown on TV channels all over the world.



How to talk about recent activities

G present perfect simple and continuous P weak form of have



A Read and report

- Have you ever performed in public? Tell a partner.
- Work in pairs. Student A read **Smoker Quits in Glass Box** opposite. Student B read **Violinist to Leave Glass House** opposite. Underline words you don't know. Choose three or four which you think are most important for understanding the text, try to guess their meaning and check them in the dictionary.
- Make notes to answer the questions below about your text.
 - Who has been living in a glass room? Where? Why?
 - What has the woman been doing in the glass room?
 - How has she kept in touch with the outside world?
 - Who organized the event? Why?
 - How has the public responded to the event?
 - What do we learn about the woman's life before this experience?
 - What do we learn about her plans for the future?
 - What do you think of the experiment? Would you like to do it?
- Report your story to your partner using your notes. How are your stories similar and different?

B Grammar present perfect simple and continuous

- Match sentences 1–6 with meanings a or b.

1 <input type="checkbox"/> She's had a yoga lesson.	a It's happened repeatedly.
2 <input type="checkbox"/> She's been having yoga lessons.	b It's happened only once or twice.
3 <input type="checkbox"/> She's composed a song.	a It's completed.
4 <input type="checkbox"/> She's been composing a song.	b It's still in progress.
5 <input type="checkbox"/> She's played in several orchestras.	a We're told how long it's been happening.
6 <input type="checkbox"/> She's been playing for several years.	b We're told how many times it's happened.

- How do you form the present perfect simple and continuous? Underline examples in the texts.
- Put the verbs in the present perfect simple or continuous.
 - Patricia's been sleeping for the last three hours. **sleep**
 - I write hundreds of articles for my blog. **write**
 - You go to the gym a lot recently. **go**
 - take you your driving test yet? **take**
 - José finished the living room, but he's only finished one wall. **paint**
 - I get up early since I started my new job. **get up**
 - Mum got an aspirin, but she's still got a headache. **take**
 - Danny isn't eating crisps all morning, now he's not hungry. **eat**

- Work with a partner. Explain the difference between these pairs of sentences.
 - a She lives in a glass house.
b She's been living in a glass house.
 - a I'm trying to quit.
b I've tried to quit.
 - a I enjoy talking to you.
b I've enjoyed talking to you.
 - a She's writing to her friends.
b She's been writing to her friends.
- Look at these sentences and underline the correct word in the rule.
 - a I've known Lu for five years. ✓
b ~~I've been knowing~~ Lu for five years. X

Rule Some verbs, for example *know*, describe a state rather than an action. With these verbs, we don't usually use **simple/continuous** tenses.

More practice? **Grammar Bank** >> p.134.

C Listen for detail

- 1D.1** Listen to the first part of a radio interview. Who is Irene Petty and why is she talking to David Wilson?
- 1D.2** Listen to the whole interview and write *true* or *false*. If the statements are false, explain why.
 - David's been living in the phone box as an experiment. *False. He's there to protest.*
 - The phone company wants to remove the box.
 - Friends and family have been bringing food for him.
 - People have been texting him supportive messages.
 - David's protest has been shown on television.
- Pronunciation** Here are some of Irene's questions in phonemic script. Say what the questions are. What do you notice about the pronunciation of *have*?
 - /waɪ əv ju bɪn 'lɪvɪŋ ɪn ðɪs 'fəʊn bɒks/
 - /həʊ 'lɒŋ əv ju bɪn 'lɪvɪŋ ɪn hɪə/
 - /wɒt əv ju bɪn 'duːɪŋ fə 'tuːd/
 - /həʊ əv ju bɪn 'slɪːpɪŋ/
- 1D.3** Listen and repeat the questions.

ABC Put it all together

- Write six sentences about yourself and say what you've been doing recently. Use these ideas.
studies entertainment travel work family
Example I've been learning a new language.
- Exchange your sentences with a partner. Read your partner's sentences and interview him or her to find out more information.
Example Oh, which language have you been learning?

I can talk about recent activities.

Tick ✓ the line. with a lot of help with some help on my own very easily

Listening A description of a place

A Prepare to listen

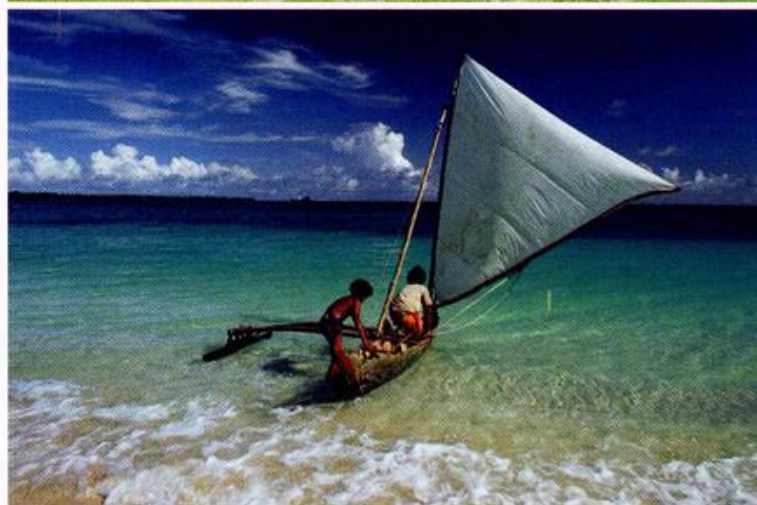
- 1 Do you ever listen to radio programmes in English? If not, why not? If yes, which ones and why? Discuss with a partner.
- 2 Look at the advert for the BBC radio programme *From Our Own Correspondent* and answer the questions. Compare with a partner.

From Our Own Correspondent

This programme is broadcast weekly on BBC Radio in Britain. Each week, a BBC correspondent reports from a location outside the UK, and listeners are given an insider's view of a place behind the headlines. For BBC journalists, *From Our Own Correspondent* is an opportunity to break away from the main news focus as they take a closer look at stories in their regions. They add their own personal touch and analysis to present on local history and customs, people they've met, or strange, interesting or unexpected things they've seen, heard or experienced. The programme started in 1955 and its colourful, entertaining, and upbeat reporting has resulted in it being one of the most popular programmes on radio.

For more information and to listen to the most recent report, go to www.bbc.co.uk/fromourown correspondent

- 1 Why do you think journalists enjoy working on *From Our Own Correspondent*?
- 2 Why do you think this programme is popular with listeners?
- 3 How can you listen to *From Our Own Correspondent*?
- 3 In this programme, Huw Cordey visits a tiny Polynesian Island called Anuta. Look at the pictures and imagine what life on Anuta is like for the people who live there. Discuss with a partner using the words and phrases below. Use your dictionary to help.
community spirit isolation consumer goods sharing



B Tune in

- 4 **1E.1▶** Listen to the first part of the programme and write *true* or *false*. Compare with a partner.

- 1 Huw enjoyed the journey to Anuta.
- 2 People regularly visit Anuta.
- 3 Joseph is probably American.
- 4 Anuta is a poor but friendly place.

- 5 What else can you remember? Share your ideas with a partner.

- 6 **1E.2▶** Read and listen again to the last sentence. What do you think it means? Compare with a partner.

“ But while Anuta’s remoteness may have severely limited the quantity of consumer goods reaching the island, its isolation has forged a community spirit that would be very hard to beat. ”

- 7 Look at the sentence in exercise 6 again. Are there any words you don’t understand? Are they key words? Can you guess what they mean? Discuss with a partner.

- 8 What do you expect to hear on the rest of programme? Put a tick ✓, question mark ? or cross X next to items 1–7. Add your own ideas and compare and discuss with a partner.

- 1 experts talking about climate
- 2 strange sounding words
- 3 information about luxury holidays
- 4 a discussion about the history of the island
- 5 local people discussing everyday life
- 6 music
- 7 the sound of cars and machines
- 8 *your ideas*



C Listen for detail

- 9 **1E.3▶** Listen to the next part of the programme and choose the best answer to complete the sentences.

- 1 The Anutan word for *love* is
a abroopa. b aropa. c atrika.
- 2 Anutans share their
a food. b food and jobs. c food, jobs, and children.
- 3 If a couple don’t have any children, they can
a go to live with another family.
b ask a family member/friend for their next child.
c go to live on another island.
- 4 The people on the island
a eat almost exactly the same food.
b cook different meals to each other.
c eat their meals in the forest.

- 10 Listen again and check.

- 11 Would you like to visit Anuta for a holiday? Why? Why not? Compare your ideas in small groups.

D Listen and predict

- 12 Before Huw Cordey leaves Anuta, he talks about the changes coming to the island. In small groups, look at the pictures again and discuss questions 1–3.

- 1 What kinds of things might change?
- 2 Do you think the Anutans will be happy about changes to their way of life? Why? Why not?
- 3 Do you think change will happen quickly or slowly? Why?

- 13 **1E.4▶** Listen to the last part of the programme. Did you hear any of your ideas from exercise 12?

- 14 Listen again and underline the correct word in sentences 1–5.

- 1 At first, Huw thinks Joseph is/ isn’t serious when he talks about young people playing the ukulele.
- 2 Joseph thinks young people playing the ukulele is/ isn’t a problem.
- 3 Huw thinks people in other countries have/ don’t have more serious problems.
- 4 The Anutans usually feel sad/ happy when people leave the island.
- 5 Huw thinks it is/ isn’t a good thing that people don’t visit Anuta.

- 15 Was Huw impressed or unimpressed by Anuta? Work with a partner and find five things he said in the audio script on >> p.150 which tell you about his feelings. Use your dictionary to help.

E Think about what you’ve listened to

- 16 Imagine you are a BBC journalist. Compare your ideas with a partner or in small groups.

- 1 Is Anuta the type of place you’d like to report on for *From Our Own Correspondent*? Why? Why not?
- 2 Is there another place you would report on?

Tips

- * Think about the topic before you listen.
- * Think about the type of text you’re going to listen to.
- * Think about key facts before detail.
- * Remember key facts while you’re listening.
- * Focus on understanding key words and phrases.
- * Guess or ignore unimportant words.

I listened to a radio description and understood ...

Tick ✓ the line.

most of it

the main points

some main points

some key phrases

Writing A blog or diary entry

A Read and follow information

- Work with a partner and answer the questions.
 - What is a blog? Where can you read them? Who writes them?
 - Why do you think people keep a blog?
 - Do you ever read other people's blogs? Why do you think blogs are popular?
 - Have you ever written a blog? What was it about?
- Read Juan's blog and number 1–6 items a–f in the order he writes about them. Compare with a partner.
 - ☐ He gives details about what people wear and do during the procession.
 - ☐ He talks about the history of the Burial of the Sardine.
 - ☐ He describes the end of the festival.
 - ☐ He explains what he's been doing recently.
 - ☐ He gives a general description of the festival today.
 - ☐ He says when and where the festival is happening.
- Work with a partner. Tick ✓ the ideas on the mind map which were used to talk about the festival in the blog.



B Get ideas to write about

- Work with a partner. Think of a tradition, festival, or celebration you know about and draw a mind map.
- Tick ✓ the ideas you want to include and decide on the order you will write about them.
- Work with a different partner. Use your mind map and take turns to tell your partner about your event.

Hi there, I'm back again!

Sorry I haven't been writing much over the last few days, but it's carnival here in Tenerife – you know, music, dance, and Carnival Queen competitions – and all kinds of street entertainment going on for days and nights! However, today's a sad day because it's almost over. I've been partying all week and having a lot of fun, and now it's time to put my carnival costume away and get my black clothes out because it's the Burial of the Sardine.

'What, a funeral for a fish?'

you say. Yeah, I know it sounds crazy, but it's been a tradition around here for hundreds of years. Nobody knows the exact origin of it. It seems that people used to celebrate having lots of fish to eat. Nowadays, we have a big model fish on the back of a truck, and everybody just turns up and follows the procession. It's getting bigger every year as more and more tourists are coming to have a look and take part in the fun.

So, what happens? Well, we walk slowly around the town and everybody wears black widows' clothes – including a lot of the men! Some people even cry, like a real funeral. Then, at the end, they don't actually bury the fish, they burn it, and there's a firework display. So anyway, bye for now – I've got to go and get ready for a funeral!



Juan Rodríguez Posted 8 hours ago Comments (0)

C Think about your reader

- Juan makes his text feel like a dialogue with the reader. Match sentences 1–5 with a–c.
 - ☐ Hi there, I'm back again!
 - ☐ 'What, a funeral for a fish?!' you say.
 - ☐ I know it sounds crazy.
 - ☐ So, what happens?
 - ☐ including a lot of the men!
 - addressing the reader
 - imagining the reader's questions
 - guessing what the reader will find surprising
- Underline more examples of informal, conversational language in the text.

ABC Put it all together

- Use your mind map and write a blog. Remember to imagine your reader's questions. Write about 120–180 words.
- Exchange blogs with a partner. Does it sound friendly? Would you like to read the next one? Tell your partner.

I can write a blog or diary entry.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 1 Review

R1

A Grammar

- Extra uses of the present continuous** Put the verb in the present simple or the present continuous.
 - In the photograph, Leida is crossing the border. **cross**
 - Seto women often _____ a silver plate on their chest. **wear**
 - Leida _____ the journey to Estonia frequently. **make**
 - She _____ always _____ to cross the border. **have**
 - More and more young people _____ to the cities. **move**
 - She always _____ singing in the festivals. **enjoy**
- Adverbs and word order** Put the words in the best order to make a sentence.
 - tennis badly play I pretty
I play tennis pretty badly.
 - cinema rarely the I to go
 - to often I go very don't restaurants
 - messages can't text quickly I very write
 - evening tired Friday am too usually on I
go to out
 - the hardly to speak train I ever people on
- so do I; neither do I** Agree with the sentences below using *Neither* or *So*.
 - I can't stand washing up. *Neither can I.*
 - I can speak English.
 - I'm interested in music.
 - I like sleeping late.
 - I don't think film stars should earn so much.
 - I can't speak 10 languages.
 - I'm never late for work.

- Present perfect simple and continuous** Put the verb in the present perfect simple or continuous.

¹I've been learning (learn) to play the guitar recently.

²I _____ (learn) three songs already.

³I _____ (use) a book called *Teach yourself guitar* and ⁴I _____ (reach) page 10. ⁵I _____ (play) in public a couple of times – practising in the park!

⁶I _____ (plan) to take up the guitar for years, but

⁷I _____ never _____ (have) time before. In the last few days, ⁸I _____ (try) to write a song, but I don't know how to finish it.



B Vocabulary

- Word families** Correct the words in red to another word in the same word family.
Kingdom Day in Setomaa is an important ¹**festivity**. People get together for a ²**ceremonial** to choose a king. The event is a ³**celebrate** of Seto ⁴**traditionals** such as singing and dancing. An important ⁵**responsible** of the king is to maintain the cultural ⁶**identification** of the Seto people. Setomaa is divided by an international border, and many Setos have to go through ⁷**immigrate** controls at the border in order to take part in the kingdom day ⁸**festivals**. People of Seto ⁹**nation** have special visas to simplify the crossing, but customs ¹⁰**regulate** don't allow them to take their ¹¹**tradition** silver breast plates with them.

Example 1 = festival

- Adverbs** Find 17 adverbs in the grid below. They may be horizontal, vertical or diagonal. Some letters are used in more than one word. Decide if the adverb is of frequency/time, manner, or degree.

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

- Empty verbs** Fill the gaps with the correct form of *have*, *take*, *make*, or *give*.

- Tomas gave me a ring yesterday and we had a chat.
- I got up, _____ a shower and _____ a stroll in the park.
- When I arrive at work in the morning, I _____ a read of the papers and _____ a few phone calls.
- You don't have to _____ me an answer now – have a think about it and _____ me a ring tomorrow.
- The neighbours were _____ a party and _____ lots of noise.
- Josie never _____ an effort – she just wants to _____ fun.

Letting off steam

Everyday life is full of frustrations, and nowhere is this more true than in the restaurant business. Most waiters will have experienced difficult customers from time to time, and similarly, most customers will have complaints about irritating waiters. We invited readers from both sides of the fence to let off steam and share their gripes with us. From your responses, we have compiled a list of the most common ...



Top Ten Gripes about waiters

- 1 They bring you the menu and then don't return to your table for half an hour.
- 2 They give you a menu and when you've chosen something, they say they haven't got it.
- 3 They give you a basket of dry bread you didn't ask for and then charge you for it.
- 4 They serve you your second course before you've finished eating the first.
- 5 They interrupt you when you're having a good conversation.
- 6 They ignore you when you try to catch their eye.
- 7 They give you mineral water when you wanted tap water – and it costs you an arm and a leg.
- 8 They serve you badly prepared food and when you complain, they say there's nothing wrong with it.
- 9 They bring you the bill and don't return to collect the money.
- 10 They add a service charge to the bill and then expect you to leave them a tip as well.



Top Ten Gripes about customers

- 1 You allow them plenty of time to look at the menu but they don't open it until you return to take their order.
- 2 They ignore you while you're standing there with your notebook waiting to take their order.
- 3 They occupy your best table for two hours and only order a starter and a glass of tap water.
- 4 They expect you to give them priority service as if you didn't have other customers to attend to as well.
- 5 They ask you stupid questions like 'What flavour is the vanilla ice-cream?'
- 6 They complain about perfectly good food and then expect you not to charge them for it.
- 7 They turn up just before you're due to clock off. You have to serve them a meal and then they spend half an hour chatting over drinks afterwards.
- 8 They drink too much and then expect you to laugh at their offensive jokes.
- 9 They try to save themselves cash by not leaving you a tip.
- 10 They leave you a few coins as a tip, only because they want to get rid of them.

Dictionary entries

attend /ə'tend/ **verb** to be present at an event: [VN] to attend a wedding/funeral [V] *We'd like as many people as possible to attend.* PHRASAL VERBS attend to sb/sth to deal with sb/sth; to take care of sb/sth: *I have some urgent business to attend to.* *A nurse attended to his needs constantly.*

charge /tʃɑ:dʒ/ **verb** charge (sb/sth) for sth charge (sb) sth (for sth) to ask an amount of money for goods or a service: [VN] *The restaurant charged £20 for dinner.* [VNN] *He only charged me half price.*

cost /kɒst/ **verb** if sth costs a particular amount of money, you need to pay that amount in order to buy, make, or do it: [VN] *How much did it cost?* [VNN] *The meal cost us about £40.* [VN to inf] *It costs a fortune to fly first class.*

expect /ɪk'spekt/ **verb** to think or believe that sth will happen or that sb will do sth: [VN] *We are expecting a rise in food prices this month.* [V to inf] *You can't expect to learn a foreign language in a few months.*

occupy /'ɒkjupaɪ/ **verb** [VN] to fill or use a space, an area or an amount of time SYN take up: *The bed seemed to occupy most of the room.* *Administrative work occupies half of my time.*

wait /weɪt/ **verb** (for sb/sth) to stay where you are or delay doing sth until sb/sth comes or sth happens [V] *She rang the bell and waited. I've been waiting (for) twenty minutes.* [V to inf] *Hurry up! We're waiting to go.*

How to talk about good and bad service

g verbs with two objects v using dictionary entries p stressed and unstressed words g+ I hate it when ...



A Read for detail

- 1 Work with a partner. What do you think are the most common complaints that customers make about waiters, and waiters make about customers?
- 2 Read **Letting off steam** opposite. Can you find any of the complaints you mentioned in exercise 1?
- 3 Work with a partner. Find these idioms in the text and use the context to guess the meanings.
to let off steam to catch someone's eye
to cost an arm and a leg
- 4 Match the gripes with the categories of complaints below. Which customer complaints relate to ...
a the service being so slow? 1, 6, 9
b the bill?
c the waiter being rude or trying to hurry the customer?
Which waiter complaints relate to ...
d customers trying to save money?
e customers being rude or wasting the waiter's time?
- 5 What are your top restaurant gripes? Tell a partner.
Example I hate it when they forget your order.

+ Grammar Plus

I hate it when people keep you waiting. >> p.144.

B Grammar verbs with two objects

- 6 Look at the example in the grammar box. Underline more examples of verbs with two objects in **Letting off steam**. Which verbs can have two objects?

subject	verb	object (usually person)	object (usually thing)
They	bring	you	the menu.

- 7 Put the words in the best order.
1 soup/she/me/served/some *She served me some soup.*
2 a/left/we/tip/the/waiter
3 bill/the/the/us/waiter/brought
4 them/water/I/gave/some
5 her/charged/pound/a/they
- 8 **2A.1▶ Pronunciation** Listen to the sentences in exercise 7 and underline words which contain a stressed syllable. Are they nouns, pronouns, or verbs? Practise saying the sentences.
- 9 You can sometimes use *to* or *for* instead of two objects. Read the examples below. Then rewrite sentences 1–4 in exercise 7 with *to* or *for*.
They bring the menu **to** you. (*to* = in your direction)
They open the wine **for** you. (*for* = for your benefit)
More practice? **Grammar Bank** >> p.135.

C Vocabulary using dictionary entries

- 10 Look at **Dictionary entries** opposite and answer the questions.
Which verbs ...
1 have two syllables?
2 may be followed by two objects?
3 are connected with money?
- 11 Underline the correct word in these sentences. Use **Dictionary entries** if you need help.
1 We waited/expected ages to be served and then the waiter expected/waited us to leave him a tip!
2 The wine only charges/costs the restaurant \$5 a bottle, but they charge/cost the customer \$15.
3 Most of my time is attended/occupied preparing the food, but sometimes I have to attend/occupy to the customers as well.
- 12 Find the dictionary features below in **Dictionary entries**. Which are most helpful for exercise 11? Why?
definition grammar information pronunciation example sentences

D Listen for key words

- 13 **2A.2▶** You will hear Ana, Jason, and Katrina saying what they think is important about a restaurant. Whose opinion is nearest to yours?
- 14 Listen again. Explain why the speakers mention these things.
Ana freezer and microwave; long menus; asking questions
Example She doesn't want food from the freezer and microwave – she wants it freshly prepared.
Jason supermarket; prawn and three peas; an arm and a leg
Katrina a bit of bread; tip; the next customer

ABCD Put it all together

- 15 Choose two of the services below and make notes about them. Say what you think is the most important thing about each and give examples of things you don't like.
a stay in a hotel a flight a haircut a guided tour
getting a passport a shop other ...
- 16 Work in small groups. Tell the others your opinion using your notes from exercise 15. Listen to the other opinions and then say if you agree or not. Who is the most demanding customer?
Example I hate it when you wait for ages to be served ...

I can talk about good and bad service.

Tick ✓ the line. with a lot of help with some help on my own very easily

The New Boss



Zadie What's your new boss like?

Naomi We're not allowed to call him 'boss'. We're supposed to call him 'team leader'.



Z Oh. Why's that?

N He wants to create an informal atmosphere. He says we needn't address him as 'Mr Black', we can use his first name, Paul.



N And he's changed my job title. I'm not a 'secretary' any more, I'm a 'personal assistant'.

Z Oooh, lucky you! Does that mean you've been promoted?



N No no, it's the same job with a different name. He's got a thing about positive words. He says we mustn't use the word 'problem' any more. We have to say 'challenge' instead.

Z Oh right.



N And we must never call anything a 'failure'. From now on, we've got to call it an 'improvement opportunity'.

Z Oh dear!



N He got angry when I mentioned that the company made a loss last year. We aren't allowed to say 'loss', we're supposed to say 'negative growth' instead.



Z Ha ha, he sounds mad! And have you heard what happened to your old boss?

N Yes, apparently he had to leave. He had a 'career change opportunity' and he's 'seeing more of his family'.



Z What does that mean?

N I suppose he got the sack!

Work words

conversational

- | | |
|--|---|
| 1 <input type="checkbox"/> boss | 7 <input type="checkbox"/> dustman |
| 2 <input type="checkbox"/> job | 8 <input type="checkbox"/> secretary |
| 3 <input type="checkbox"/> to be on the dole | 9 <input type="checkbox"/> to be/get sacked |
| 4 <input type="checkbox"/> to be taken on | 10 <input type="checkbox"/> to earn /ɜ:n/ a lot |
| 5 <input type="checkbox"/> to go on strike | 11 <input type="checkbox"/> to knock off |
| 6 <input type="checkbox"/> to quit | 12 <input type="checkbox"/> air hostess |

official

- | | |
|--------------------------------|---------------------------------|
| a personal assistant | g to be on unemployment benefit |
| b line manager | h to finish work |
| c occupation | i to have a high income |
| d refuse /rɪ'fju:z/ collector | j flight attendant |
| e to be recruited /rɪ'kru:tɪd/ | k to resign /rɪ'zain/ |
| f to be/get laid off | l to take industrial action |

How to talk about conditions at work

G choice and obligation **V** conversational and official work words **P** to: have to, has to, allowed to, supposed to



A Read and interpret

- Work with a partner. Think of reasons why people say the same thing differently.
Example Did he quit? or Did he resign?
- 2B.1▶** Read and listen to **The New Boss** opposite. How does Naomi feel about her new boss? Why? Discuss with a partner.
- Find alternative ways in **The New Boss** of saying:
boss personal assistant problem
improvement opportunity loss career change opportunity
- Answer the questions.
 - Paul tries to create an informal atmosphere. How?
 - Has Naomi's job changed? How do you know?
 - Has the company been doing well recently?

B Vocabulary conversational and official work words

- Look at **Work words** opposite. Match the conversational and official expressions.
Example 1 = b
- Say these sentences more formally using official expressions.
 - I knock off at six. *I finish work at six.*
 - My boss has quit.
 - My dad's on the dole.
 - My daughter was taken on as a secretary.
 - The dustmen are going on strike.
- Why do people prefer *not* to use conversational words in an official context?

C Grammar expressing choice and obligation

- Write the words in blue in the box.
We **needn't** address him as 'Mr Black'.
We **can** use his first name.
We **mustn't** use the word 'problem'.
He **had to** leave.
We **aren't allowed** to say 'loss'.
We're **supposed to** say 'negative growth'.

	+	-
free choice	present _____; may past could; both be allowed to	present _____; don't have to past didn't have to
obligation	present must; have (got) to past _____ both be _____ to	present can't; _____; must never past couldn't; both be not _____/supposed to

- Complete the text with words and phrases from exercise 8. There may be more than one possibility.
I hated my last job as a security guard – I ¹ **had to** wear a horrible uniform and I wasn't ² _____ to sit down. I ³ _____ stand outside, guarding a building site and I ⁴ _____ go inside, even when it was raining. My present job as a builder is much better. I ⁵ _____ wear what I want – we don't ⁶ _____ wear a uniform, although we ⁷ _____ forget to wear a protective hat. We're ⁸ _____ arrive for work at 8.30, but nobody minds if we're a little late.
- Explain the meaning of the expressions below using words and phrases from the box in exercise 8.
flexible working hours ~~a strict dress code~~
informal atmosphere good people skills needed
minimum academic requirements
no previous experience required
Example You don't have to wear formal clothes.
- 2B.2▶ Pronunciation** Listen and repeat the verbs below. Notice how they are pronounced differently when they are with to.

have /hæv/	have to /'hæftə/
has /hæz/	has to /'hæstə/
allowed /ə'laʊd/	allowed to /ə'laʊtə/
supposed /sə'pəʊzd/	supposed to /sə'pəʊstə/

- 2B.3▶** Listen and repeat the sentences you hear with the verbs from exercise 11.
More practice? **Grammar Bank** >> p.135.

D Listen and make notes

- 2B.4▶** Zadie is telling Naomi about her new job. Listen and guess what the job is.
- Listen again. Make notes about these work conditions.
hours language dress duties behaviour
- Check your answers in the audio script on >> p.151.
Naomi makes comments to show she's a sympathetic listener. Find examples in the audio script.
Example that's awful

ABCD Put it all together

- Think of your job, or a job you know, and make notes about the work conditions in exercise 14.
- Work with a partner. Have conversations about your job. Be an interested and sympathetic listener. Who has the best/worst working conditions?

THE UNIFORM

1 When I was about 18, I got a job as a security guard. The security firm I worked for provided protection for lots of different businesses in the area, and my first assignment was to protect a supermarket. I'd got the job a week earlier, and they'd given me a one-day 'training course'. I learnt three golden rules: firstly, I must never sit down on duty, secondly, I mustn't put my hands in my pockets, and thirdly, if there is any trouble, I should phone the police. Once my apprenticeship was complete, they gave me a uniform and the address of the supermarket where I was supposed to report for duty the following morning.

2 I felt strange travelling to work on the underground dressed as a security guard. It felt like a disguise or a fancy dress costume, and I noticed people moved to make space for me. When I arrived at the supermarket, the manager guided me through the shop and into the staff room at the back. She introduced me to Ms Curtis, the store detective, who was dressed in plain clothes so that she could spy on the customers without being seen. She explained to me the tricks of the trade: 'The shoplifters always keep their eyes on the person in uniform,' she said, 'So they don't notice me.'

3 After that, the day's work began. I patrolled the aisles trying to perfect my professional image. At first, I didn't know where to put my hands, since they weren't allowed in my pockets. Then I couldn't decide whether I should smile at the customers.

While I was thinking about that, I noticed something suspicious. A woman had dropped her purse on the floor and she had bent down to pick it up. While she was picking up the purse with one hand, she took something from the bottom shelf with the other hand and dropped it into her coat pocket.

4 I rushed to tell Ms Curtis what I had seen. I guess I expected a pat on the back, but in fact she was furious. 'Don't talk to me in front of the customers,' she said, 'or they'll know I'm the store detective!' I guess I looked hurt, because then she softened a little and said, 'Listen kid, leave the detective work to me. It isn't your job to catch thieves, you're just a uniform, OK?' Just a uniform? I don't think I liked that job description! Later, I saw the woman with the purse leave the shop, her pockets heavy with stolen goods.

5 After that experience, I learnt to take my duties less seriously. During the afternoon, a surly youth with a shaved head and tattoos on his neck appeared in the shop. I was standing in the aisle near the shelves of biscuits. The youth came along the aisle and when he saw me, he stopped, took a packet of plain digestive biscuits off the shelf, and put it inside the front of his jacket. Then he said, 'What are you looking at, rat-face?' 'I saw you take those plain digestives,' I replied. 'So what?' said the youth.

to be continued ...



How to talk about experiences at work

g narrative tenses p spelling patterns with u

2c

A Read and understand attitude

- 1 Work with a partner. Describe the photo opposite using these words. You can use a dictionary.
security guard uniform supermarket suspicious shoplifter aisle shelves
- 2 Read **The Uniform** opposite. How do you think the story ends? Discuss with a partner. Then read the last line of the story on >> p.126. Were your guesses correct?
- 3 Work with a partner. Without reading the story again, decide the most logical order to give this information. Now read the text again. Is the order the same?
☐ Arriving for the day's work
☐ My first actions on the job
☐ What I learnt from the experience
☒ My preparation for the job
☐ My first trouble on the job
- 4 Answer the questions with a partner. Say how you know. How do you think the writer feels ...
 - 1 about the job training he received? *He thinks it wasn't very good. He only learnt three very simple things.*
 - 2 about wearing the new uniform?
 - 3 about the woman with the purse?
 - 4 about the store detective's attitude?
 - 5 about the youth with the shaved head?
- 5 Find expressions with these meanings in the text.
 - 1 the most important things you should and shouldn't do (para 1) *golden rules*
 - 2 the opposite of 'in uniform' (para 2)
 - 3 clever ways of doing things, in a particular job (para 2)
 - 4 the impression you give in your working life (para 3)
 - 5 praise for doing something well (para 4)
- 6 **2C.1► Pronunciation** Listen and repeat these words from **The Uniform**. What do you notice about the letters or phonemic letters in green?
 - 1 duty /'dʒu:ti/ security /sɪ'kjʊərəti/ costume /'kɒstju:m/ uniform /'ju:nɪfɔ:m/
 - 2 guard /gɑ:d/ guide /gaɪd/ biscuit /'bɪskɪt/ guess /ges/
 - 3 turn /tɜ:n/ purse /pɜ:s/ hurt /hɜ:t/ surly /'sɜ:li/

B Grammar narrative tenses

- 7 Try to put the verbs in the same form as they appear in **The Uniform** without looking. Then read and check.
 - 1 When I ^A arrived (arrive) at the supermarket, the manager ^B _____ (guide) me through the shop ...
 - 2 I ^A _____ (notice) something suspicious.
A woman ^B _____ (drop) her purse ...
 - 3 I ^A _____ (stand) in the aisle near the shelves of biscuits. The youth ^B _____ (come) along the aisle ...

- 8 Say what tenses the verbs in exercise 7 are in – past simple, past continuous, or past perfect. Explain the meaning of the three tenses.
- 9 Put the three sentence endings in the best tense. Use a different tense for each ending.
 - 1 When I got this job, ...
 - a I hadn't worked (not work) in a large firm before.
 - b I _____ (have) a party to celebrate.
 - c I _____ (live) in a hotel, but then I moved.
 - 2 When I left the office, ...
 - a it _____ (rain), so I opened my umbrella.
 - b I _____ (go) to a bar for a drink.
 - c the boss still _____ (not arrive) back.
 - 3 When the alarm rang, ...
 - a we all _____ (have to) leave the building.
 - b I _____ (write) an email, but didn't send it.
 - c I _____ (be) asleep for an hour.



- 10 Read this explanation of the end of **The Uniform**. Put the verbs in the best tense.
The guard ¹ saw see the youth steal the biscuits because he ² _____ stand in the same aisle at the time. In fact, the youth ³ _____ know the guard ⁴ _____ watch him. But the guard ⁵ _____ decide not to do anything because of what the store detective ⁶ _____ say earlier in the day. She ⁷ _____ tell him that it was not his job to catch thieves.
 - 11 Work with a partner. Say true sentences with these beginnings using a narrative tense.
 - 1 When the teacher came in, ... *I was talking to Marta; I had taken my coat off; I sat down ...*
 - 2 When I left home this morning, ...
 - 3 When I arrived home last Friday evening, ...
- More practice? **Grammar Bank** >> p.135.

AB Put it all together

- 12 Think of, or imagine, a first day at work. Write notes under the headings from exercise 3 – you may need to alter the headings slightly.
- 13 Work in small groups. Use your notes to tell your partners about the experiences you had. Were there any similarities between your experiences? Whose experiences were most different?

The *Interview* Game

<p>18</p> <p>FINISH Well done – you’ve sailed through the interview!</p>	<p>17</p> <p>“Where do you think you’ll be in 5 years’ time?”</p> 	<p>16</p> <p>You end up in tears, but don’t give up! Miss a turn while you sort yourself out.</p>
<p>13</p> <p>You run out of things to say and there’s an uncomfortable silence. Go back one square.</p>	<p>14</p> <p>“What is your greatest achievement?”</p> 	<p>15</p> <p>You come across as an excellent candidate. Go forward two squares.</p>
<p>12</p> <p>The interviewer has turned up some embarrassing facts about you, but you deal with it well.</p>	<p>11</p> <p>“Do you work well in a team?”</p> 	<p>10</p> <p>The interviewer asks a difficult question and you dry up because you can’t think of anything to say. Miss a turn.</p>
<p>7</p> <p>The interviewer asks a trick question to trip you up, but you don’t fall for it and give a perfect answer. Well done!</p>	<p>8</p> <p>“What kind of job are you looking for?”</p> 	<p>9</p> <p>The interviewer tests your knowledge about the company. Fortunately, you read up on it beforehand!</p>
<p>6</p> <p>You say something which is not quite true. The interviewer catches you out. Go back one square.</p>	<p>5</p> <p>“How would your friends describe you?”</p> 	<p>4</p> <p>You make a mistake, but you carry on and luckily you get away with it.</p>
<p>1</p> <p>START Let’s get down to business!</p>	<p>2</p> <p>“What are your main strengths and weaknesses?”</p> 	<p>3</p> <p>You start off well. Go forward two squares.</p>

RULES

- 1 Play the game with 2 or 3 players. Each player puts a counter on START.
- 2 Take turns to throw a coin and move:
heads = move forward 1 square.
tails = move forward 2 squares.
- 3 Read the text in the square you land on. If there are instructions, follow them.
- 4 If you land on an interview question, answer the question.
- 5 The first player to FINISH is the winner.

How to answer interview questions

g phrasal verbs v phrasal verbs

A Read and follow instructions

- 1 Have you ever had a formal interview? What questions are often asked? What should and shouldn't you say? Tell your partner.
- 2 Look at **The Interview Game** opposite and read the rules. How many squares contain interview questions?
- 3 Play the game in pairs or groups of three. Guess the meaning of unknown words. Use your dictionary where necessary.

B Grammar and vocabulary phrasal verbs

- 4 Work with a partner. Read the text in the squares of **The Interview Game** again. Are there any squares where the meaning is unclear? Underline the verbs and then follow the instructions below.

Is the meaning of the verb clear? If not, perhaps it's a phrasal verb ...

- 1 Look for a particle, e.g. *up, out, on, across*. Remember that it may be separated from the verb.

Example *sort yourself out*

- 2 Try to guess the meaning. Sometimes the meaning is similar to the verb on its own, e.g. *start off*. Sometimes it's completely different, e.g. *give up*.
- 3 Check in a dictionary if you're not sure. The phrasal verb section often comes after the main entry for the verb.
- 5 Find the phrasal verbs below in **The Interview Game**. Match them with their meanings and write them in the example sentences in the correct form.
carry on ~~come across~~ deal with fall for
get away with get down to run out of
 - 1 **make an impression** She doesn't *come across* very well in interviews.
 - 2 **begin sth seriously** OK, enough small talk. Let's _____ work!
 - 3 **take action on sth** This is a difficult problem, but I'm sure we can _____ it.
 - 4 **continue** Don't just give one word answers – try to _____ speaking.
 - 5 **do sth wrong and not get caught** He lied in the interview but he _____ it.
 - 6 **finish your supply of sth** The interview started well but then I _____ ideas.
 - 7 **be tricked or believe a lie** He told me he had studied at Oxford University and I _____ it.

- 6 Complete the sentences with verbs from **The Interview Game**. All the verbs are followed by the particle *up*.

- 1 I tried to read the book, but I soon gave up.
- 2 I talk a lot with friends, but I _____ up when I meet strangers.
- 3 The flight was delayed and we _____ up sleeping in the airport.
- 4 Before you visit a country, you should _____ up on the local culture.
- 5 The press _____ up some embarrassing facts about the president.
- 6 Don't let their trick questions _____ you up.

- 7 How did your interview go? Tell a new partner about your interview without looking at the game.
Example I started off well. Then I said something stupid and the interviewer caught me out.

More practice? **Grammar Bank** >> p.135.

C Listen to an interview

- 8 **2D.1▶** A man called Mr Williams is being interviewed for a job in an advertising agency. Listen. Which of the questions from **The Interview Game** do you hear?
- 9 Listen again and answer the questions.
 - 1 What is his strength? Why is it also a weakness?
 - 2 Why does the interviewer think it's strange that Mr Williams gave up university after only four months?
 - 3 Why does Mr Williams like working in a team?
 - 4 What did he design for the local government?
 - 5 What would he like to design in the future?
- 10 Work with a partner. Decide which questions Mr Williams answered well and which he answered badly. Say why. You can look at the audio script on >> p.151.
- 11 The interviewer asks Mr Williams some difficult questions and he needs to 'buy' time to think. He uses the strategies below. Find examples in the audio script.
 - 1 He makes long sounds such as *ehm* to show he's going to speak.
 - 2 He uses short words and phrases such as *Well* and *Let's see*.
 - 3 He repeats part of the question, like an echo, e.g. *Greatest achievement?*

ABC Put it all together

- 12 Choose a job on >> p.126 or think of your own idea and tell your partner. Prepare to be interviewed about your job and to interview your partner about his/her job.
- 13 Role-play the interview. Take turns to be the interviewer and candidate. Does the candidate get the job?

I can answer interview questions.

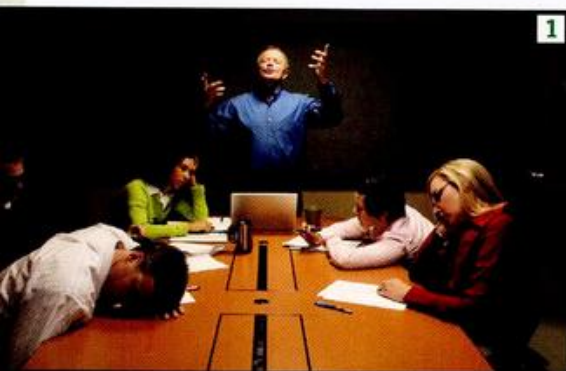
Tick ✓ the line.

with a lot of help

with some help

on my own

very easily



1



2



3



4

The Rules of Work

I first started formulating *The Rules of Work* many, many years ago when I was an assistant manager. There was a promotion going for the next step up – manager.

There were two possible candidates, myself and Rob. On paper I had more experience, more expertise, most of the staff wanted me as their manager and I generally knew the job better. Rob, to be honest, was useless.

I was chatting with a consultant the company used and asked him what he thought my chances were. 'Slim,' he replied. I was indignant. I explained all about my experience, my expertise, my superior abilities. 'Yep,' he replied, 'but you don't walk like a manager.' 'And Rob does?' 'Yep, that's about the strength of it.' Needless to say he was quite right and Rob got the job. I had to work under a moron. But a moron who walked right. I studied that walk very carefully.

The consultant was spot on, there was a manager's walk. I began to notice that every employee, every job, everyone in fact, had their walk. I began to practise the walk. As I spent a lot of time watching the walk, I realized that there was also a manager's style of attire, of speaking, of behaviour. It wasn't enough that I was good at my job and had the experience. I had to look as if I was better than anyone else.

It wasn't just a walk – it was an entire makeover. If you wanted to get on, you had to be seen to be the 'Right Type'. *The Rules of Work* is about creating that type – of course, you've got to be able to do the job in the first place. But a lot of people can do that. What makes you stand out? What makes you a suitable candidate for promotion? What makes the difference?

I noticed that amongst the managers there were some who had mastered the walk, but there were others who were practising, unconsciously, for the next walk – the general manager's walk. I switched to practising the general manager's walk. I was promoted from assistant manager in one swift move. I was now the moron's manager.

Once in this new job I was, of course, completely out of my depth. I had to learn quickly not only my new role and all its responsibilities, but also the position below, which I had not really held. I had stood in for managers, but I had never been a manager – now I was the manager's manager. I was in great danger of falling flat on my face.

But I was, by now, a dedicated Rules player. There was only one recourse – secret learning. I spent every spare second available – evenings, weekends, lunch breaks – studying everything I could that would help me.

Within a short time I had mastered enough to be able to do the job well enough. And the embryonic *Rules of Work* were born.

Being a general manager was both fun and pain. It was 50 per cent more work but only 20 per cent more pay. My next step, logically, was regional director. But it didn't appeal. More work, much more work, but not for that much more money. So, where did I want to go next? What did I want to do? I was getting bored being stuck in the office all the time and all those endless dreary meetings. And all that time spent at head office. Not for me. I wanted to have fun again. I wanted to practise *The Rules*. I formulated my plan.

What the company didn't have was a roving troubleshooter – a sort of general manager's general manager. I suggested to the chairman that a report was needed. I never suggested that this was the job I wanted, but the agenda was obvious, I suppose. I got it, of course, and became a peripatetic general manager, answerable only to the chairman and with the job description I wrote myself. And pay? A lot more than the regional directors were on.

GLOSSARY

attire *n* clothes (formal)

recourse *n* something which will help in a difficult situation (formal)

roving troubleshooter *n* a person who moves around, solving problems

peripatetic *adj* going from place to place, for example in order to work (formal)

Reading A self-help guide

A Prepare to read

- Put these work problems in a list from bad (1) to worst (5). Compare with a partner.
 - ☐ poor pay
 - ☐ long hours
 - ☐ boring work
 - ☐ no prospects of promotion
 - ☐ a useless boss
- Read **Background** and look at photos 1–4. What work problems do you think might be mentioned in **The Rules of Work**? Compare and discuss with a partner.

Background

Self-help guides have become very popular resources for people looking for information and practical advice on how to improve their lives in some way. There are guides for people who want to take up a new hobby or explore their interests, and there are guides which give advice on personal development and how to improve a business career.

In *The Rules of Work* Richard Templar provides advice for people who want to achieve success in business, money, or life in general. He has worked in many positions in different companies, and now has several businesses of his own.

B Read for key facts and detail

- Read the extract from **The Rules of Work** and write *true* or *false*. Compare and justify your answers in pairs.
 - The author based his advice on personal experiences.
 - He explains how people should do different jobs.
 - He explains how to get promotion.
 - He describes how he became chairman of a company.
 - The author's main purpose is to advise people on how to become rich.
- Read the self-help guide again. Work with a partner and answer the questions.
 - Why did Rob get the manager's job instead of Richard?
 - What did Richard do to get the general manager's job?
 - Why didn't he want to be the regional director?
 - Did he enjoy being the general manager? Why? Why not?
 - How did he become the general manager's general manager?
- According to the writer, what should you do if you want to get ahead in your job? Do you think the writer suggests that getting ahead at work is easy? Why? Why not? Discuss with a partner or in small groups.

C Read and think about language

- Match the words in the text with their meanings. Compare with a partner.
 - slim (line 7)
 - thin
 - not good
 - to diet
 - indignant (line 7)
 - angry
 - happy
 - amused
 - a moron (line 11)
 - an untruthful person
 - a clever person
 - a stupid person
 - spot on (line 12)
 - watching
 - exactly right
 - wrong
 - dreary (line 42)
 - uninteresting
 - sad
 - long
- How did you decide the answers to exercise 6? Choose from a–e and compare with a new partner. More than one answer is possible.
 - I guessed the general meaning from the context first.
 - I decided if the word had a positive or negative idea.
 - I thought about word class.
 - I substituted the word for another and reread the sentence to check.
 - other ...
- Find three more words in the text which are new for you. Can you guess, more or less, what they mean?
- Tell a partner about the words you chose, what you think they mean, and how you guessed. Do you agree on the meanings? Check in a dictionary if necessary.

D Think about what you've read

- Work with a partner or in small groups. Discuss the questions and give reasons.
 - Would you be prepared to use this advice at work?
 - Would you like to read the rest of **The Rules of Work**?
 - What are the most popular topics for self-help guides in your country? Have you read any? Did you find them useful? Why? Why not?

Tips

- * Think about the topic before you read.
- * Understand key facts before details.
- * Guess the general meaning of a word from the context first.
- * Look carefully at and around a new word – are there any clues to meaning?
- * Change an unknown word for your predicted meaning and re-read the sentence. Does it make sense?

I read a part of a self-help guide and understood ...

Tick ✓ the line.

most of it

the main points

some main points

some key phrases

Writing A job application letter

CLASSIFIEDS

1 Are you a media-savvy graduate?

This post is ideal for a graduate keen to start a career in Media Sales. We are looking for sales staff with the ability to attract new clients in the highly competitive world of internet advertising. We offer a very attractive starting salary, and will reward talent and hard work. The successful applicant will be confident, creative, articulate, and ambitious, with good people-skills and a flexible attitude.

Please send a CV, recent photograph, and covering letter to

2 Open Skies

A leading adventure holiday company is looking for guides and instructors for a variety of outdoor pursuits. We need physically fit, enthusiastic, and sociable people – good team workers with an interest in cycling, riding, water sports, mountain sports, and other adventure activities. First-aid training will be provided. Preference will be given to candidates with experience and suitable qualifications.

3 Do you fancy a change of career? Come and see the world!

Recently-formed airline company requires flight attendants and check-in staff. Successful applicants will be of smart appearance, polite and efficient, and able to communicate in three or more languages. Must be willing to relocate for periods of up to a month. Starting salary to depend on experience. Good prospects for promotion. Apply in writing, including a copy of your CV.

Dear Sir / Madam

- 1 I am writing to apply for the job of flight attendant as advertised in The Standard. As requested, I enclose my CV and a recent photo.
- 2 As you will see from my CV, I have plenty of experience in dealing with the public, since I have worked as a restaurant waiter and as a sales assistant. In those jobs, I had to pay close attention to my appearance and be courteous with customers. In addition, both jobs involved speaking different languages. I can speak English, German, and French, as well as my own language, Czech.
- 3 Although I have never worked as a flight attendant, I am an enthusiastic traveller and I have always wanted to work for an airline. I am also very keen to apply my skills to a different area of work. I would have no problem with being away from home for long periods of time.
- 4 Please do not hesitate to contact me if you would like further information. I look forward to hearing from you.
Yours faithfully,
Karol Dolezal

A Read for detail

- 1 Read **Classifieds** quickly. Which job would you be most and least interested in? Compare with a partner.
- 2 Read **Classifieds** again and match 1–3 with a–f.
 - a ☐ The job might involve working in an office.
 - b ☐ There is no information about the salary.
 - c ☐ Previous experience is not mentioned.
 - d ☐ There is no mention of academic achievements.
 - e ☐ The company is new.
 - f ☐ The company will give you some training.

B Read and think about content

- 3 Read Karol's letter. Match the paragraphs headings.
Next steps ☐ Reason for writing ☐
Interests and ambitions ☐ Skills and experience ☐
- 4 Read Karol's letter of application and answer questions 1–5. Underline the information in the letter. Would you interview Karol for the job? Why? Compare ideas.
 - 1 Which job is he applying for?
 - 2 What has he sent with the letter?
 - 3 What information does he give about his skills?
 - 4 Why does he think he's a suitable candidate for the job?
 - 5 Does he sound enthusiastic about the job? Why? Why not?

C Read and think about style

- 5 For reasons of style, Karol doesn't use exactly the same words as in job ad 3. Underline phrases in the letter that match ideas 1–4. Compare with a partner.
 - 1 fancy a change of career
 - 3 able to communicate in
 - 2 polite
 - 4 willing to relocate
- 6 Work with a partner. How could you rephrase items 2–5 from Job ads 1 and 2? Use your dictionary to help.
 - 1 keen to (Job 1)
 - 4 good team workers (Job 2)
 - 2 good people skills (Job 1)
 - 5 outdoor pursuits (Job 2)
 - 3 flexible attitude (Job 1)
- 7 Read the letter again and underline examples of formal ways of saying 1–7 below. Compare with a partner.
 - 1 Hi! Dear Sir/Madam
 - 5 Call me if ...
 - 2 I'd like the job.
 - 6 Can't wait to hear
 - 3 You'll see that my CV says ... from you.
 - 4 I'd like to use my skills ...
 - 7 Best wishes

ABC Put it all together

- 8 Choose a job ad and write a letter of application. Write about 120–180 words. Check your spelling. Use a dictionary if necessary.
- 9 Swap application letters with a partner. Would you call him/her for an interview? Why? Why not?

I can write a job application letter.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 2 Review

R2

A Grammar



- Verbs with two objects** Put the words in order to make sentences.
 - a door the waitress by me gave the table
The waitress gave me a table by the door.
 - the didn't ages bring she me menu for
 - chips forgot me she to serve my
 - the asked question food I a her about
 - me she answer give an couldn't
 - of charged glass for me she fortune a a water
 - fifteen cost the me meal pounds
 - a didn't waitress tip I the leave
- Expressing choice and obligation** Fill the gaps with one of the words below. Not all the words are used.
can can't couldn't have had must
mustn't needn't allowed supposed
 - The meeting starts at 9.00 and you mustn't be late.
 - We are _____ to go home a little earlier on Fridays.
 - We don't _____ to wear a uniform – we wear what we like.
 - I _____ to work late last night and I didn't get home till 10.00.
 - We're not _____ to send personal emails from the office.
 - You _____ wash the coffee cups – we've got a dishwasher.
 - My first job was in a factory and I _____ sit down all day.
- Narrative tenses** Put the verbs in past simple, continuous or perfect.

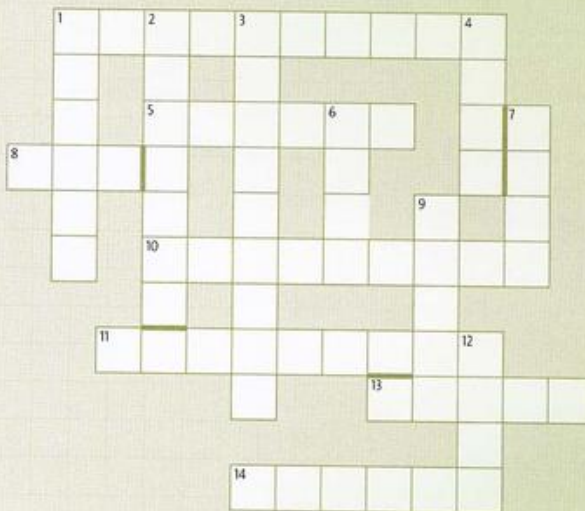
A few years ago, I ¹ had a job in a bank. One morning while I ² _____ (serve) a customer, a man ³ _____ (come) in. He ⁴ _____ (wear) a ski mask over his face and he ⁵ _____ (tell) everybody to lie on the floor. 'Who's in charge here?' he ⁶ _____ (ask). 'I am,' I said – the manager ⁷ _____ (go) out for a coffee and he ⁸ _____ (leave) me in charge. 'Give me all the money now!' said the robber, 'or I'll shoot.' He ⁹ _____ (seem) confused and I ¹⁰ _____ (notice) that he ¹¹ _____ (not hold) anything in his hands. 'Shoot with what?' I asked. He just ¹² _____ (shout) a few strong swear words and ¹³ _____ (run) out. He ¹⁴ _____ (forget) to bring his gun.

B Vocabulary

- Verbs with similar meanings** Match the verbs with the definitions.

attend charge cost expect occupy wait

 - The money that you have to pay for something.
 - To ask somebody for money for goods or a service.
 - To be present at a wedding or funeral or other event.
 - To fill or use a space or an amount of time.
 - To stay in a place until something happens.
 - To think or believe that something will happen.
- Conversational and official work words** Do the crossword.



Across

- go on strike = take _____ action
- be _____ = be laid off
- occupation
- air hostess = flight _____
- taken on = be _____
- _____ off = finish work
- take industrial action

Down

- earn a lot = have a high _____
- refuse collector
- personal assistant
- get sacked = be _____ off
- get paid for work
- resign
- be _____ on = be recruited
- unemployment benefit

- Phrasal verbs** Complete the sentences with the correct form of one of these phrasal verbs.

carry on come across deal with fall for
get away with get down to run out of

- I broke the law, but wasn't caught, I got away with it.
- I arrived at eight but I didn't _____ work until nine.
- He _____ as being confident, but he's quite shy.
- We _____ petrol coming here and had to walk.
- A boss has to be able to _____ problems at work.
- You just have to _____ until the job's finished.
- Don't _____ a scam email and give away your bank details.

Letters Home

A

Dear Uncle

Thank you for your letter. It was great to get news from home! I'm glad that my little brother is doing well at school.

Things are looking up over here. I've found a flat and I'm moving in the day after tomorrow with two friends. It's very small, but it's much better than the hostel. And I won't have to work at the market any more because I'm going to start work at the restaurant I told you about in my last letter. From now on, I'll have a warm place to work, and I'll get free meals.

The other good news is that I've started playing football again. There's a local football club where they organise a kind of championship between people from different countries. My team has reached the semi-finals, and if we win, we'll go through to the finals in two weeks' time.

I must go now – the restaurant opens in twenty minutes. I'll write again soon.

Your loving nephew

C

Dear Uncle

You won't believe it – I'm going to become a professional football player! Do you remember the championship I told you about in my last letter? Well, my team got through to the finals and won! There were some talent scouts from a football club at the match and they asked me to go along for a trial. In the end, they were very impressed with me and they've offered me a contract. My father would have been so proud of me! So before too long, I'll be able to send plenty of money for you and the family – and maybe one of these days I'll be able to come and visit you all. Perhaps in the future, you'll even see me on the TV!

Love to everybody, and I'll try to phone you sometime soon.

Your loving nephew

B

Dear Uncle

I've finally arrived! It was such a difficult journey, but now I'm here, ready to begin my new life. At the moment, I'm staying in a hostel and I'm sharing a dormitory with ten other men. I'm going to move out as soon as I can find a place, but it will be difficult to find a flat of my own because landlords usually ask for a deposit. This evening, I'm meeting a man from our country, and he's going to help me to find work. I still owe some money for the expenses of my trip, but hopefully, I will be able to pay it back within the next few months. Then I'll start sending money home to you and the family.

I hope you are all well. I'll try to find an address soon so that you can write to me with your news.

Your loving nephew

D

Dear Uncle

It's so cold here! Tonight they say it's going to snow. That will be a new experience for me, but I don't think I'll enjoy it because I'll be outside in the cold. I've found work carrying boxes in a big market during the night. It's good for now, because they pay me cash when I knock off at 6.00 each morning, but hopefully sooner or later I'll find something better.

You can write to me at the address on the back of this letter. It's a restaurant I go to sometimes and the owner will keep any mail for me. Give my love to everybody and write soon.

Your loving nephew

GLOSSARY

dormitory *n* room where a lot of people sleep

talent scout *n* person who looks for skilled people for a team or company

trial *n* a test to find out how good someone is at doing something

How to talk about plans and intentions

G future V future time expressions P future time expressions G+ It'll be difficult to ...



A Read and follow the main events

- Have you ever spent a long time away from home? Tell a partner. Answer the questions.
Where was it? When? Why did you go? How did you feel?
- Read **Letters Home** opposite and decide the order in which the letters were sent. Say how you know.
- Work with a partner and discuss these questions.
 - How old do you think the writer is? Why?
 - What sort of place do you think he comes from?
 - What sort of place has he moved to? Why?
 - How long apart do you think the letters were sent?
 - What do we learn about the writer's family?
 - What difficulties do you think he's had?

B Grammar future

- Look at the example sentences in the box and underline them in **Letters Home**. Match them with 1–6 below.

will	be going to	present continuous
a I'll write again soon.	c I'm going to move out.	e I'm meeting a man.
b It will be difficult.	d It's going to snow.	f The restaurant opens in 20 minutes.
		present simple

- ☐ a prediction based on evidence you can see already
- ☐ a promise or decision made while speaking
- ☐ an intention or plan you have already made
- ☐ a future event which is scheduled or timetabled
- ☐ something already arranged, usually with a person
- ☐ a prediction

- Underline the best future verb form. Compare with a partner.

Dear Uncle

It's been quite dry today, but there are very dark clouds and I think it 'will/is going to rain. I'm training hard these days – the football season 'begins/is going to begin in two weeks. The first game 'will be/is difficult because we 'will play/are playing against a very good team.

I'm still living in a small flat, but now that I've got more money, I 'will/am able to get a bigger place, and I 'will/am going to buy a car.

I hope you got the money I sent last month. I promise I 'will/am going to send you some more sometime soon.

Your nephew

More practice? **Grammar Bank** >> p.136.

+ Grammar Plus

It'll be difficult to find a flat of my own. >> p.144.

C Vocabulary future time expressions

- Look at the time expressions highlighted in **Letters Home**. Decide if they refer to an exact or inexact future time.
- 3A.1▶ Pronunciation** Listen and repeat the time expressions. Join the words together so each phrase is a single chunk.
- Work with a partner. Ask each other questions like those below and then make four of your own. Answer with time expressions similar to the ones you heard in exercise 7.
When will ... you have your next meal?
the world's petrol run out?
it get dark today?
you next go shopping for clothes?
other

Example A When will you have your next meal?
B Sometime this evening, I suppose.

D Listen for specific information

- Work with a partner. Imagine a friend of yours has told you they are going to do voluntary work in Africa for a few years. What would you ask? Write five or six questions.
Example Where are you going?
- 3A.2▶** Lee is telling Jennifer about his plans to work in Ethiopia. Listen. Which of your questions are answered? What are the answers? Tell a different partner.

ABCD Put it all together

- Work with a partner. Imagine you are leaving your home country to live abroad. Decide your answers to these questions.
 - What country will you go to?
 - Why are you going?
 - How will you get there?
 - What problems do you think you will have?
 - What will you do when you get there?
- Change partners. Ask your new partner about his/her plans. Who is best prepared for the trip?
A Where are you going to live?
B Australia.
A Oh, really? Why are you going there?

Man with a Plan

Man plans to walk to India without money

A man has begun a trek from Britain to India carrying only a few spare clothes, sandals, and a rudimentary medical kit – and no cash or credit cards.



28-year-old Mark Boyle aims to reach Gandhi's birthplace without spending any money, to prove the kindness of humanity. He will depend on people's help for food and shelter. The organic food businessman said, "I will be offering my skills to people. If I get food in return, it's a bonus."

The first part of Mr Boyle's journey will take him across the south of England from Bristol to Dover, where he hopes to explain his trip to the ferry company in order to obtain a free crossing to France. From there, he will have to walk and hitchhike across Europe and South Asia. By the time he reaches Porbandar on India's west coast, he will have walked 12,000 kilometres. His trek will have taken him across the Middle East, Afghanistan, and Pakistan.

And if his expedition fails? Mr Boyle says he will simply try again and again.



Man plans 40-kilometre-high parachute jump

A French skydiver is due to jump from 40,000 metres from a specially made balloon over Saskatchewan in Canada.

64-year-old Michel Fournier will fly to the very edge of the Earth's atmosphere and then step out of the capsule of the balloon. He will be wearing a special spacesuit to protect him from the low pressure and temperatures of around -100°C . For the first 6,000 metres, he will be free-falling, and during this time he will break the sound barrier by travelling faster than the speed of sound. Then he will open his parachute for the 15-minute journey to the ground.

The former paratrooper has been planning the jump since 1988 and has sold his home and most of his belongings to finance the trip. Mr Fournier originally planned to make the jump in France, but the government refused permission because it was too dangerous. If he succeeds, he will have broken four world records in one jump.

Yorkshire man in 8,000-metre challenge

A British mountaineer has begun his attempt to climb the 8,125-metre Nanga Parbat in Pakistan today.

Alan Hinkes will be climbing the mountain, which is the world's tenth highest peak, without oxygen tanks. His expedition will be heading out of Islamabad today along the Karakoram highway to reach the mountain, which lies near the upper Indus valley and the Chinese border.

The teacher from Yorkshire has already climbed some of the world's highest peaks, including Everest and K2. If his expedition to Nanga Parbat is successful, he will have climbed ten of the fourteen 8,000-metre peaks in the world. In the future, he hopes to be the first British mountaineer to climb them all.



Man to skateboard across Australia

A Welshman has set out to cross Australia from west to east on a skateboard.

With his trek, Dave Cornthwaite hopes to raise money for children's charities. He has already broken a record by becoming the first person to skateboard the length of Britain in a 34-day journey which took him from John O'Groats in Scotland to Land's End in Cornwall.



Now the 27-year-old graphic designer will be travelling from Perth in Western Australia to Brisbane on the east coast. By the time he reaches his objective, he will have covered 5,820 kilometres. He said, "The UK journey was tough, but it is time for an even greater challenge and I'm looking forward to it."

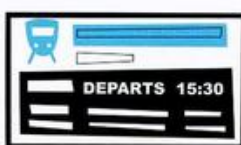
Verbs referring to the future



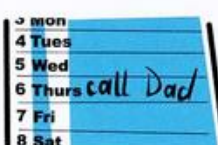
aim to



hope to



be due to



plan to



set out to

How to talk about projects

g future continuous and future perfect v verbs referring to the future p rhythm in future verb forms



A Read and infer

- Why do some people want to break records? Decide with a partner which of these reasons are most common.
to learn something new to raise money for charity
to become famous to experience extreme emotions
to challenge themselves to prove something *other* ...
- Read **Man with a Plan** opposite. Which challenge do you think is the most dangerous and difficult? Discuss with a partner.
- Work with a partner. What reasons do you think these men had for taking on the challenges? Choose from the list in exercise 1.
- Only one of the four men successfully completed the challenge. Work with a partner and guess which one. Think of possible reasons why the others failed.
- 3B.1▶** Listen and find out if your guesses were close.

B Vocabulary verbs referring to the future

- Underline examples of the **Verbs referring to the future** opposite in the texts.
- Finish the sentences to describe the pictures in **Verbs referring to the future**. Can you make any similar sentences which are true for you? Tell a partner.
 - I'm aiming to ...
 - One day, I hope to ...
 - The train's due to ...
 - I'm planning to ...
 - He's setting out to ...

C Grammar future continuous and future perfect

- Read the example sentences and answer the questions.
 - During the journey, he **will be travelling** on foot.
 - By the trek's end, he **will have covered** 12,000 km.
 Which sentence ...
 - focuses on result, after a future action is completed?
 - focuses on the process, during a future action?
 - is in the future continuous?
 - is in the future perfect?
- Underline examples of the two verb forms in **Man with a Plan**.
- Put the verbs in the future continuous or future perfect.
 - Hopefully, we will have arrived before it gets dark. arrive
 - Where _____ you _____ during the expedition? sleep
 - While climbing, Alan _____ oxygen. not carry
 - If he reaches Brisbane, Dave _____ a record. break
 - By the time he arrives, Mark _____ ten countries. cross
 - During our flight, we _____ the equator. cross

- Fill the gaps with the verbs in the present continuous, future continuous, or future perfect. Compare with a partner

Anne's Plan

fly **plan** travel

I'm ¹planning to travel to Argentina for a month next summer. I'll be ²_____ to the capital and then I'll be ³_____ around the country by bus.

learn hope take use

I'm ⁴_____ to learn some Spanish before I go. I'll be ⁵_____ classes. I've also found some websites for learning Spanish, so I'll be ⁶_____ those. By next year I'll have ⁷_____ enough to get by.

go out aim look save

The other thing is money for the trip – I'm ⁸_____ to save £150 a month. I'll have to spend less, so I won't be ⁹_____ much in the evenings. Hopefully, I'll have ¹⁰_____ enough by next July. It'll be difficult, but I can do it. I'm really ¹¹_____ forward to the trip.



- 3B.2▶** Listen and check your answers.
- 3B.3▶ Pronunciation** Listen and repeat these phrases from *Anne's Plan* as if they were one word. Keep the same rhythm.

●●●	●●●●	●●●
I'm planning	I'll be flying	I'll have learnt
I'm hoping	I'll be taking	I'll have saved
I'm aiming	I'll be using	

- 3B.4▶** Listen and repeat these longer chunks.
Example I'm planning to travel
More practice? **Grammar Bank** >> p.136.

ABC Put it all together

- Think of a plan or project you have. Answer these questions.
What are you planning to do?
What steps will you be taking to reach your objective?
What will you have achieved by the end of the project?
- Explain your personal project to other students in the class. Decide whose plan sounds most challenging.

Go for it!

In this interview, we ask professional counsellor Katarina Borg her top tips for success ...



A Are there any general tips for success which apply to all types of activity, from learning computer skills to losing weight, climbing mountains, or learning to speak in public?

Yes, I think there are, and I think the key thing is knowing exactly what you want to achieve – in other words, goal setting. Now, first of all, you need to express your goals, and it's best to express them in positive terms. For example, if you want to improve your diet, don't say, 'I want to stop eating chips,' say something like, 'I want to eat healthy food.' If you tell yourself you don't want to eat chips, you'll be reminded of chips, and if you're always thinking of them, it'll be harder to resist the temptation!

B Right, so focus on what you want to achieve, not what you want to avoid?

Exactly, but it's also important to be clear and specific. That's my second tip. If your objective isn't clear and specific, you won't know when you've reached it. So for example, if you're learning the piano, don't say something like, 'I'd like to improve,' say something more specific like, 'I'd like to pass the grade 1 exam.' This is important, because if your goal is only 'to improve,' you'll never reach it – no matter how good you are, your performance is always improvable.

C So it's like a false mountain summit – you reach the top and then you discover it isn't the top, there's a higher one behind, and another, and another ...

That's right, and when that happens, you are tempted to give up. Success is satisfying, and that satisfaction drives you to continue. If you never achieve your goals, you might just lose interest. And that brings me to my third tip: set a target which is within your control. For example, if you say, 'I'm going to win this race,' you could end up being disappointed, because there are other people in the race and you can't control them. You can only control what you do, so it's better to say something like, 'I'm going to train hard so that I can beat my personal best during the race.'

D So you shouldn't make promises you can't keep.

Right. Your goal must be something which you have the power to achieve. You should also think about the size of your goals – that's my fourth tip – you get better results when you set achievable, feasible goals.

Don't just set one big objective, break it down into smaller short-term goals. If you do that, your progress will be measurable and that will motivate you to continue. So for example, if you are starting to play tennis, a feasible short-term goal might be to keep the ball in play for ten shots. Perhaps one day you might win a national championship, but you will not achieve this in just one massive step.

E It's like the saying: 'the longest journey begins with one small step.'

Yes, it is like a long journey, and if your motivation fails along the way, you will probably never reach your destination.

Which brings me to my last tip: be sincere. By that, I mean you should be sure your goal is something you really want to achieve. For example, if you're only doing it to conform to what other people expect, your motivation may not be sustainable. This is true especially when your goals are in conflict. For example, if you want to work harder to get a promotion at work and you also want to find more time to spend with your family, you might find that these two goals are in conflict – you may not be able to achieve both. But this conflict is avoidable if you think about your goals carefully before you begin. You need to make sure your various goals are in harmony.



How to talk about future consequences

G variations of 1st conditional V adjectives ending -able P the syllable /əl/



A Read for detail

- Think of three things you want to achieve by the end of the year. Tell a partner.
- Read **Go for it!** opposite. Match paragraphs A–E with photos 1–5. Explain why Katarina Borg mentions the things shown in the photos.
- Read the goals below and say what is wrong with them, according to the article. Suggest a better alternative.
 - 'I don't want to be shy any more.' *It's negative. Better: I want to be more self-confident.*
 - 'I'd like to be a better person.'
 - 'I'd like to write a number 1 best-selling book.'
 - 'I'd like to win a Nobel Prize for medicine.'
 - 'I'd like to take a holiday and earn some extra cash.'
- Work with a partner. Decide what these phrases mean. You can use your dictionary.
 - resist the temptation (para A) *avoid doing something you want to, but shouldn't, do*
 - no matter how good you are (para B)
 - beat my personal best (para C)
 - feasible short-term goal (para D)
 - conform to what other people expect (para E)
 - your motivation may not be sustainable (para E)
- Do you agree with Katarina Borg's tips? Do you find it easy to achieve your goals? Discuss with a partner.

B Vocabulary adjectives ending -able

- Look at the **highlighted** adjectives in **Go for it!**. Explain their meaning using *something you can* (or *can't*) and give an example.
- Do you know any more words ending -able? Tell a partner.
- Rewrite the following description using -able adjectives from the verbs in blue and making any necessary changes.
My goal is to marry someone who is easy to love, who I can depend on, who is easy to approach, whose company I can enjoy, whose parents are easy to like, and who thinks I am easy to adore.
My goal is to marry someone who is lovable, ...
- 3C.1▶ Pronunciation** Write the words that end with the same sound on the correct line. Listen, check, and repeat. Add two more words to each line.
capital horrible label little lovable able
 1 /-eɪbəl/ table
 2 /-əbəl/ avoidable
 3 /-ɪtəl/ it'll

note: the small ə means that this vowel is very weak or not pronounced at all. Most dictionaries omit this symbol.

C Grammar variations of 1st conditional

- Look at the example of a 1st conditional sentence below. Then look at the variations and answer the questions.

1st conditional

if clause	consequence clause
If you set short-term goals,	your progress will be measurable.

Variations

You get better results when you set achievable goals.
If you have two different goals, they may be in conflict.
If you want to make progress, don't set one big objective.

- Underline the *if* clause in the variations. Does it ...
 - always come first?
 - always begin with *if*?
 - contain the *will* future?
- Can the consequence clause contain a verb ...
 - in the present simple?
 - in the imperative?
 - which is less certain than *will*?
- Underline examples of 1st conditionals and variations in **Go for it!**.
- What are the consequences of these people's attitudes? Make two or more sentences using different structures from exercise 10.
 - John** 'I haven't got any friends. I don't want to go out.' *If you don't go out, you'll never find any friends. If you go out, you might meet somebody.*
 - Sally** 'I've got exams tomorrow. I'm going to stay up all night studying.'
 - Karla** 'I'm always busy so I only eat fast food.'
 - Mike** 'I've got toothache, but I'm afraid of dentists.'
 - Nelson** 'I hate school. I'm leaving as soon as I can.'
 - Marta** 'I'm supposed to check in two hours before the flight, but I'll go at the last minute.'

More practice? **Grammar Bank** >> p.136.

ABC Put it all together

- Work with a partner.

Student A Think of a problem, or take the role of one of the people in exercise 12. Explain your problem.

Student B Talk through your partner's problem and explain the consequences of their attitude.
- Swap roles and do the role-play again.

Getting **ahead** in your career

HOW FAR WOULD YOU BE PREPARED TO GO?

1 If you could choose between having a pay increase or increasing the amount of free time you have, which would you choose?

- a I would definitely go for more free time, provided that the money was enough to live on.
- b I'm not sure. I would probably want to talk it over with my family first.
- c The pay increase. Free time without money is useless.

2 Imagine your company wanted to transfer you to another branch in a distant city. Under what conditions would you agree to the transfer?

- a I'd go as long as it didn't conflict too much with my family and other interests.
- b I'd go provided that the new position meant an increase in my income and status.
- c I wouldn't go unless I actually wanted to move to that city anyway.

3 Supposing you had influential family connections. Would you use them to progress faster in your career?

- a I wouldn't object if my connections helped me, but I wouldn't actively use them.
- b Sure I would. In this world, you have to use everything you've got.
- c No, I'd prefer to feel responsible for my own progress.

4 Let's say you were offered a high-powered job with a company that exports dangerous chemical refuse to third world countries. Would you accept it?

- a No. I wouldn't be able to live with myself if I did that.
- b Yes. The situation wouldn't be made any better if I refused the job, would it?
- c It would depend on whether the exports were illegal or not.

5 Supposing you knew a secret about a work colleague which would decrease his or her chances of a promotion. If both you and this colleague were competing for the same position, would you reveal this secret to your boss?

- a It would depend on how well I got along with the colleague.
- b No, I would never betray a colleague just to get a promotion.
- c Yes, and I'm sure the colleague would do the same in my shoes.

6 Imagine you were starting a career as a film director and you had been contracted to make your first big-budget movie. If the film company told you to include some product placement in your movie, would you protest?

- a Yes. I wouldn't accept that even if it meant losing my contract.
- b No. Everybody's doing it these days.
- c Yes, but I wouldn't take my protest too far. I wouldn't want to lose the contract.



GLOSSARY

betray *v* reveal damaging information about a friend for personal gain

chemical refuse *n* chemical waste, e.g. produced by industry

product placement *n* the use of particular products in films or television programmes in order to advertise them

How to discuss hypothetical situations

G 2nd conditional P stress in nouns and verbs: *conflict* – *conflict*



A Read and respond

- 1 Work with a partner. Think of some people who are famous for reaching the top in their careers. Do they have anything in common?
- 2 Read **Getting ahead in your career** opposite. Tick ✓ the best answer to the questions for yourself. You can use a dictionary.
- 3 Discuss the questions with your partner. Say which answers you ticked and explain why. Then check the results key on >> p.127.
- 4 Find these phrases in the text and decide what you think they mean with a partner.
 - 1 under what conditions would you agree
 - 2 feel responsible for my own progress
 - 3 influential family connections
 - 4 high-powered job
 - 5 I wouldn't be able to live with myself
 - 6 the colleague would do the same in my shoes

B Pronunciation stress in nouns and verbs: *conflict* – *conflict*

- 5 **3D.1▶** Listen to question 2 from **Getting ahead in your career**. Answer the questions.
 - 1 Which example of *transfer* is a noun, which a verb?
 - 2 Which syllable is stressed – the first or the second?
 - 3 What is the stress rule?
- 6 **3D.2▶** Listen and say whether you hear the noun or the verb. Then test a partner.

noun ●●	conflict	contract	export	increase	object
	progress	protest	refuse	transfer	
verb ●●	conflict	contract	export	increase	object
	progress	protest	refuse	transfer	
- 7 Find examples of the words above in **Getting ahead in your career** and decide whether you would pronounce them ●● or ●●●.

C Grammar 2nd conditional

- 8 Work with a partner. Explain the difference in form and meaning between these two sentences. Match the sentences with 1–4 below.

1st conditional: If my boss asks me to work weekends, I won't do it.

2nd conditional: If my boss asked me to work weekends, I wouldn't do it.

 - 1 The speaker may or may not have a boss at present.
 - 2 The speaker definitely has a boss.
 - 3 The situation is possible and could easily happen.
 - 4 The situation is impossible or unlikely.

- 9 Underline phrases in **Getting ahead in your career** with these meanings. Answer questions 1 and 2.

I would choose more free time if the money was enough to live on.

I would go if I wanted to move to that city anyway.

If your company wanted to transfer you, would you agree?

If you had connections, would you use them?

If you were offered a job with a company that exports chemical refuse, would you accept it?

1 What words and expressions have a similar meaning to *if/if not*?

2 Are there any grammatical changes needed if you use these alternative expressions?

More practice? **Grammar Bank** >> p.136.

D Listen and follow a discussion

- 10 **3D.3▶** Listen to a discussion between three friends, Francine, Tommy, and Jamie. Which two questions from **Getting ahead in your career** do they discuss?
- 11 Listen again. Match the three people with A, B, and C on this line. Tommy is the man who speaks first.

A B C

prefers more free time <-----> prefers more money

- 12 What arguments do you hear in favour of the things below? Make notes and compare with a partner. Whose opinions do you agree with most?

- 1 more free time?
- 2 more money?
- 3 not using family connections?
- 4 using family connections?



ABCD Put it all together

- 13 Work in small groups. Discuss what you would be prepared to do in two or more of these hypothetical situations. Does your group mostly agree or disagree with each other?
 - 1 Supposing you found a way of going online and changing your exam results to make them better.
 - 2 Supposing you could win an important sporting event by taking an undetectable drug.
 - 3 Let's say you were offered a high-powered journalism job providing that your reports favoured a certain political party.
 - 4 Supposing you could win a song competition, but only if you take someone else's song and pretend it's yours.

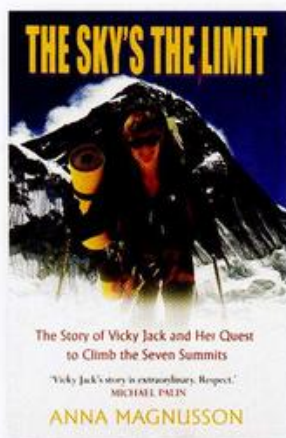
I can discuss hypothetical situations.

Tick ✓ the line. with a lot of help with some help on my own very easily

Listening A radio chat show

A Prepare to listen

- 1 Look at the book cover of **The Sky's the Limit**. What does the title mean? What do you think the book's about? Discuss with a partner.
 - 2 You are going to listen to part of a BBC radio programme called *Midweek*. Read the advert for the programme and underline the correct words and phrases in sentences 1–3.
- 1 In *Midweek*, people mainly talk about facts / personal experiences.
 - 2 Vicky Jack got to the top of Everest on her first / second attempt.
 - 3 Vicky Jack might / doesn't hold a world record.



Midweek brings together well-known and not so well-known guests from different backgrounds and experiences for lively, informal interviews, and conversation. The discussions focus on the personal side of factual events – the story behind the story.

In today's programme, Vicky Jack talks about the last 15 feet (approximately four metres) of her second attempt to reach the summit of Everest. A year earlier, bad weather had prevented her getting to the top. She was just 300 feet away (less than 100 metres). Vicky Jack, 51, is thought to be the first Scottish woman to have scaled the tallest peaks on the world's seven continents. Her book, *The Sky's the Limit*, describes her climbing experiences.

For more information and to listen to the most recent programme, go to www.bbc.co.uk/radio4/midweek



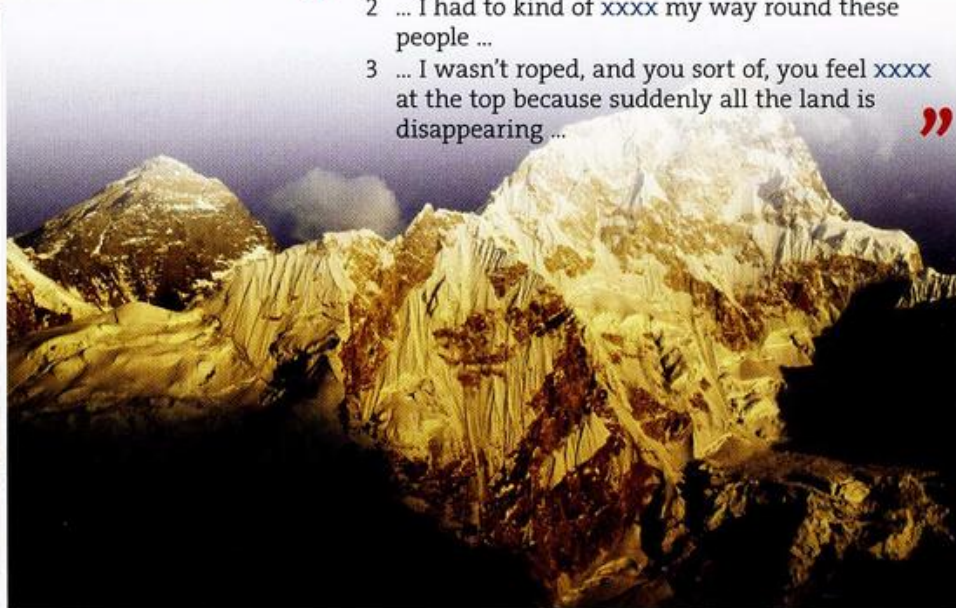
B Tune in

- 3 What type of language do you expect to be used on a radio chat show? Tick ✓ a or b. Compare with a partner.
 - 1 a complete sentences with no hesitation
b incomplete sentences with hesitation
 - 2 a people sometimes speaking at the same time
b one person speaking, the others remaining silent
 - 3 a lots of technical, specialist vocabulary
b words understandable to the general public
 - 4 a spontaneous spoken language
b people reading aloud from a script
- 4 **3E.1▶** Listen to the interviewer's first question and the beginning of Vicky's answer and check your answers to exercise 3.
- 5 Look at the photo and listen again. What does Vicky say it was like at the top of Everest, and what was her worry?

C Listen for gist

- 6 **3E.2▶** Answer these questions with a partner. Then listen to Vicky's answers.
 - 1 What do you think people do when they get to the top of Everest?
 - 2 How do you think Vicky got past the people near the top?
 - 3 How do you think she felt on the final part of the climb?
- 7 **3E.3▶** Read and listen again to phrases 1–3 from the text. Did you understand the words xxxx? Are they key words? Can you guess, more or less, what they mean? Discuss with a partner.

- “ 1 ... you're exhausted, you xxxx yourself down ...
 2 ... I had to kind of xxxx my way round these people ...
 3 ... I wasn't roped, and you sort of, you feel xxxx at the top because suddenly all the land is disappearing ... ”





D Listen for detail



- 8 Next the interviewer asks Vicky about her physical and psychological feelings as she neared the top. What do you think she'll say? Compare your ideas with a partner or in small groups.
- 9 **3E.4▶** Listen to the next part of the programme. Did you hear any of your ideas?
- 10 Listen again and write *true* or *false*. Compare with a partner.
 - 1 There is three times more oxygen at sea level.
 - 2 Vicky collapsed because of tiredness.
 - 3 If you are determined, you'll succeed.
 - 4 Your body stops functioning normally after 25,000 ft.
 - 5 As you reach the top, you're still mentally aware of the dangers.
 - 6 It was easy to breathe with an oxygen mask.
 - 7 Her goggles froze so she couldn't see very well.



- 11 What else can you remember from the listening? Share your ideas with a partner or in small groups. Read the audio script on >> p.152 to check.

E Think about what you've listened to

- 12 Would you like to read Vicky Jack's story? Why? Why not? Compare your ideas in small groups.
- 13 Would you like to learn to climb or go on a climbing expedition? Would you like to do another dangerous sport? Discuss in small groups.

Tips

- * Think about the topic before you listen.
- * Think about key facts before detail.
- * Focus on understanding key words and phrases.
- * Think about the meaning of words and phrases before and after new words.
- * Don't worry about incomplete sentences, hesitation, and repetition.

I listened to a radio chat show and understood ...

Tick ✓ the line.

most
of it

the main
points

some main
points

some key
phrases

Writing An informal email



A Read and think about the context

- 1 Read Lee's email to Jen. What is their relationship? How do you know?
- 2 Look at the words and phrases below and decide which ones in each group are formal, neutral, and informal. Write *F*, *N*, or *I* next to each one and compare with a partner.
 - 1 **Openings** Dear Sir/Madam, Dear Lee, Hi Lee, To whom it may concern, Hi there,
 - 2 **Closings** Take care, Best wishes, Love from Jen, Yours faithfully, All the best, Yours sincerely, Bye for now, See you soon, Good luck!

Latest

Hi Jen

1 I thought I'd write and tell you about my latest plan now that my stay here in Ethiopia is coming to an end. I can't believe how quickly the time has passed, and I'll be really sad to leave. Now I've got to start thinking about what I'm going to do with the rest of my life. One idea I have is to write a book about my experiences here – do you think that would be a good idea?

2 I've got a favour to ask you. One of my students here has won a scholarship to study abroad, and she's going to be staying quite near where you live. I was wondering if you could perhaps meet up with her and show her around a bit? I know you'll really like her. Let me know if you're interested and I'll send you some more information about her.

3 How are things with you? Last time you wrote, you mentioned that you were planning a big trip for the summer holidays – where did you say you were going? Have you started preparing for the trip yet? Are you travelling on your own? How will you be travelling? Write and tell me all about it!

Bye for now

Lee

PS I've attached a photo of me and some of my students in Addis Ababa!



B Think about paragraph organization and content

- 3 Underline the best description of the main topic of each paragraph in Lee's letter.

paragraph 1 My experiences My plans A good idea

paragraph 2 A request A scholarship
Do you want more information?

paragraph 3 Are you travelling alone?
Preparing for a trip What's your news?
- 4 Choose a paragraph in Lee's letter and answer questions 1–3. Compare with a partner.
 - 1 Which sentence tells you about the main topic?
 - 2 What additional details do you find out about the topic? Which sentences tell you?
 - 3 Which point closes the topic? Which sentence tells you?
- 5 Look at the paragraph below. Work with a partner and put sentences a–d in the best order.
 - ☐ You might have to get a part-time job though – to help you make ends meet while you're writing.
 - ☐ I think writing a book about your experiences in Ethiopia is a brilliant idea!
 - ☐ But I still think it's a great plan.
 - ☐ You'll be able to write about the wonderful people you've met and your working life.
- 6 Imagine you are Jen. What do you think about Lee's idea of writing a book? Work with a partner and write some notes in the box below.

Paragraph plan	Notes
Introductory sentence	Do you agree with the idea? _____
Additional detail	Why? Why not? Give reasons. _____ Make a suggestion or comment. _____
Closing sentence	_____

- 7 Follow the paragraph plan in exercise 5, but this time make notes about the favour Lee asks about in paragraph 2.
- 8 Use your notes to tell your partner what you will say in your reply to Lee's letter. Is your partner's information in a logical order? Tell your partner.

AB Put it all together

- 9 Imagine you are Jen. Use your notes and write an email reply to Lee. Write between 120–180 words.
- 10 Check your writing. Are the sentences in your paragraphs logically ordered?
- 11 Swap emails with a partner. Does your partner's letter answer all Lee's questions?

Unit 3 Review

3

A Grammar

- Future** Put the verbs into a tense with a future meaning.
 - I promise I'll give you the money back tomorrow. (give)
 - This is my plan: I _____ a job in a factory. (get)
 - The police are looking at us – I think they _____ us. (stop)
 - According to the timetable, the train _____ at 5.30. (arrive)
 - I've arranged to go out with Jo; we _____ to the cinema. (go)
 - I predict that Kuwait _____ the world cup. (win)
- Future continuous, future perfect** Fill the gaps with the verbs below in the future continuous or perfect tense.
climb do pass save stay travel
I'm going to Switzerland in July. I'll be travelling with a few friends and we ² _____ in mountain hostels. Hopefully, by then I ³ _____ enough money to buy some good mountain boots, because we ⁴ _____ a lot of walking. By the time we come home, we ⁵ _____ a lot of peaks over 4,000 metres. We ⁶ _____ through Geneva on the way home.
- Variations of 1st conditional** Put the verbs in the correct tense and add an appropriate modal verb where necessary.
 - You won't learn (not learn) if you don't think (not think) about what you're studying.
 - If you _____ (not set) goals for yourself, you _____ (not achieve) anything.
 - You _____ (be) disappointed if you _____ (rent) a DVD you've never heard of.
 - If you _____ (not try) something, you _____ (not know) whether you like it.
 - If you _____ (drive) without your seat-belt on, you _____ (get) killed.
 - If you _____ (be) rude to people, they _____ (not help) you.
- 2nd conditional** Underline the best option.
 - I'd continue to work as long as long as / even if I won the lottery.
 - I'd do a job I disliked provided / unless that the pay was good.
 - I wouldn't live abroad even if / unless I could take my family.
 - I don't mind hard work as long as / unless I enjoy the job.
 - I wouldn't buy a car even if / provided I had the money.

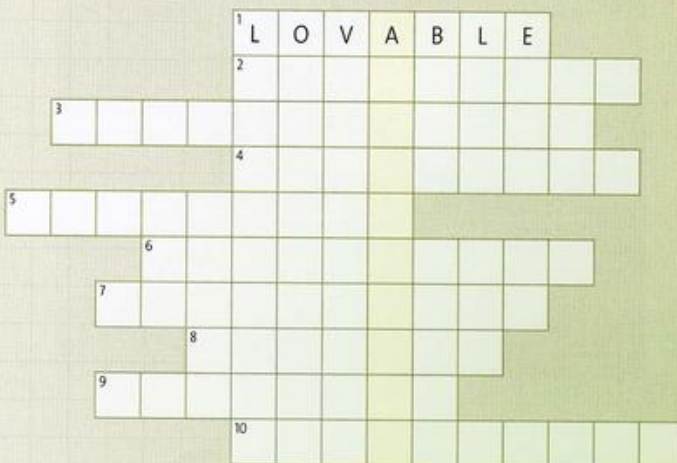
B Vocabulary

- Future time expressions** Match the beginnings and ends of the sentences.

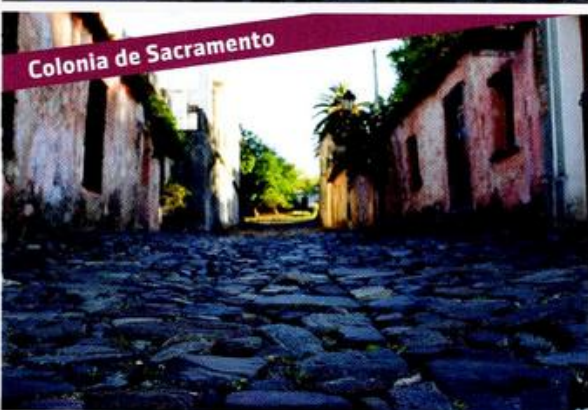
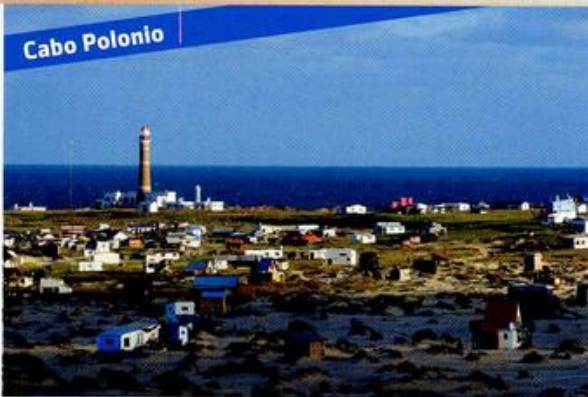
1 <input type="checkbox"/> I'm leaving in	a after tomorrow.
2 <input type="checkbox"/> It'll rain before	b during the night.
3 <input type="checkbox"/> I woke up twice	c of these days.
4 <input type="checkbox"/> I'll join a gym one	d or later.
5 <input type="checkbox"/> Petrol will run out sooner	e the next few days.
6 <input type="checkbox"/> It's my birthday the day	f too long.
7 <input type="checkbox"/> I'll need more money within	g two weeks' time.
- Verbs referring to the future** Find eight sentences in the grid.

1 Mark	set	2 Anne's	plane	is
3 Alan	out	to	reach	due
aims	4 Dave	is	India.	to
to	climb	planning	Australia.	arrive
5 Claire	Everest.	to	cross	at
hopes	to	6 James	aims	five.
7 Tom	pass	8 Tina	to	break
is	her	plans	to	a
due	driving	test.	win	record.
to	leave	soon.	the	game.

- Adjectives ending -able** Complete the puzzle to find the hidden word.



- | | |
|---------------------|--------------------------|
| 1 Easy to love. | 6 Can be improved. |
| 2 Can be reached. | 7 Can be measured. |
| 3 Easy to approach. | 8 Easy to like. |
| 4 Can be avoided. | 9 You will adore it. |
| 5 You can enjoy it. | 10 You can depend on it. |



Getting out of the city

SHORT BREAKS FROM MONTEVIDEO

If you fancy really getting away from it all, Cabo Polonio, with no roads, electricity, or running water, is the place for you. This small town on the Eastern coast of Uruguay, is just a few hundred houses located on a peninsula with a magnificent beach dominated by a lighthouse. You have to be prepared to walk 7 km across the sand dunes from the nearest road or else pay to be taken in a four-wheel-drive vehicle. Accommodation is pretty simple and basic, so don't expect to get a room with a TV and mini-bar, and if you're after some nightlife, forget it. This is a place where time seems to stand still, so you have to learn to slow down. Just watch the waves breaking on the rocks and chill out.

Walking along the streets of Colonia is like taking a step back in time. This ancient colonial town has changed little since it was founded by the Portuguese in 1680, and its old-world charm makes it one of the most popular tourist attractions in Uruguay. The colourful cobbled streets, fragrant gardens, and the cool breeze from the river invite you to wander. With the historic buildings and museums, there is plenty to see, and there are so many good restaurants that you'll find it difficult to choose. For people who enjoy a bit of luxury, there are plenty of comfortable hotels, but remember to book early – the sooner the better if you plan to visit in the high season, which lasts from January to March.

Punta del Este is one of the most sophisticated and exclusive resorts in South America. Set on a peninsula between the estuary of the River Plate and the open Atlantic, there are beaches for all tastes, with calm water on the west side and large waves on the east side. Its location and facilities make Punta del Este ideal for every kind of holidaymaker. If you're the active type, there are all kinds of water sports, from diving and fishing to water-skiing and windsurfing. If you prefer to shop, there are handicraft markets as well as modern shopping centres with well-known international stores. And after dark, you can choose to take your chances in the casinos, enjoy the lively nightlife, or simply stroll around the streets and people-watch.

The Paraná Delta is the ideal place to get away from the hustle and bustle of city life. First you'll need to get across the River Plate to Buenos Aires. Then, just a short train ride from the city is the town of Tigre, from where you can take a boat across the tranquil river channels to the islands of the delta. There are hotels, but you may prefer to rent a cabin and just allow yourself to unwind in the peace and quiet. If you loathe going round the shops, this place is ideal – the shops come to you! There are supermarket boats which go up and down the channels selling supplies. Top tip: don't forget to buy bottled water – the cabins have well water for washing, but it's not suitable for drinking.

Adjective patterns

adj + infinitive

adj + noun + infinitive

adj + adj pairs / n + n pairs

the ... the better

great to get away

ideal place to get away

bright and early

the quieter the better

difficult to choose

the best time to visit

peace and quiet

the sooner the better

plenty to see

hustle and bustle

How to talk about tastes and preferences

g gerund and infinitive v adjective patterns p contrastive stress g+ What I like is ...



A Read and understand the main points

- Where did you go for your last holiday? What kind of things did you do? Tell a partner.
- Read **Getting out of the city** opposite. If you could go to one of these places, which one would you choose? Tell a partner.
- 4A.1▶** Listen to Mandy talking about her ideal break. Do you share any of Mandy or Fabricio's opinions?
- Work with a partner and decide which place Mandy and Fabricio would prefer. Decide which place, on balance, would be best for them to visit together.
- Underline five words in the texts which you haven't seen before. Answer the questions below. If your answer is 'no', check in a dictionary.
Is it possible to ...
1 guess the meaning from a similar word in your language?
2 guess the meaning from context (including photos)?
3 understand the text without understanding this word?

B Vocabulary adjective patterns

- Underline examples in **Getting out of the city** of the phrases in **Adjective patterns** opposite.
- Complete the text with phrases from **Adjective patterns**.
I like living in Athens, but it's ¹ great to get away from the ² _____ sometimes. An island in the Aegean is the ³ _____, and there are so many of them that it's ⁴ _____. Personally, I like ⁵ _____. As far as I'm concerned, ⁶ _____. So for me, ⁷ _____ the islands is in the low season when there are fewer tourists. I love to get up ⁸ _____ and walk along the beach as the sun rises. I can't wait to go again – ⁹ _____!

C Grammar gerund and infinitive

- Put these verbs in the correct box. If you're not sure, find the verbs in the texts opposite.
allow choose expect fancy invite learn
loathe need pay plan prefer prepare seem

A vb + gerund	B vb + infinitive	C both possible
I <u>enjoy</u> relaxing.	I <u>want</u> to relax.	I <u>like</u> relaxing. / I <u>like</u> to relax.
miss don't mind can't stand	ask can't wait fail	remember* love hate

* The meaning of *remember to do* is different from *remember doing* – check in your dictionary.

- Match example sentences 1–5 with rules a–e.
1 ☐ Allow **yourself** to unwind.
2 ☐ I like **being** pampered.
3 ☐ I'm not very good **at** doing nothing.
4 ☐ It's **great** to get away.
5 ☐ **Walking** along the streets is interesting.
a We can use gerunds as the subject of a sentence.
b We also use gerunds after a preposition.
c We use an infinitive after an adjective.
d Gerunds or infinitives can also appear in the passive form.
e After some verbs, there may be an object before the gerund or infinitive.
- Complete the sentences with a gerund or infinitive. Then say which of the sentences are true for you.
1 I always learn to say a few words of the local language before I visit a country. **say**
2 Budget airlines are good, but I miss _____ a meal during the flight. **give**
3 I fancy _____ away from it all next week. **get**
4 I like _____ around a place by a tour guide or a local person. **show**
5 _____ a city is much easier _____ if you've got a map. **explore / do**
6 I always think it's nice _____ the locals when I visit a place. **meet**

More practice? **Grammar Bank** >> p.137.

+ **Grammar Plus** What I like is meeting new people. >> p.144.

D Pronunciation contrastive stress

- 4A.2▶** Read and listen to the sentence with three different endings below. Explain why the speaker puts extra stress on the underlined words in each ending.
I quite like sightseeing, but ...
a my partner prefers relaxing.
b I don't like museums.
c but I love shopping!
- 4A.3▶** Decide which words will be most stressed in each sentence ending and underline them. Listen and check.
My partner quite likes swimming, but ...
a what I like is sunbathing.
b he hates sailing.
c he really likes surfing.

ABCD Put it all together

- What's your ideal break? Write notes about these topics.
location activities climate companions other ...
- Work in small groups. Talk for a minute about your ideal break. Is there anyone you could go on holiday with?

The missing canoeist story

A Missing canoeist appeal

Police have launched an appeal for any new information which may help in the search for a canoeist who went missing six months ago off the north-east coast of England.

John Darwin, 51, was seen setting out in his canoe at eight o'clock on the morning of 21 March and the alarm was raised when he failed to return. Mr Darwin's red canoe was discovered a few weeks after his disappearance, but his body has not been found.

Mr Darwin's wife, Anne, has also appealed for witnesses to come forward with information. She said she was sure that her husband had died at sea, and that that she didn't think he would have disappeared intentionally. 'All I want is to bury his body,' she said.



C MASSIVE SEARCH FOR MISSING CANOEIST

A massive police and coast guard operation has been launched to search for a man who went missing off the north-east coast in a canoe.

51-year-old prison officer John Darwin was last seen entering the sea in Seaton Carew at eight o'clock on Thursday morning. The alarm was raised when Mr Darwin failed to appear at work for his night shift.

D Canoeist back from the dead

A canoeist who went missing off the coast of north-east England more than five years ago has reappeared in London.

John Darwin, 57, walked into a police station on Saturday night saying that he had amnesia, but that he thought he was a missing person.

Mr Darwin had gone missing in the sea near Hartlepool in March 2002 and was declared dead after a massive search operation had failed to find him. Mr Darwin, Mr Darwin, a married father-of-two, is said to be fit and well, and relatives have been informed.

A police spokesman said, 'It is not known at this time where he has spent the last five-and-a-half years.'

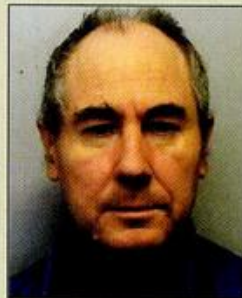
E Couple jailed after canoe fraud

A canoeist who faked his own death and his wife have each been sent to jail for more than six years.

John Darwin, 57, was sentenced to six years and three months for faking his own death in a canoeing accident in order to obtain insurance money.

Anne Darwin received a six-and-a-half-year sentence for her part in the fraud. Mr Darwin had hidden for a few years in the family home in Teesside before leaving to start a new life in Panama. Anne had joined him there later, and the couple had bought properties using the £250,000 which they had obtained in the fraud.

The judge said that the couple's sons, Mark and Anthony, were the real victims of this crime. All this time, they had believed their father to be dead.



B 'Missing canoeist' arrested

A missing canoeist who reappeared last weekend five years after he had been declared drowned has been arrested on suspicion of fraud.

John Darwin, 57, has been charged with falsely obtaining insurance money by faking his own death. His arrest followed the publication in the press of a photograph showing Mr Darwin and his wife, Anne, in Panama. Mr Darwin has also been charged with obtaining a passport under a false name.

Police have appealed to Anne Darwin, 55, to return to the UK to help them with their enquiries. Mrs Darwin is currently living in Panama City, where she moved recently after selling the family home in Seaton Carew, Teesside.



Phrases connected with crime

to **appeal** for (witnesses/information)
to **be arrested** on suspicion of (theft/murder)
to **be charged** with (fraud/obtaining false documents)
to **be declared** (dead/drowned)

to **receive** a (six-year) sentence
to **be sentenced** to (six years)
to **fake** (someone's signature/your own death)
to **launch** an (operation/appeal/enquiry)

How to talk about a news story

g the passive v phrases connected with crime p unstressed auxiliary verbs

4B

A Read and follow a news story

- What news stories connected with crime are in the headlines at the moment? Discuss with a partner.
- Read **The missing canoeist story** opposite. In what order do you think the news reports A–E were published? Match them with these dates.
☐ 22nd March 2002 ☐ 20th September 2002
☐ 2nd December 2007 ☐ 8th December 2007
☐ 23rd July 2008
- Answer the questions. If the answer is not in the text, write *Doesn't say* and then guess.
 - Who saw Mr Darwin entering the sea? *Doesn't say – perhaps people walking on the beach.*
 - Where is Seaton Carew?
 - Where was Mr Darwin's canoe discovered?
 - Who told Mr Darwin's relatives of his reappearance?
 - Where did the police see the photo from Panama?
 - Who sentenced Mrs Darwin to six and a half years?
 - Where was Mr Darwin in the first few years after his disappearance?
- Discuss these questions in small groups.
 - What exactly do you think Mr Darwin did on the day of his 'disappearance'?
 - What difficulties do you think the couple faced in the years following the disappearance?
 - Why do you think Mr Darwin returned from Panama? And Mrs Darwin?
 - What do you think is the worst thing that they did?

B Vocabulary phrases connected with crime

- Look at **Phrases connected with crime** opposite. Find the verbs in red in **The missing canoeist story** and match them with the meanings below.
 - ask for
 - be said officially
 - get
 - be taken by the police
 - begin a large, organized activity
 - be given a punishment
 - be officially accused of a crime
 - make something false appear real
- Test a partner. **Student A** say the start of a sentence. **Student B** complete the phrase without looking at the book.

A The police have appealed ...
B for information.

C Grammar the passive

- Look at the second paragraph of news story A in **The missing canoeist story** and answer the questions with a partner.
 - All the verbs are in the passive. How would the sentences be expressed in the active?
 - Why is the passive better in this context?
 - How is the passive formed?
- Complete these passive sentences using the verb form indicated.
 - present perfect** A driver has been arrested in York.
 - past perfect** He seen driving on the wrong side of the road.
 - past simple** He tested for alcohol but the results were negative.
 - present simple** The reasons for his behaviour not known at the present time.
 - present continuous** He held at York police station.
 - will future** He charged with dangerous driving.
 - may future** His licence taken away.
- 4B.1 Pronunciation** Listen to the sentences and say A or B. Notice that the auxiliary verbs in blue are unstressed, so they may be difficult to identify.

A	B
An enquiry's being launched.	An enquiry's been launched.
They're being charged.	They've been charged.
He's been arrested.	He'd been arrested.
The alarm is raised.	The alarm was raised.

More practice? **Grammar Bank** >> p.137.

D Listen for detail

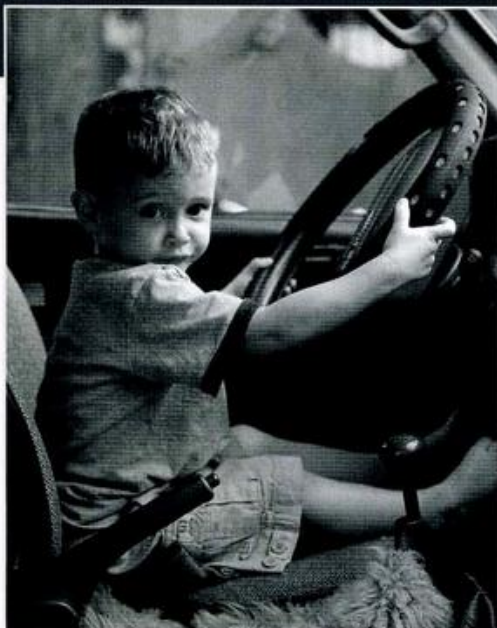
- 4B.2** Listen to two people discussing **The missing canoeist story**. What five pieces of information do they get wrong? Compare with a partner.
- Listen again. What new information do you hear?

ABCD Put it all together

- Think of a story which has been in the news recently. Work with a partner and write some notes to answer at least three of these five *wh-* questions.
 Who? What? Where? When? Why?
- Change partners. Discuss your news story.

I can talk about a news story.

Tick ✓ the line. with a lot of help with some help on my own very easily



Midnight drive by boy aged 4

A four-year-old boy drove his mother's car to a video store in the middle of the night, according to Michigan police.

The boy couldn't reach the pedals, but he switched on the engine, released the handbrake, moved off, and drove slowly to the store 400 metres from his home. It is not clear how he was able to brake or change gear.

When he pulled over at the store, it was closed so he did a U-turn and began the slow trip home.

Police officer Jay Osga had been trying to overtake the vehicle when he noticed it didn't seem to have a driver, so he followed it. The car turned into the car park of the boy's apartment without indicating and hit two parked cars before reversing into Sgt Osga's police car and stalling.

The boy's mother later said she'd been teaching him how to drive by letting him sit on her knee and steer.

The police do not plan to charge the boy with reckless driving or driving without a licence. 'He's four years old. His mom didn't even know he was up,' said the local police chief.

On the road

THE QUICKEST WAY TO LONDON

This happened a couple of years ago when I was on vacation in Europe. I'd been travelling around the south-west of England in a hire car when I got a call from home telling me mom was sick. I decided to return to the US right away and I set off in the direction of London, but after I'd been going for an hour I still hadn't seen any signposts. I decided to check I was heading the right way, but it had been raining all morning and there was nobody around to ask. Finally, I found a tiny village with a grocery store, so I pulled over and went inside. An old woman, who'd been sleeping when I walked in, looked up in surprise. I guess I was the first person to enter the store that day. 'Can I help you?' she asks.

'Yeah, I hope so,' I say. 'Can you tell me the quickest way to London?'

'Well,' says the woman, scratching her head, 'Are you walking, cycling, or driving?'

'Driving,' I say, 'I have a car outside.'

'Good!' she says. 'Driving's definitely the quickest way!'

Was this some kind of joke? I looked at her face but all I could see was an innocent beaming smile. 'Thank you ma'am,' I said, and left. I made it to London and then took the quickest way home to Chicago – the plane!

Mitch Heller Chicago



SLEEPING IN THE CAR

I'd been travelling around the USA on the cheap one summer when I heard about Auto-delivery. This was a company that would put you in touch with car owners who wanted to move their vehicle from one side of the country to the other without having to drive it themselves. You drive the car for them and you don't have to pay any rental, just the petrol. Anyway, I'd collected somebody's car from Los Angeles and I was driving it to New York, and I pulled over in a supermarket car park somewhere near St Louis. It was seven in the morning and I'd been driving all night, so I wanted to get a couple of hours sleep. I'd only been sleeping for ten minutes when someone knocked on the window and said, 'Excuse me, what time does the store open?'

'I don't know,' I said, and tried to get back to sleep. Ten minutes later, the same thing happened again.

Desperate to get some sleep, I wrote on a piece of paper, 'I don't know when the store opens' and stuck it on my window. I'd only been sleeping for a few minutes when someone knocked on the window again. I wound down the window and said, 'Can't you read? I don't know when the store opens!'

It was a kind old lady.

'Yes, I can see that,' she said, 'I just wanted to tell you that it opens at 9.30.'

Jonathan Freedland
Liverpool



How to tell an anecdote

g past perfect continuous v driving p pronouncing vague expressions

4c

A Vocabulary driving

- 1 Read **Midnight drive** opposite. Work with a partner and decide why newspaper editors chose to include this article in the newspaper.
- 2 Look at the words and phrases in red in **Midnight drive**. Work with a partner and explain their meanings. Guess any words you don't know and then check in a dictionary.
- 3 Work with a partner. Which of these things did the boy in the story do? Tick ✓ the ones you've done.
driving in the wrong gear
forgetting to indicate before turning
forgetting to release the handbrake
overtaking on a corner
reversing into the vehicle behind him
stalling at a traffic light

B Read and tell

- 4 Work with a partner. Look at **On the road** opposite. Student A read *The quickest way to London*. Student B read *Sleeping in the car*. Write notes to answer the questions about the driver in your story.
 - 1 Where had he been travelling?
 - 2 Where was he driving to?
 - 3 Why did he pull over in front of a store?
 - 4 Who did he speak to?
 - 5 How did the old lady misunderstand the situation?
- 5 Use your notes to tell your partner about the story you read. What do they have in common?

C Grammar past perfect continuous

- 6 Read the sentences below and match them with meanings 1 or 2.
 - a I'd travelled around England when I got a call from home.
 - b I'd been travelling
 - 1 ☐ The journey was in progress when I got the call.
 - 2 ☐ The journey was completed when I got the call.
- c He'd travelled in several countries before arriving in England.
- d He'd been travelling for several weeks

 - 1 ☐ The focus is on how many actions there were.
 - 2 ☐ The focus is on how long the action lasted.

- 7 Underline examples of the past perfect simple and continuous in the stories in **On the road**. Decide why they were used in each case.

- 8 Complete the sentences with the correct form – past perfect simple or continuous.
 - 1 I could see that the car had hit a lamp post. **hit**
 - 2 The tourist _____ for twenty minutes when a man knocked on the door. **sleep**
 - 3 She _____ several times during the night. **wake up**
 - 4 When I left school, I _____ my driving test already. **pass**
 - 5 He rented a car after he _____ into L.A. **fly**
 - 6 I _____ for hours, but I was still miles from home. **drive**
- 9 Work with a partner. Think of two or three possible explanations for each situation. Compare your ideas with another pair.
 - 1 Your brother came in with wet trainers and covered with sand. *Perhaps he'd been walking on the beach.*
 - 2 When you arrived at work, you noticed that your computer was already warm.
 - 3 Your cat came home with white paint on his paws.

More practice? **Grammar Bank** >> p.137.

D Listen for detail

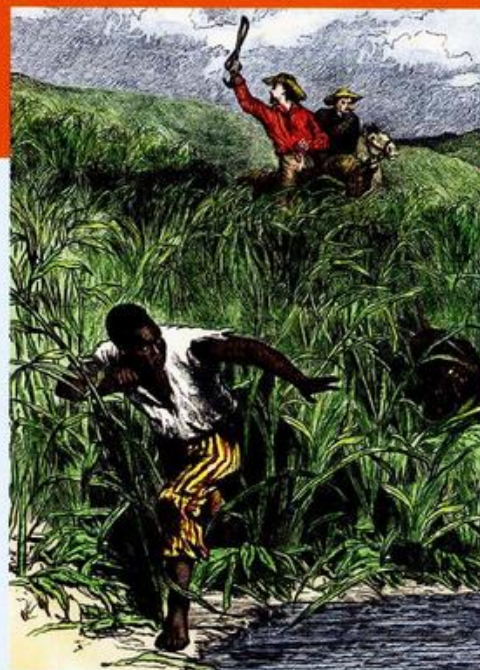
- 10 **4C.1** Listen to Helen, Nick, and Megumi talking about their first driving test. Who had the worst experience?
- 11 Listen again and make notes for Helen, Nick, and Megumi.
 - 1 What was the main problem?
 - 2 What feeling did he/she mention?
 - 3 What did he/she hit?
 - 4 What did he/she see or fail to see?
 - 5 Did he/she pass the test?
- 12 **4C.2** **Pronunciation** Listen and repeat these phrases from the audio. Copy the pronunciation. Notice that the expressions in red are not stressed.
 - 1 a sign post **or whatever**
 - 2 the car wasn't badly **damaged or anything**
 - 3 **six** of them **or something**
 - 4 the names of **cars and stuff**
 - 5 **turning and stopping and all that**
- 13 The phrases in red in exercise 12 are vague – they don't carry much information. Why do the speakers use them?

ABCD Put it all together

- 14 Think of something which happened to you or someone you know about one of the topics below. Write notes of some of the main facts in the story.
a driving test a road journey
a frightening driving experience
- 15 Work in pairs or small groups. Tell your anecdotes to the others. Who had the most interesting/unusual/frightening experience?

A song of freedom

In the Deep South of the USA before the American Civil War, farmers used to have slaves to work for them in the cotton fields. The slaves had a very hard life – they used to live in terrible conditions, often the slave owners would mistreat them and they were punished very severely if they misbehaved. Naturally, many tried to escape to freedom. As soon as it was discovered that they had disappeared, professional slave catchers would be sent to reclaim them. If the escaped slaves were found, they used to be returned to the farms and punished. But getting away from the farm was not the only problem they had to overcome. After that they had to find their way north across huge distances of unfamiliar territory before crossing the border into Canada. If they misjudged the direction, they would never get out of the south and sooner or later they would be caught. How were they able to find their way? Songs such as *Follow the Drinking Gourd* were in fact secret instructions to remind escaping slaves how to reach freedom. Slaves working in the fields would sing such songs, and if slave owners overheard them, they wouldn't understand what the song was about.



Follow the Drinking Gourd

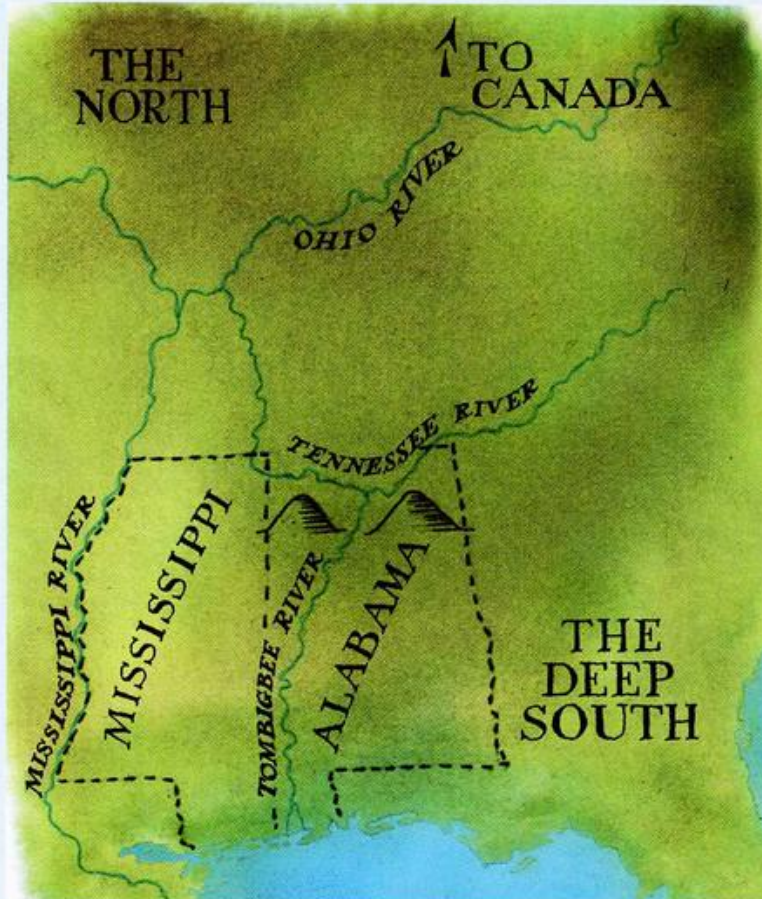
Follow the **Drinking Gourd**
Follow the Drinking Gourd
For the old man is waiting to carry you to freedom
Follow the Drinking Gourd

When the sun comes back, and the first quail calls
Follow the Drinking Gourd
For the **old man** is waiting to carry you to freedom
Follow the Drinking Gourd
Follow ...

The riverbank makes a very good road
The dead trees will show you the way
Left foot, **peg foot**, travelling on
Follow the Drinking Gourd
Follow ...

The river ends between two hills
Follow the Drinking Gourd
There's **another river** on the other side
Follow the Drinking Gourd
Follow ...

When the **great river** meets the **little river**
Follow the Drinking Gourd
For the old man is waiting to carry you to freedom
If you follow the Drinking Gourd
Follow ...



Quail



Drinking gourd



The plough



Waymarker

How to talk about the way things were

G *used to and would* V verb prefixes *dis-*, *mis-*, *re-*, *over-*



A Read and discuss

- 1 What period of history would you most and least like to go back to? Why? Tell a partner.
- 2 Read **A song of freedom** opposite. Answer the questions.
 - 1 What three groups of people does the text mention?
 - 2 What two main problems did people trying to escape slavery have?
- 3 What day-to-day problems do you think the escaping slaves had during their long journey? Discuss with a partner.

B Listen and follow an explanation

- 4 **4D.1** Read and listen to **Follow the Drinking Gourd** opposite and look at the pictures. What do you think the song means? Discuss with a partner.
- 5 **4D.2** Listen to a museum guide explaining the song. Were any of your guesses correct?
- 6 Listen again. Explain all the phrases in **red** in the song according to the guide.
- 7 Work with a partner. Describe the journey slaves who were following the song used to make.

C Vocabulary verb prefixes *dis-*, *mis-*, *re-*, *over-*

- 8 Look at **A song of freedom**. Find the verbs below with one of the beginnings *dis-*, *mis-*, *re-*, or *over-*.
appear behave claim cover come
hear judge mind treat turn
- 9 Match the four verb prefixes in exercise 8 with these meanings.
 - 1 Do something badly or wrongly.
 - 2 Do more than is expected or than is wanted.
 - 3 Do the opposite of something; not do something.
 - 4 Do something again.
- 10 Make new verbs by combining the prefixes with these verbs. What do the new verbs mean? Check in a dictionary.
agree calculate charge cycle
like pronounce sleep take
Example disagree

D Grammar *used to and would*

- 11 Read the example sentence. Underline examples of past simple, *used to*, and *would* in **A song of freedom**.
The slaves had a very hard life – they used to live in terrible conditions and often the slave owners would mistreat them.

- 12 Look at the grammar box and complete the rules.

	past simple	used to	would
single action in past	✓	✗	✗
state in past	✓	✓	✗
repeated action in past	✓	✓	✓

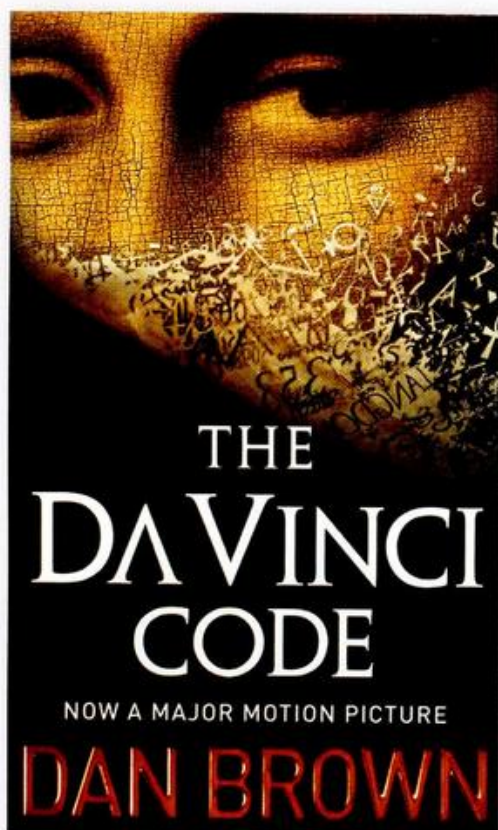
Rules

- 1 You can use _____ to describe a state in the past or a repeated action in the past.
 - 2 You can use _____ to describe a repeated action in the past, but not a state.
 - 3 You can use _____ to describe a state, a single action, or a repeated action in the past.
- 13 Complete the text with *would* plus the verb. If *would* is not possible, use *used to*. If *used to* is not possible, use the past simple.
My grandmother ¹ used to live live in a fishing village. Her father ² _____ be the captain of a fishing boat, and they ³ _____ travel all over the North Atlantic. Life ⁴ _____ be hard on the boats and they ⁵ _____ stay out at sea for days or weeks at a time. Once, the boat's engine ⁶ _____ fail and they ⁷ _____ have to be rescued by the Canadian coastguard. When the boats returned, the people of the village ⁸ _____ go down to the harbour to meet them, and there ⁹ _____ be a celebration. But sometimes, boats ¹⁰ _____ disappear and would never be seen again.
 - 14 Think of a school you used to go to. Write sentences with *used to* or *would* about these topics. Compare with a partner.
travelling meals break times rules teachers
Example We used to take a bus to school but sometimes I would walk to save the bus money.

More practice? **Grammar Bank** >> p.139.

ABCD Put it all together

- 15 What important changes have taken place during your lifetime? Think about the categories below and make a list with a partner.
world events family life education and career other ...
Examples The Berlin wall was removed.
I got married.
- 16 Discuss your list from exercise 15 with a new partner. What did things use to be like before the change?



Background

Harvard professor Robert Langdon receives an urgent late-night phone call while on business in Paris: the elderly curator of the Louvre has been brutally murdered inside the museum. Alongside the body, police have found a series of baffling codes. As Langdon and a gifted French cryptologist, Sophie Neveu, begin to sort through the bizarre riddles, they are surprised to find a mystery which dates back in time.

But unless Langdon and Neveu can solve the code and quickly assemble the pieces of the puzzle, an amazing historical truth will be lost forever ...

Acclaim for The Da Vinci Code

'The chapters in *The Da Vinci Code* are short, usually not more than a couple of pages. Most of them end with a cliffhanger that immediately catapults you into the next chapter. So grab this book, sit back, and prepare to be entertained and educated. It's well-written, it's intelligent, and best of all, it's fun.' *reviewofbooks.com*

'Far more than the average thriller. Intellectually satisfying ... page-turning suspense.' *Houston Chronicle*

An excerpt

Sophie raised her eyes to the enormous departure board overhead. The black and white tabs reshuffled, ruffling downward as the information refreshed.

05 When the update was finished, Langdon eyed the offerings. The topmost listing read:

LILLE – RAPIDE – 3:06

'I wish it left sooner', Sophie said, 'but Lille will have to do'.

10 Sooner? Langdon checked his watch: 2:59 a.m. The train left in seven minutes and they didn't even have tickets yet. Sophie guided Langdon toward the ticket window and said, 'Buy us two tickets with your credit card.'

'I thought credit card usage could be traced by ...'

'Exactly.'

15 Langdon decided to stop trying to keep ahead of Sophie Neveu. Using his Visa card, he purchased two tickets to Lille and handed them to Sophie.

Sophie guided him out toward the tracks where a familiar tone chimed overhead and a P.A. announcer gave 20 the final boarding call for Lille. Sixteen separate tracks spread out before them. In the distance to the right, at quay three, the train to Lille was belching and wheezing in preparation for departure, but Sophie already had her arm through Langdon's and was guiding him in the exact 25 opposite direction. They hurried through a side lobby, past an all-night café, and finally out a side door onto a quiet street on the west side of the station.

A lone taxi sat idling by the doorway.

The driver saw Sophie and flicked his lights.

30 Sophie jumped in the back seat. Langdon got in after her.

As the taxi pulled away from the station, Sophie took out their newly purchased train tickets and tore them up. Langdon sighed. *Seventy dollars well spent.*

35 It was not until their taxi had settled into a monotonous northbound hum on Rue de Clichy that Langdon felt they'd actually escaped. Out the window to his right, he could see Montmartre and the beautiful dome of Sacré-Coeur. The image was interrupted by the flash of police lights sailing 40 past them in the opposite direction.

Langdon and Sophie ducked down as the sirens faded.

Sophie had told the cab driver simply to head out of the city, and from her firmly set jaw, Langdon sensed she was trying to figure out their next move.

Reading A novel excerpt

A Prepare to read

- 1 What information do you use to help you decide whether or not to read a book? Discuss with a partner.
- 2 Look at the front cover of *The Da Vinci Code* and **Background**. What clues do the picture and texts give you about the story? Discuss with a partner.
- 3 Who do you think would be most interested in reading *The Da Vinci Code*? Put a–e in order and compare and discuss with a partner.
 - a ☐ People who like bestsellers.
 - b ☐ People who like crime novels.
 - c ☐ People who like clever mystery stories.
 - d ☐ People who like travellers' tales.
 - e ☐ People who study history.

B Read for the general idea

- 4 Read **An excerpt** and choose the best answer.
 - 1 The action takes place ...
 - a on a train.
 - b in a station and on a train.
 - c in a station and a taxi.
 - 2 There are ... main characters in this part of the story.
 - a two
 - b three
 - c four
 - 3 Sophie and Langdon want someone to think they are ...
 - a still in Paris.
 - b in a taxi.
 - c going to Lille.
- 5 Read **An excerpt** again and put events a–g in order. Compare with a partner.
 - a ☐ Langdon buys two tickets with his credit card.
 - b ☐ Sophie thinks about what to do next.
 - c ☒ Sophie looks at the electronic train departure timetable.
 - d ☐ Sophie and Langdon leave the station in a taxi.
 - e ☐ Sophie tells Langdon to buy two tickets to Lille.
 - f ☐ The couple drive north out of Paris.
 - g ☐ The train is preparing to depart from platform 3.
- 6 Write *true* or *false*. Find as many reasons as you can in the text to justify your answers. Compare and discuss in pairs or small groups.
 - 1 This part of the story happens during the day.
 - 2 Sophie's in charge of the situation.
 - 3 The couple are escaping from the police.
 - 4 Sophie knows where they are going.

C Read and think about language

- 7 Work with a partner. Read **An excerpt** again and find words or phrases which have similar meanings to 1–4.
 - 1 reorganized (line 2)
 - 2 found or discovered by (line 12)
 - 3 a room next to an entrance (line 24)
 - 4 move the top of your body down to avoid being seen (line 40)
- 8 How did you find the words or phrases in exercise 7? Choose from a–d and compare with a new partner.
 - a I looked for topically-connected words and ideas.
 - b I looked for the same part of speech.
 - c I thought about parts of the word or phrase and then guessed.
 - d *other ...*
- 9 Look at this short section from the story. Can you guess, more or less, the meaning of the missing highlighted words **xxxx**? Compare with a partner and say how you guessed.

Out of the window to his right, he could see Montmartre and the beautiful dome of Sacré-Coeur. The image was interrupted by the flash of police lights ¹**xxxx** past them in the opposite direction. Langdon and Sophie ducked down as the ²**xxxx** faded.
- 10 Choose two new words or phrases from **Background** or **An excerpt** and guess more or less what they mean. Discuss with a partner and then check in a dictionary.

D Think about what you've read

- 11 Work in pairs or small groups. Discuss the questions.
 - 1 Do you think this part of the story is exciting? Why? Why not?
 - 2 Have you read *The Da Vinci Code* or would you like to read it? If you've read it, did you like it? Why? Why not?
 - 3 What type of books do you like? Why?

Tips

- * Use pictures and titles to help you tune in.
- * Use what you know about the world to follow ideas.
- * Understand key facts before thinking about detail.
- * Remember key facts while you're reading.
- * Look carefully at and around a new word – are there any clues to meaning?
- * Check in a dictionary when understanding a word is important.

Writing A short story

4

'I think we're being followed, Ben,' said Julie, as we pulled off the main road. 'They've been behind us since we stopped for lunch.'

We'd eaten at a crowded roadside café and had had to share a table with other tourists. Julie had left our hire-car keys on the table and had had to go back in to fetch them. Then, outside in the car park, we couldn't remember which car was ours, so we'd pressed the remote control on the key and listened for the sound of doors unlocking.

We'd been driving for almost two hours since then. I'd been reading the map and hadn't noticed that there was a silver Renault behind us. Julie started turning this way and that, trying to get rid of them, until finally the Renault was no longer behind us. However, by this time, we were completely lost.

'We'd better stop to ask directions,' I said, so we pulled up at a bar. While Julie was trying to make herself understood to the bar owner, I saw another car pull over behind ours. It was the silver Renault! I noticed for the first time that our rental car was the same model. The door opened and a man got out.

I warned Julie and she turned round just in time to see the driver walking into the bar. He was holding out some car keys identical to ours. 'You took the wrong keys at lunch time,' he said.



A Read and interpret

- Compare with a partner. Choose the *best* title for the story from 1–4 below.

1 Car Hire Madness	3 A Terrifying Holiday
2 The Chase	4 A Silly Mistake
- Read the story again and answer questions 1–4. Compare with a partner.
 - How do we know the narrator is a tourist?
 - Why couldn't Julie and Ben find their car?
 - Why did they get lost?
 - How do we know the story happens in a country where people don't speak the narrator's language?

B Think about ordering the events

- Put the events a–g below in the order that they actually happened.

a <input type="checkbox"/> They noticed a car following them.
b <input type="checkbox"/> The couple had lunch.
c <input type="checkbox"/> They drove for two hours.
d <input type="checkbox"/> They got lost.
e <input type="checkbox"/> They asked at a bar for directions.
f <input type="checkbox"/> The man in the car approached them.
g <input type="checkbox"/> Julie took the wrong car keys.

- Work with a partner. The story is organized into four main sections. Try to identify where each section starts.
 - Attention hook** a key moment from the middle of the story.
 - Flashback** explaining previous events leading up to the key moment.
 - Events after the key moment** how the story goes on after the key moment.
 - Resolution of the story** how the mystery is solved.
- What tenses and time expressions does the narrator use to help the reader follow the story? Find examples of 1–2 and compare with a partner.
 - Tenses that show:
 - an event in progress when another one happened.
 - an event which had finished before another one happened.
 - Time expressions that show:
 - how long an event lasted.
 - when an event started.

C Get ideas to write about

- Work with a partner. Choose one of the key moments 1–4 below and think of some ideas of what could have led to this moment and what happens afterwards.
 - I'd been driving for an hour before I noticed the sound of breathing coming from the back seat.
 - When Lydia opened the door, she couldn't believe her eyes. 'Tomas - is that you?', she said, 'I thought you were dead!'
 - 'I think we've missed the airport turn off,' I said, but the taxi driver just carried on driving.
 - I was woken by the shout of 'Tickets please,' and when I reached for my bag, I realized it was gone.
- Work with a different partner. Take turns to tell him or her about the story. Is it entertaining? Should you make any changes? Exchange ideas.

ABC Put it all together

- Write your story, starting with one of the sentences in exercise 6. Write between 120–180 words. Use the four sections in exercise 4. Give your story an interesting title.
- Check your writing. Have you used narrative tenses correctly?
- Work in small groups. Read each other's stories. Give your story to the other students with the last paragraph hidden/folded over. Can they/you guess the ending before they/you finish? Which story is the most entertaining?

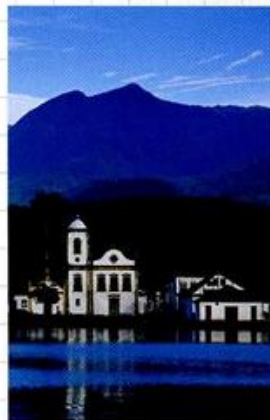
Unit 4 Review

R4

A Grammar

- 1 **Gerund and infinitive** Complete the text with the gerund or infinitive form of these verbs.

arrive be taken ~~get away~~ sit
spend take unwind watch



If you fancy ¹*getting away* from it all, go to Parati in Brazil. ²_____ in this old colonial town is like going back in time. It's easy ³_____ an hour or two ⁴_____ by the harbour ⁵_____ the boats. Allow yourself ⁶_____ listening to the locals playing music in one of the bars. Or if you prefer ⁷_____ to the beach, you can pay a boat owner ⁸_____ you to one of the nearby desert islands – a real tropical paradise!

- 2 **Passive** Put this news story in the passive. It is not necessary to include the words in **red** in the passive version.

- They've** arrested a factory owner in Bolton.
A factory owner has been arrested in Bolton.
- Someone** burnt down his factory at the weekend.
- Someone** had seen him taking petrol into his factory.
- They** caught him on security cameras leaving the area.
- The insurance company reported the man after he claimed for the damage.
- They** are charging him with fraud.

- 3 **Past perfect continuous** Put the verbs in past perfect simple or continuous.

- I'd been driving* (drive) for an hour before I noticed the flat tyre.
- I saw that someone _____ (stick) a nail in the tyre.
- It _____ (lose) air slowly while I was driving.
- The person _____ also _____ (steal) the spare tyre.
- It _____ (rain) continuously since lunch.
- Unfortunately, I _____ (leave) my umbrella at home.

- 4 **used to and would** Underline the correct verb forms. They may all be correct.

- Slave ships would sail / used to sail / sailed out of Liverpool.
- They would collect / used to collect / collected slaves in Africa.
- Conditions on ships would be / used to be / were awful.
- The slaves would be / used to be / were taken across the Atlantic.
- The slave trade would be / used to be / was stopped in 1833.
- Before that, it would be / used to be / was perfectly legal.

B Vocabulary

- 5 **Adjective patterns** Put the words in the correct order to complete the sentences.

- I like the hustle and bustle of the city, but ...
get great away it's to it's great to get away.
- I like peace and quiet – ... the the better quieter
- It's beautiful in the spring – ...
the visit time best that's to
- To see the wildlife, you need to ...
early up get and bright
- There's so much to see ...
it's choose difficult that to

- 6 **Phrases connected with crime** Complete the text with the correct form of the verbs.

arrest charge declare fake launch receive

A man has been '*arrested*' and ²_____ with ³_____ his own death in order to escape his debts. The police had ⁴_____ an appeal after the man went missing a year ago, but finally he had been ⁵_____ dead. He is likely to ⁶_____ a prison sentence if he is found guilty.

- 7 **Driving** Find three nouns and eight verbs connected with driving in the grid. The words may be vertical, horizontal or diagonal. The same letter may be used in two different words.

B	S	M	O	V	E	O	F	F	I
R	P	U	L	L	O	V	E	R	N
A	E	T	I	R	A	E	G	U	D
K	D	V	C	S	C	R	E	I	I
E	A	H	E	D	T	T	A	O	C
E	L	I	N	R	F	A	R	P	A
P	S	T	C	S	S	K	L	E	T
S	T	E	E	R	U	E	A	L	E

- 8 **Verb prefixes** *dis-*, *mis-*, *re-*, *over-* Complete the words with one of the prefixes.

- mis*behave = behave badly
- _____ appear = vanish
- _____ turn = come back
- _____ cover = find out
- _____ treat = treat badly
- _____ mind = cause not to forget
- _____ claim = get back
- _____ charge = charge too much
- _____ sleep = sleep too long
- _____ cycle = use again

Formal announcements

- 1 In order to help us improve our service, guests are kindly requested to complete the feedback form.
- 2 *You are cordially invited to join us in celebrating the wedding of Joseph Brice and Linda Jarvis.*
- 3 Visitors are kindly requested to leave coats and umbrellas in the cloakroom located near the main entrance.
- 4 Passengers requiring lunch are invited to make their way to the restaurant car.
- 5 Delegates are warmly invited to join us for an opening cocktail in the lobby, Weds 8 p.m.
- 6 **WALKERS & CLIMBERS ARE KINDLY REQUESTED TO REMOVE THEIR BOOTS BEFORE ENTERING.**



PA system announcement For the benefit of your fellow passengers, you are kindly requested to keep your voice down while speaking on your mobile phone.

Barry Hi Roy, it's me Barry! I'm on the train. We're just pulling out of London.



Passenger 1 I'm sorry, I wonder if you could possibly speak a little more quietly please?

B Yeah, I'm just leaving London now!



Passenger 2 Would you mind keeping your voice down please?

B Yeah, I'm on my way to a meeting at the Birmingham office ...



Passenger 3 Be quiet, will you? I'm trying to get some sleep!

B Hi Tracey, just to let you know I'll be arriving in Birmingham in an hour or so.



All passengers Shhhh!

B Anyway, so Dave says to me, 'You go to Birmingham and sort them out.'



B Hang on Graham ... Excuse me, what station is this, please?

Passenger 2 Birmingham.



B Eh ... Graham, I think I've just got off at the wrong station ...

How to use appropriate language

v polite and formal expressions

A Read and interpret formal announcements

- 1 Work with a partner. Think of a range of situations from very formal to informal. How do you behave differently in each?
- 2 Read **Formal announcements** opposite. Where would you see or hear them? Discuss with a partner.
- 3 Look at the features of formal announcements below. Match features 1–3 with reasons a–c. Find more examples in the texts.
 - ☐ They often use verbs in the passive *are requested*
 - ☐ They sometimes use adverbs *kindly*
 - ☐ They often use a plural noun *guests*
 - a to show who is being addressed
 - b to make it less personal by not mentioning who is making the request or invitation
 - c to show how something is said
- 4 Work with a partner, how could you say the **Formal announcements** in polite face-to-face communication?

B Vocabulary polite and formal expressions

- 5 Read **Would you mind?** opposite. Have you ever experienced a similar situation? Tell a partner.
- 6 Underline five requests in the story. Discuss questions 1–4 with a partner.
 - 1 Which requests sound most polite?
 - 2 Why does the speaker want to be polite?
 - 3 Which requests sound a bit rude?
 - 4 Why doesn't the speaker mind sounding rude?
- 7 What are the usual features of polite and informal requests? Discuss with a partner.
- 8 Complete the box with the phrases. Then answer the questions.

Do you mind if I ...? Would you like ...?
Would you mind if I ...? I'll ... Would you mind ...?

requests			
_____ / I wonder if you'd mind	opening	the window?	
_____ / Could you possibly	open		
Would it be all right if I / _____	opened		
offers / invitations			
_____ / Would you like me	to drive?		
Do you fancy	driving?		
_____	drive		
		if you like.	

Which sentences ...

- 1 could you add *please* to?
- 2 suggest the speaker doing something?
- 3 suggest the hearer doing something?

- 9 Which response is rude or wrong? Cross it out. Say why you think it is wrong.

- 1 Would you like me to get you a drink?
 - a Yes, please.
 - b Yes, of course.
 - c No, thanks, I'm fine.
- 2 Could you possibly give me a lift?
 - a Yes, of course.
 - b No, of course not.
 - c Sorry, I'm afraid I haven't got the car today.
- 3 Would you mind if I left early?
 - a No, of course not.
 - b Well, I'd rather you didn't.
 - c Yes, of course.
- 4 We're going for a snack – would you like to join us?
 - a Yes, that would be great.
 - b No, I'd rather not, thanks.
 - c No thanks, I've already eaten.



- 10 Look at the sentences in the boxes in exercise 8. Decide with a partner how you could respond to them politely. Then practise asking and answering.
 - A I wonder if you'd mind opening the window?
 - B I'd rather not, if you don't mind.

C Listen for attitude

- 11 Work with a partner and answer the questions about the situation below.
Imagine you are in a slow check-in queue at the airport and you start a conversation with the person next to you.
 - 1 What topics are you likely to talk about?
 - 2 What requests and offers might you exchange?
- 12 **5A.1▶** Listen to a conversation in a check-in queue. Do you hear any of your ideas from exercise 11?
- 13 Answer the questions.
 - 1 How do the two travellers 'break the ice'?
 - 2 What do they find that they have in common? What generous offer does Louisa make? How does Fiona feel about it?
 - 3 Why does Fiona feel uncomfortable about Louisa's last request? Would you feel uncomfortable in this situation?
 - 4 Why does Fiona decide to go to a different queue? Why doesn't Louisa go with her?
 - 5 Will they meet up in Sydney? Why? Why not?

ABC Put it all together

- 14 Look at the role cards on >> p.127 and role-play two or more of the situations with a partner.
- 15 Do your role-plays for another pair for them to guess what situations you are in.

I can use appropriate language.

Tick ✓ the line. with a lot of help with some help on my own very easily

Word history game

Spot the lies!



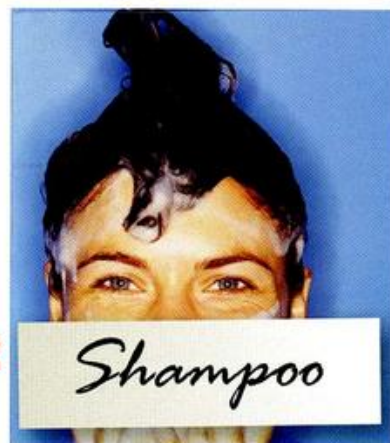
1 Marmalade

A It's said that Mary, Queen of Scots used a jam made of citrus fruits to cure headaches. Whenever she asked her French servants for some, they would say to each other that Mary was ill, or 'Marie est malade' in French. Eventually, this became the name of the jam, and it was simplified to 'marmalade'.

B British visitors to Portugal noticed that the locals had a kind of jam. The locals told them that they made it by boiling fruit with sugar. They used a fruit called a quince, which is similar to an apple, and they said that the jam was called 'marmelada'. The visitors took the idea home with them, but they started to use citrus fruits such as oranges instead of quince, and the name became 'marmalade'.



C A European traveller in the Caribbean saw a local woman selling something which looked like cooked fruit. It smelt and tasted like fruit too. He asked the woman whether it was in fact fruit. She thought it was a silly question, so she replied sarcastically that it was mixed sea food, or 'marmêlée' in the local dialect.



2 Shampoo

A In the French region of Champagne, people used to celebrate the grape harvest by shaking bottles of champagne and then spraying the wine over each other's heads. Some British travellers saw this and asked the local people what the name of this celebration was. They said that it was called 'Champouz'. The word came into English as 'shampoo' meaning the act of washing your hair. Later, the meaning changed to liquid for washing hair.



B A European traveller in China saw a local man bathing in a natural pool in the river. He was washing his hair with a coloured liquid. The traveller asked the man if the liquid was soap. The man misunderstood and thought the traveller had asked him what the name of the place was, and he said it was called Chan Pool. The traveller wrote this down as 'shampoo', and it became the word for hair soap.

C European travellers to India in the eighteenth century saw the local people performing a head massage and they asked what it was called. They were told that this was called 'champo' in the Hindi language. This became 'shampoo' in English, and the meaning gradually changed from head massage to liquid for washing hair.



3 Ping pong

A In 1796, a British adventurer called Margaret Smith was travelling in China and she saw two people playing a game like modern table tennis. She asked them what they were playing, but she had to use gestures because she didn't speak the language. The players thought she was asking the name of the village, and they told her it was Ping Pong. Smith brought the game back to Europe and said that it was called 'ping pong'.

B In 1900, Parker Brothers, a company which used to make table tennis equipment, took the name Ping-pong as a trademark for their product. They said that the name was like the sound that the ball makes. In many languages, 'ping pong' is now a synonym for table tennis.

C The word 'ping pong' comes from an old Malay word meaning 'empty egg'. Some local people asked a group of British sailors if they had brought any gifts from Britain, and one sailor found a table tennis ball in his pocket and gave it to them. The locals said it was a ping pong because it looked like an empty egg. The sailors liked the word and started using it because it was easier to say than table tennis ball, and so it became part of the English language.

How to report an encounter

G reported statements and questions P was

A Read and follow explanations

- 1 Guess which languages these English words originally came from. Compare ideas in small groups.
fog museum sauna ski yogurt zero
Arabic Danish Finnish Greek Norwegian Turkish
- 2 Work with a partner. Read **Word history game** opposite and guess which explanation is correct.
- 3 Read **Word history answers** on >> p.128. Were your guesses correct?
- 4 Which of the false word histories do you find least convincing? Discuss with a partner.
- 5 Find words with these meanings.
 - 1 to make a health problem go away (text 1A)
 - 2 the cutting and collecting of fruit or cereals (text 2A)
 - 3 sending drops of liquid flying through the air (text 2A)
 - 4 movements of your body which communicate a meaning (text 3A)
 - 5 a name, symbol, or design which a company uses for its products (text 3B)

B Listen and follow explanations

- 6 **5B.1▶** Listen to word history stories for the words *kangaroo* and *orang-utan*. Which explanation is correct?
- 7 **5B.2▶** Listen to the correct answers. How did the European visitors misunderstand the locals?

C Grammar reported statements and questions

- 8 Read the examples and underline the correct words in the rules below.

Direct speech *They said, 'Mary is ill.'*

Reported speech *They said that Mary was ill.*

Rules

- 1 Direct speech/Reported speech tells you the meaning of what was said, but not the exact words.
 - 2 Direct speech/Reported speech tells you the exact words that were said.
- 9 Complete the table.

Direct speech	Reported speech
'We make it by boiling fruit ...'	They said they made it by boiling fruit.
'What are you playing?'	She asked them what ...
'Have you brought any gifts?'	They asked them if ...
'Did you bring any gifts?'	They asked them if ...

- 10 Answer the questions about the sentences in exercise 9.

- 1 What happens to the tense of the verbs in green when they are reported? Complete the table.

Direct speech	Reported speech
present simple	→ past simple
present continuous	→
present perfect	→
past simple	→

* will → would; can → could

- 2 What is the difference in word order between direct and reported questions?
 - 3 When do we use a *wh-* question word and when do we use *if* to report a question?
- 11 Say the conversation below in direct speech.
He said that he'd bought some meat.
I've bought some meat.
I asked him if it was lamb.
He said that it wasn't.
I asked what it was,
And he said he thought it was ham.
 - 12 **5B.3▶ Pronunciation** Listen to the text in exercise 11. Notice the pronunciation of *was*.
it was lamb (middle of sentence) = /wɒz/ (vowel very weak)
what it was (end of sentence) = /wɒz/
 - 13 Underline the stressed words in the text in exercise 11. Practise saying it.
 - 14 Report the conversation below. Remember: you don't have to report the exact words, but the meaning of what was said.

Ben Hi Anne. What are you doing?

Anne I'm making marmalade – the neighbours have given me some quinces.

Ben Quinces? What's a quince?

Anne It's a fruit. It looks a bit like an apple.

Ben I've never heard of them. Are they nice?

Anne Not really – they're bitter, but they're good when they're cooked.

Example Ben asked Anne what she was doing. She said she was ...

More practice? **Grammar Bank** >> p.138.

ABC Put it all together

- 15 Work in pairs. Look at the word history notes for either *ketchup* on >> p.127 or *bungalow* on >> p.129. Invent a story and tell a partner.

What's your foreign language personality?

You're travelling abroad and you're in a country where you only speak a little of the language. What do you do in the situations below?

Choose the best answer for you.



- 1** You are doing some shopping in a greengrocer's. You want to buy a vegetable, but you don't know the word for it. What do you do?
 - a Draw a picture of it or look it up in the dictionary.
 - b Try to make yourself understood using other words and gestures.
 - c Buy something that you know the word for instead.
- 2** Someone says something you don't understand. What do you do?
 - a Ask them to repeat it more slowly and make an effort to understand.
 - b Make an educated guess about what they said and respond to that.
 - c Tell them that you're foreign and don't understand.
- 3** You need to get your residence permit renewed, and you are supposed to phone to make an appointment. What do you do?
 - a Study some useful words and phrases before you pick up the phone.
 - b Go along in person and try to make yourself understood in any way you can.
 - c Ask a native speaker to make the phone call for you to make sure nothing goes wrong.
- 4** Someone asks you where a place is. You know the place and it isn't far away, but it's difficult to explain in the local language. What do you do?
 - a Point them in the right direction and tell them to ask again later.
 - b Offer to take them there and try to chat and make friends on the way. You'll be doing them a favour and practising at the same time!
 - c Make an excuse and advise them to ask someone else. If you try to explain, you'll probably do more harm than good. You don't want them to get lost!
- 5** You are at a hotel reception and you want to know whether the rooms have an Internet connection so that you can do some work. What do you do?
 - a You try to memorize the correct question from your phrasebook to ask if the rooms have an Internet connection.
 - b You know that the receptionist speaks your language better than you speak hers, but you try to make your enquiry in the local language anyway – you need to practise!
 - c You're afraid to make a fool of yourself so you ask to speak to someone who speaks your language.
- 6** Some locals invite you to join them on a picnic. What do you do?
 - a Accept but explain that you may have to leave early because you've made arrangements to meet somebody later. If communication becomes too difficult, you'll have a good excuse to leave.
 - b Accept and take the opportunity to practise the language.
 - c Ask if any of the people who are going speak your language. If so, you spend most of your time talking with them.

do or make?

do

a favour a job some exercise better business good harm some shopping work well your homework your duty

make

a fool of (yourself) a mistake a phone call an appointment an educated guess an effort an enquiry arrangements friends sure (your)self understood

How to talk about foreign language habits

g verb plus infinitive patterns v do or make p linking before a vowel

A Read and respond

- Look at the photo opposite and say what's happening.
- Read **What's your foreign language personality?** opposite and tick ✓ the best answers for yourself.
- Discuss the questions with your partner. Then check the results key on >> p.127.

B Grammar verb plus infinitive patterns

- Put the verbs in the correct boxes. If you aren't sure, find the verbs in **What's your foreign language personality?** and check.
advise ask invite need offer tell try want

vb + infinitive	vb + object + infinitive	both possible
You offer to help	You tell them to help	You ask to help / You ask them to help
offer	tell	need

- Write an instruction with the same meaning using the verb given.

- Say to her, 'Go home.' *Advise her to go home.*
- Say to him, 'Write it down, please.' *Ask ...*
- Request permission to leave. *Ask ...*
- She'll be late – you don't want that. *You don't want ...*
- Say to them, 'Call back later.' *Tell ...*
- Say, 'Shall I speak more slowly?' *Offer ...*
- Say to her, 'Would you like to have lunch?' *Invite ...*
- You can communicate with gestures. Try it. *Try ...*

More practice? **Grammar Bank** >> p.138.

C Listen and follow

- 5C.1▶** Listen to two friends, Angie and Bob, and write *true* or *false*.

- Bob speaks Turkish very well.
- Angie understands everything in Italian.
- Bob thinks it's more important to try to communicate.

- Listen again. What are Bob's answers to questions 1–3 in **What's your foreign language personality?**

- Work with a partner. What do you remember? Who used these phrases?

- I can get by in
- pointing and using gestures
- make myself understood
- speak more slowly
- make an educated guess
- I'd feel stupid
- making a fool of myself

- Look at the audio script on >> p.154 and check.

- Who do you think is the better language learner, Angie or Bob? Why? Compare ideas with one or more partners.

D Vocabulary phrases with do or make

- Look at **do or make?** opposite. Underline examples in **What's your foreign language personality?**
- Cover the page opposite and complete the text below.
I speak a little Turkish. I make a lot of ¹ mistakes, but I can usually make myself ² _____ if I make an ³ _____. There are a lot of words I don't understand but I can usually make an educated ⁴ _____. Last week, my boss asked me to do him a ⁵ _____. The company does a lot of ⁶ _____ in Turkey, and a Turkish client was coming to visit. My boss asked me to meet him at the airport and make ⁷ _____ he got to the hotel safely. I was afraid my Turkish wouldn't be good enough and I would make a ⁸ _____ of myself, but in the end, I did very ⁹ _____.

- 5C.2▶ Pronunciation** Read the explanations below. Then listen and repeat the phrases.

- When a word ends with a consonant sound and the next word begins with a vowel sound, link it together:
make an effort /'meɪ kə 'nefət/
(sounds like may ka neffort)
- When a word ends with the vowel sound in *do*, *to*, or *go*, and the next word begins with a vowel sound, insert a /w/:
do a job /'du:wə 'dʒɒb/

- 5C.3▶** Add *u* or *w* in these phrases. Then listen, check, and repeat.

- | | |
|------------------------|------------------|
| do a favour | do a bit of work |
| make an appointment | go along |
| do an exercise | try to explain |
| make an educated guess | |

ABCD Put it all together

- Imagine you're travelling in a foreign country and you only speak a little of the foreign language. How do you make yourself understood in the situations below? Compare with a partner.

buying goods and services chatting with people
dealing with bureaucracy finding your way to places
using public transport

- Discuss the situations in exercise 15 in small groups. Do you do similar things?

Example Finding the way to places ...

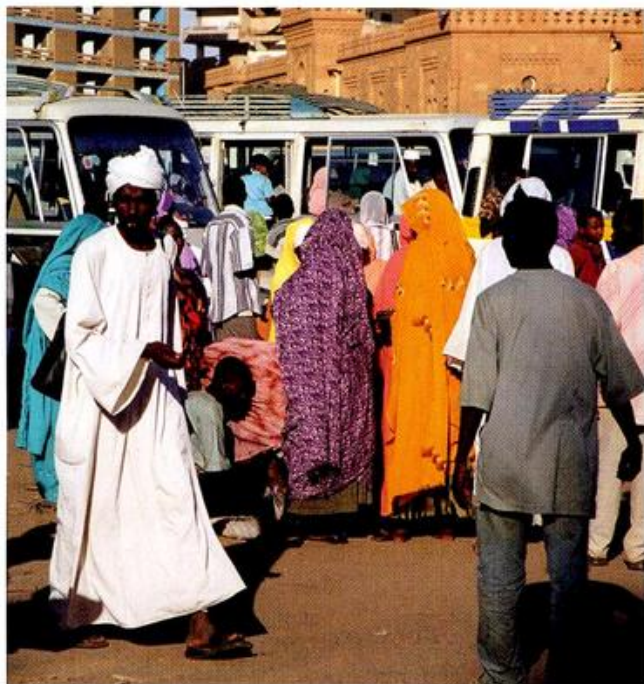
- I usually say the name of the place and ask them to point me in the right direction. What about you?
- I prefer to find my own way using a map.

I can talk about foreign language habits.

Tick ✓ the line. with a lot of help with some help on my own very easily

Conversational acts

enquire about someone's health exchange greetings have an argument have a chat
leave an awkward silence lose your temper make small talk raise your voice stare at the floor



Silence

Silence between friends

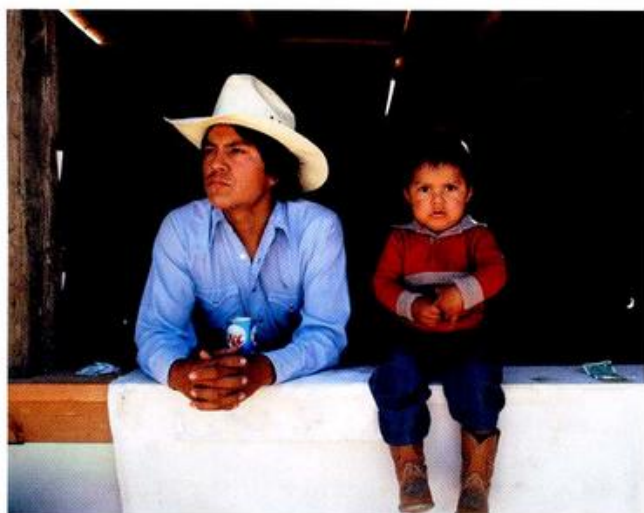
I lived for a while in a town in central Sudan. To get around town, people used small open-backed Toyota trucks – passengers would climb on the back, and during the journey, a boy would collect the fares. One time, I noticed that two men had sat in silence during the journey, but when they got off the truck at their destination, they suddenly started exchanging lively greetings. They spent quite a long time shaking hands and enquiring about the health of each other's families, so there was no doubt that they knew each other well. I wondered why they hadn't acknowledged each other during the journey.

Responding to anger

I travelled down to Arizona once to interview a leader on an Apache Indian reservation. It was quite a long and expensive journey – I had to fly to Phoenix and then hire a car. But when I arrived, I discovered that the interview had been cancelled. The people at the reservation office told me that the man had gone away for a few days. I suppose I lost my temper a little. I explained that I had spent a lot of time and money on the journey and I asked them why I had not been informed that the meeting had been cancelled. They didn't respond and instead just stared at the floor in silence. I asked again, and I realized that I was starting to raise my voice, but I thought that I had a right to be angry. However, again there was silence. I couldn't understand why these people wouldn't speak to me, but there was nothing more I could do, so I turned round and left.

Making small talk

I spent some time working in a place quite far north in Finland. When I first arrived, I wanted to get to know my work colleagues better, so I tried to make small talk with them. It was difficult – if I said something like, 'Quite warm today, isn't it?' they would just say yes, or even nothing at all. Sometimes I would ask someone a question and they wouldn't respond immediately, so I thought they hadn't heard my question. Then, just when I was about to repeat the question, they would answer. I couldn't understand why they left so many awkward silences, and I wondered whether they were embarrassed about talking to me.



How to talk about cultural differences

g reporting thoughts and beliefs v conversational acts g+ It's widely thought that ...



A Vocabulary conversational acts

- Read the expressions in **Conversational acts** opposite and use some of them to describe the situations below.
 - Maria** You're late! I've been waiting for nearly an hour!
She's lost her temper. She's probably raising her voice.
 - Martin** You can cook dinner for a change.
Janet What?! You hardly ever cook!
 - Nuria** How are you feeling today? Any better?
 - Cath** Did you do anything interesting at the weekend?
Simone Yeah, I saw a great film at the cinema.
 - Mum** Who ate all the biscuits? ... Johnny, was it you? ...
- Which conversational acts do you do the least? When do you do them? Tell a partner.

B Read and predict

- Read **Silence** opposite and guess with a partner why the people in the stories stayed silent.
- Read the **Story endings** on >> p.127 and check your ideas.
- Answer the questions. Where do they think ...
 - that silence during a conversation is embarrassing?
 - that there's no point talking to an angry person?
 - that silence is better than small talk?
 - that getting angry is sometimes necessary?
- Are there cultural similarities and differences between the people in **Silence** and your culture? Discuss in groups.

C Grammar reporting thoughts and beliefs

- Join the sentence beginnings and endings. There is more than one possibility – which combinations are *not* possible?

a We didn't know	1 that* their culture was different. (reported statement)
b They believed	2 what they were saying. (reported wh- clause)
c I wondered	3 whether they were embarrassed. (reported yes/no question)

* that can be left out
- Add the verbs *wonder*, *know*, and *believe* to the grammar box. Underline examples in **Silence** and **Story endings**.

		reported statement	reported wh- clause	reported yes/no clause
A	discover doubt notice find out _____	✓	✓	✓
B	feel learn realize think understand _____	✓	✓	✗
C	_____	✗	✓	✓

- Read the pairs of sentences and write a sentence with the same meaning.
 - Do all languages have a word for *please*? I wonder!
I wonder if all languages have a word for 'please'?
 - What's the problem? I don't understand. *I don't ...*
 - Who paid the fare? Did you notice? *Did you ...?*
 - They were angry. I didn't realize this.
 - Why did she raise her voice? Do you know?
 - They never make small talk. I discovered this.
 - Does he lose his temper very often? I doubt it.
- Work with a partner. Describe people with the beliefs below using verbs from exercise 7. You can use a dictionary.

conservationist **vegetarian**
conservative feminist pacifist

Example Vegetarians don't believe in eating meat.
They feel that it's unethical.

More practice? **Grammar Bank** >> p.138.

+ Grammar Plus

It's widely thought that silence is awkward. >> p.144.

D Listen to a lively conversation

- Work in small groups. Discuss the question below.
Is it rude to start speaking before somebody else has finished? Why? Why not?
- 5D.1▶** Listen to a conversation on the topic in exercise 11. Do the three friends agree with each other?
- Listen again and answer the questions.
 - Is it difficult to follow what the people are saying?
 - How do they contradict what they're saying?
 - Do people speak at the same time as each other in your culture? In which situations?

ABCD Put it all together

- Choose two or more questions below and discuss in small groups.
In your culture, is it OK to do these things? When?
 - Raise your voice in order to be heard above others in a conversation.
 - Ask someone you don't know well personal questions.
 - Use familiar, informal language with a stranger.
 - Answer your mobile in the middle of a conversation.
 - Leave a long silence when someone asks you something.
 - Go straight to the point you want to speak about, without greeting a person.

Did everyone in your group have similar opinions? Whose opinions were most different to your own? What cultural behaviour should visitors to your country be aware of?

I can talk about cultural differences.

Tick ✓ the line. with a lot of help with some help on my own very easily

Listening An interview with an expert

A Prepare to listen

- 1 You are going to listen to part of a BBC radio programme called *Excess Baggage*. Read the information about the programme and write *T* (true), *F* (false) or *DS* (doesn't say) next to sentences 1–3.

Excess Baggage is a weekly BBC Radio 4 programme on which people who have spent time travelling are interviewed about the places they have been to and things they have learnt. In this programme Dan Everett, who now works at Illinois State University in the United States, talks about his experiences with the Pirahã tribe in the Amazon jungle. He has spent much of the past thirty years living with them, studying their language and culture.

For more information and to listen to the most recent programme, go to www.bbc.co.uk/radio4/excessbaggage

- 1 *Excess Baggage* is a holiday programme.
 - 2 Dan Everett wasn't working at the university when he first went to visit the Pirahã.
 - 3 Dan Everett teaches the Pirahã language.
- 2 Look at the photos. What can you guess about Dan Everett and life in the Amazon? Discuss with a partner.

B Tune in

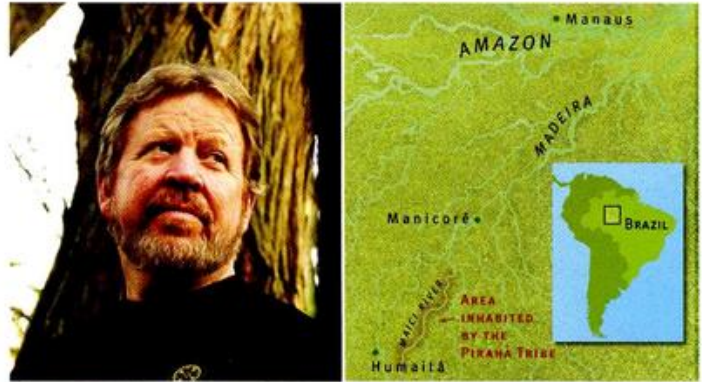
- 3 **5E.1** Listen to the beginning of the interview. Who do you find easier to understand, the interviewer or Dan Everett? Why? Compare with a partner.
- 4 Listen again and read the beginning of the interview. What do you think the following words refer to?
them they you it

“ **Presenter** OK, to start with, let's put them into some sort of geographical position. Whereabouts are they and how many of them are there?

Dan There are about 350 Pirahã spread out over 300 miles of the Maici river. If you take out all the country boundaries of South America, it would be right in the heart of South America. Right in the middle, right in the middle of the Amazon rainforest. ”

- 5 What do you expect to hear on the rest of the programme? Put a tick (✓), question mark (?) or cross (X) next to items 1–6. Add your own ideas and compare and discuss with a partner.

- 1 examples of the Pirahã language
- 2 details about Dan Everett's life in America
- 3 people talking at the same time
- 4 what the Pirahã think of outsiders
- 5 the noise of machines
- 6 *your ideas* ...



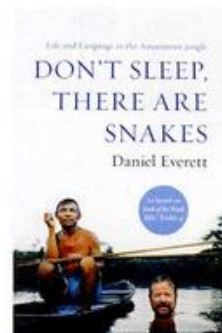
C Listen for specific information

- 6 **5E.2** Listen to the next part of the interview and answer questions 1–4. Compare and discuss in small groups.
- What does Dan say about travelling in the Amazon jungle?
 - It's better to travel overland.
 - It's better to travel by plane.
 - It's better to travel as a group.
 - When Dan and his family arrived, how did the Pirahã react?
 - They were friendly.
 - They wanted presents.
 - They asked him lots of questions.
 - How did the Pirahã react to Dan learning their language?
 - They thought he was silly.
 - They were surprised he understood them.
 - They thought it was interesting.
 - What travelling experiences had Dan had before he went to the Amazon?
 - He'd travelled from Southern California to Mexico.
 - He'd travelled a lot in Southern California.
 - He'd travelled around Mexico.
- 7 Listen again and put the phrases a–d in the order you hear them. What do these phrases from the interview mean? Find them in the audio script on >> p.154. and compare with a partner.
- ☐ a sort of highly-trained parrot
 - ☐ in the early days
 - ☐ a really tough expedition
 - ☐ your little tribe
- 8 Find the texts 1–3 in the audio script on >> p.154. What do the underlined words in 1–3 refer to? Compare with a partner.
- Presenter** Did they welcome you and your little tribe arriving?
 - Dan** They found it very curious.
 - Presenter** This sounds like a really tough expedition ...



D Listen for detail

- 9 **5E.3** In the next part of the interview, Dan talks about the Pirahã way of life and their language. Listen and write *T* (true) or *F* (false) after sentences 1–4. Listen again and check.
- The Pirahã are the only primitive culture Dan's met.
 - There are many indigenous groups who don't want things from the outside world.
 - Dan was the first person to translate the Pirahã language.
 - The Pirahã language doesn't have words for numbers and colours.
- 10 **5E.4** Listen to the final part of the interview. Answer questions 1–4. Compare with a partner and listen again and check, if necessary.
- When is Dan planning on going back to visit the Pirahã?
 - What does he take them when he visits?
 - Why wasn't the Pirahã man interested in seeing the president of Brazil?
 - When can you listen to *Don't Sleep, There Are Snakes* on Radio 4's *Book of the Week*?
- 11 Do you think it was difficult for Dan to learn to communicate with the Pirahã? How do we know he was successful? Exchange your opinions with a partner.



E Think about what you've listened to

- 12 Work in pairs or small groups and discuss questions 1–3 below.
- What else do you think Dan learnt on his visits?
 - Would you like to read Dan Everett's book or listen to the Radio 4 *Book of the Week* programme? Why? Why not?
 - What's the most unusual place you've ever visited? Would you like to visit an unusual place? Where?

Tips

- * Think about the topic before you listen.
- * Think about the type of text you're going to listen to.
- * Remember key facts while you're listening.
- * Listen out for words in groups (phrases).
- * Listen and think about pronouns to follow ideas.

I listened to a radio interview with an expert and understood ...

Tick ✓ the line.

most
of it

the main
points

some main
points

some key
phrases

Writing A magazine article

A Read and order

- 1 Read the magazine advertisement. Work with a partner and think of some topics which you could write an article about.
- 2 Read the article and put paragraphs a–f in the correct order. Compare with a partner and say which words and expressions helped you.

Gripes about modern life

Tell us about something that annoys you about modern life. We will publish the most interesting articles next month.



- a** What really annoys me most about modern life is the way some people use their mobile phones. The mobile phone is an essential part of life for most of us. However, there are some people out there who are very inconsiderate on the phone and make life a misery for the rest of us. Let's divide these users into groups.
- b** Finally, the worst group are people who take a phone call while you are in a conversation with them. This is extremely rude in my opinion.
- c** Next are those with annoying ringtones. Some ring tones are truly awful – a loud, electronic version of Beethoven with a hip hop beat, for example. This is especially irritating in the cinema.
- d** I would like to end with a message to all mobile phone pests: You think you look cool and important talking on your mobile all the time, but believe me – you don't!
- e** The first group are those people who shout on the phone, especially in enclosed places like trains or lifts. I don't know why they have to talk so loudly – it isn't necessary.
- f** The third group of people who annoy me are those who have to walk around while they speak. They stand in the way just when you want to get past.

B Get your reader interested

- 3 The questions below were taken from the article. Decide where they belong. Match 1–4 with the gaps in **Mobile Phone Pests**.
 - 1 Have you noticed that people with irritating ring tones always let their phone ring longer?
 - 2 Why don't they stand aside, instead of getting in the way of everybody?
 - 3 Do they think we have nothing better to do than wait until they've finished?
 - 4 Do they think we all want to listen to their boring conversations?

- 4 Why do you think the writer uses these questions in the article? Choose the two correct answers.
 - 1 To ask the reader for some information.
 - 2 To make the reader feel involved in the article.
 - 3 To invite the reader to share his/her irritation.
 - 4 To test the reader's understanding of the text.
- 5 Think of questions you could use at the end of the paragraphs below. Compare with a partner.
 - 1 One thing I dislike about adverts on TV is the volume. They always make the adverts louder than the programmes, so you have to turn down the sound.
 - 2 Something I can't stand about going to the bank is having to queue. There are sometimes 20 people and only one cashier.
 - 3 One thing that irritates me on the underground is people who stand in the middle on the escalators. This makes it impossible for anyone to get past.

C Organize your ideas

- 6 The writer of **Mobile Phone Pests** made the notes below before writing. Which ones share a paragraph in the final article? Which are in a paragraph of their own? Why?
 - interrupting conversation
 - ring tones
 - speaking loudly
 - standing in the way
 - using phone in trains, lifts, etc.
 - walking around, talking
- 7 Work with a partner. Choose one topic from either A or B. Make a list of points you could make in an article on the subject.
 - A Things which irritate me about ... the internet; air travel; the underground; banks; shopping centres; other ...
 - B Annoying ... road users; tourists; train passengers; people at the gym/swimming pool, etc.; other ...
- 8 Look at your list of points from exercise 7. Decide how you could divide them into paragraphs.

ABC Put it all together

- 9 Respond to the advert in exercise 1. Write about 120–180 words. Use your paragraph organization from exercise 8 and include questions to the reader.
- 10 Work in pairs or small groups. Exchange articles and decide which one involves the reader the most.

Unit 5 Review

R5

A Grammar

- 1 **Reported statements and questions** Write the conversation in reported speech.

- 1 **Jim** What's your brother doing?
Jim asked Ana what her brother was doing.
- 2 **Ana** He's packing.
- 3 **Jim** Where's he going?
- 4 **Ana** He has to go to Malaysia for work.
- 5 **Jim** Has he been there before?
- 6 **Ana** Yeah. He went there in 2009.
- 7 **Jim** Can he speak the language?
- 8 **Ana** He can speak a little.



- 2 **Verb plus infinitive patterns** Find eight sentences in the grid.

1 Try	2 Do	3 You	should	offer	to
to	you	want	4 Tell	5 I	help.
be	more	to	her	invited	him
6 I	careful.	go	not	to	to
asked	7 Who	out?	8 I	be	go
her	needs	to	advise	late.	to
to	speak	leave	you	to	the
slowly.	more	early?	less.	eat	cinema.

- 3 **Reporting thoughts and beliefs** Write one sentence with the same meaning using the verb in green.

- 1 Where did I leave my keys? I don't **know**.
I don't know where I left my keys.
- 2 Will it rain tomorrow? I **wonder**!
- 3 You're French. I didn't realize that.
- 4 What do you mean? I don't **understand**.
- 5 How did the story end? I never **found out**.
- 6 Is it 5 o'clock already? I don't **believe** it!
- 7 The window was broken. I **discovered** this.
- 8 Will I live to be 100? I very much **doubt** it.

B Vocabulary

- 4 **Polite and formal expressions** Complete the questions with one of the words below. Choose the best answer.

all right could fancy like **mind** would

- 1 I wonder if you'd **mind** lending me some money?
a Yes, of course. b Yes, please.
- 2 Would you _____ me to carry your bag for you?
a No thanks, I'm fine. b No, of course not.
- 3 Do you _____ going for a drink?
a Yes, of course. b Yes, that would be nice.
- 4 Would it be _____ if I left early?
a Well, I'd rather you didn't. b No, of course not.
- 5 _____ you possibly turn the music down, please?
a No, I'd rather not, thanks. b Yes, of course.
- 6 _____ you like to join us for lunch?
a No thanks, I've already eaten. b No, of course not.

- 5 **do or make** Fill the gaps with the correct form of **do** or **make**.

- 1 Can you **do** me a favour? Can you phone the dentist and _____ an appointment for me?
- 2 When you're learning a language, you will _____ a lot of mistakes, but the main thing is to _____ yourself understood.
- 3 I'm afraid I _____ a fool of myself, but hopefully I'll _____ better next time.
- 4 On Saturday, I _____ a few jobs around the house and _____ a couple of phone calls.
- 5 You should _____ an effort and _____ your homework.
- 6 I've _____ arrangements to meet on Friday, but I need to _____ a call to _____ sure.
- 7 I tried to _____ an educated guess, but it didn't _____ any good.

- 6 **Conversational acts** Match the beginnings and endings.

- 1 ☒ When we meet, we often enquire
 - 2 ☐ It's polite to exchange
 - 3 ☐ Jim and his sister are always having
 - 4 ☐ I met an old friend and we had
 - 5 ☐ Kate left an awkward silence
 - 6 ☐ I'm sorry I lost my
 - 7 ☐ I sat in the waiting room making
 - 8 ☐ I had to raise my
 - 9 ☐ The boy was ashamed and stared
- a a good long chat about the old days.
b about each other's health.
c arguments about nothing.
d at the floor.
e greetings before getting down to business.
f small talk with the other patients.
g temper with you last night.
h voice to be heard above the noise.
i when Jo asked her age.

Disease

an epidemic
be affected by
have a heart attack
suffer from

an infected person
be immune to
make a recovery
the symptoms

an infectious disease
catch a disease
spread a virus

The Tanzanian laughing epidemic

It's sometimes said that laughter is infectious, because it can pass from person to person like a virus. Normally, this is meant as a metaphor, but there was one strange case in Africa where it was literally true. This was the mysterious Tanzanian laughing epidemic.

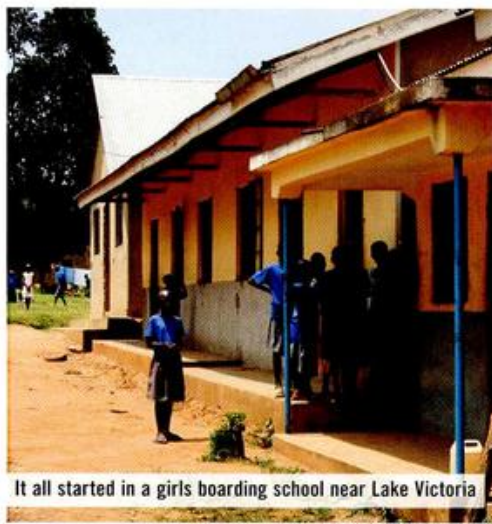


It all started in 1962, in a girls' boarding school near Lake Victoria. Three teenage girls in one of the dormitories started laughing for some reason – and they couldn't stop. They laughed so hard that they cried. The other girls who saw this couldn't help joining in, and little by little, the laughter spread until two thirds of the pupils in the school had been infected. The teachers seemed to be immune to the disease, but they were no longer able to control the pupils, so the girls were sent home and the school was temporarily closed. However, instead of stopping the epidemic, this actually helped it to spread. The girls arrived home and passed on the infectious laughter to their friends and family. The plague spread like wildfire among the surrounding villages.

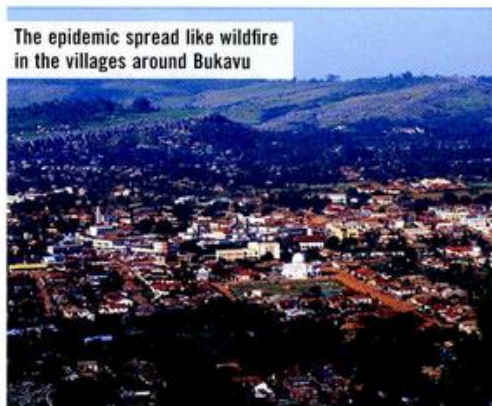
There was a pattern to the spread. A friend or relative would see the victim suffering from a laughing attack, and a few hours or days later, they would start laughing too. Teenage girls were the most affected, and they infected their mothers and female relatives. Boys were also affected, but older men very rarely caught the disease. The laughing attacks lasted anything from a few minutes to a few hours, and would then repeat several times. In some cases, the victims suffered from other symptoms such as a headache or a fever, but doctors couldn't find any physical causes. There were no long-lasting effects, but the victims would be unable to concentrate on their studies for several weeks after making their recovery.

A total of 1,000 people had been affected by the laughing epidemic in Tanzania and Uganda before it finally disappeared in 1964. The authorities only managed to control the spread of the infection by isolating affected villages until the outbreak had passed. To this day, nobody has been able to fully explain the cause of the plague. Investigations into possible causes such as viruses or toxic substances in food have not succeeded in finding evidence of these. The most likely explanation is that this was an extreme case of mass hysteria.

There have been other bizarre examples of mass hysteria in the past. There was a case in 1518 in Strasbourg in which the victims started dancing and couldn't stop. There were around 400 people affected, and many of them died of exhaustion and heart attacks. It is thought that this strange epidemic may have been caused by stress, since there was a famine in Europe at that time and people were unable to feed themselves and their families. Whatever the explanation of examples like this and the Tanzanian laughing epidemic, they do remind us of how strange the human mind can be.



It all started in a girls boarding school near Lake Victoria



The epidemic spread like wildfire in the villages around Bukavu

GLOSSARY
boarding school *n* school where pupils live
dormitory *n* bedroom for many people
spread like wildfire *v* spread fast
isolate *v* separate from other people or things
plague *n* an infectious disease that affects a lot of people; an epidemic

How to talk about health problems

g ability v disease p statement or question intonation

A Vocabulary disease

- When would or wouldn't you decide to see a doctor?
Tell a partner.
Example I wouldn't see a doctor if I had flu – I would just take an aspirin and rest.
- Read the phrases in **Disease** opposite. Use words from the box to complete the sentences below. You can use a dictionary.
 - My uncle had a heart _____, but fortunately he made a complete _____.
 - You can catch a cold when you come into contact with a infected person. You can _____ by coughing or sneezing.
 - Malaria is spread by mosquitoes. The main _____ of the disease is fever.
 - Last year, there was an _____ of stomach flu and thousands of people _____ it.
 - A person who has _____ from the mumps will be _____ to the disease in the future.

B Read for detail

- Look at the article opposite. What can you guess about it from the pictures and title? Tell a partner.
- Read **The Tanzanian laughing epidemic** opposite. Do you think this was a serious threat to public health? Why/Why not? Tell a partner.
- Read the article again and write *true, false, or doesn't say*.
 - The three teenage girls started laughing after one of them told a joke. *Doesn't say*
 - The teachers at the school couldn't stop laughing.
 - You could be infected simply by seeing a person having an attack of laughter.
 - Girls never passed on the infection to their female relatives.
 - There don't seem to have been any physical causes.
 - Investigators thought there may have been a toxic substance in bread from the region.
 - The Strasbourg epidemic was definitely caused by stress.

C Grammar ability

- Underline examples of *able, couldn't, managed, and succeeded* in **The Tanzanian laughing epidemic**. Then answer the questions.
 - How many negative phrases can you find with *able*?
 - What verb forms follow *managed* and *succeeded*?
 - Couldn't help* is an expression. What does it mean?

- Use the underlined examples from exercise 6 to help you complete the grammar box below with *yes* or *no*.

	<i>be (un)able to</i>	<i>can/could</i>	<i>manage to/succeed in</i>
general ability		yes	
particular ability	yes	can: yes could: no*	yes
in perfect tenses	yes		yes

*but couldn't: yes

- Cross-out the incorrect options in sentences 1–5.
 - I was able to/could/managed to explain the problem.
 - My sister was able to/could/managed to dance when she was a child.
 - As a child, I wasn't able to spell/couldn't spell/didn't succeed in spelling very well.
 - The authorities were unable to/could/couldn't control the epidemic.
 - I've never been able to/could/managed to take a pill without water.
- Choose one or two of these topics and tell your partner.
 - an unusual ability you had as a child.
 - something you achieved in difficult circumstances.
 - something important you failed to do.
 - an achievement or ability of someone you admire.

More practice? **Grammar Bank** >> p.139

D Listen to an informal conversation

- 6A.1▶** Listen to colleagues Alan and Brenda greeting each other at work one morning. How are they both feeling?
- Listen again and answer the questions.
 - What's the problem?
 - Has he/she done anything about it?
 - What probably caused the problem?
- 6A.2▶** **Pronunciation** Listen to these phrases from the audio and add a question mark ? if it is pronounced as a question.
 - Couldn't stop coughing
 - Probably caught it from someone on the train
 - Taken anything for it
 - Something wrong with my stomach
 - Any idea what caused it
- In informal speech, words are often left out. Which words are left out in the phrases in exercise 12?

ABCD Put it all together

- Choose an imaginary health problem, then think of answers to the questions in exercise 11.
- Role-play the conversation with several partners. Who has the worst problems?

I can talk about health problems.

Tick ✓ the line. with a lot of help with some help on my own very easily

The UK's most *eco-friendly* pensioner

Joan Pick hasn't used motorized transport since 1973 and never eats cooked food.

Joan Pick stopped using motorized transport in 1973. Since then, Miss Pick, 67, hasn't travelled in a car, bus, train, or plane. Instead, she walks or runs everywhere. So what led her to make this radical lifestyle decision? Could it be some kind of phobia, perhaps? Might it be some kind of irrational fear? No, it's a matter of principle. Joan believes that the people of the world need to adopt a more eco-friendly lifestyle. 'We know we're using too much energy,' she says. 'We have to live within the planet's means. There is no alternative to a fundamental change in the way we live.'

It can't be easy to live without using any form of motorized transport. Doesn't Joan miss going on holiday, I wonder. 'I've never enjoyed going on holidays,' she says, 'You can learn about places by reading about them.' But Joan has taken her energy-efficient, planet-friendly lifestyle much further than this. She has stopped using the heating in her small flat in Croydon,

South London. It can't be very pleasant in winter – doesn't she get cold? 'Sometimes,' she says. How does she keep warm? 'Clothing and exercise,' she replies.

But surely Joan must consume some energy for cooking? Well, no, in fact she only eats raw vegetarian food. She stopped eating meat a long time ago. 'I had done studies of the food industry – the beef industry and the destruction of the rainforest to fuel it,' she says. Now she has a low-fat, high-fibre diet of seeds and nuts, along with fruit and wheatgerm. It must be hard to live on such a limited diet, I suggest. But Joan doesn't agree: 'It's very easy to live like this. I couldn't imagine living any other way now,' she says.

But Joan must use some energy at least – her monthly electricity bill is £7. This covers her radio, her low-energy light bulb and the electric kettle which she uses to get hot water for washing and tea. She had a TV once, but she threw it out in 1975. It can't be very comfortable to live like this, but Joan seems cheerful enough.

Joan is very physically fit for her age – she claims it is a result of her healthy lifestyle – but she is also very mentally fit. She is a member of Mensa – the society for people with exceptionally high IQs. She is a qualified physicist and used to work as a scientific advisor to the energy industry. It must be boring for her,

now that she is retired, I think. How does she keep her mind occupied? The answer is that she jogs down to the library every day to read the papers and research on the internet. Then she returns home and writes letters to politicians and high-powered public figures to lobby in favour of ecological causes. She regards her life as an important experiment and an example to others. 'I have to experiment with the energy-efficient lifestyle to prove it's survivable.'



How to talk about living conditions

G *must* and *can't* for logical deduction **V** adjectives with affixes **P** final *-t* in *must* and *can't*



A Read for author opinion

- 1 Talk to a partner. What would life be like if we didn't have these things?
petrol electricity computers
- 2 Read **The UK's most eco-friendly pensioner** opposite. How has Joan Pick's lifestyle has changed since 1973?
- 3 What does the text say about these aspects of Joan's lifestyle? Discuss with a partner.
daily activities diet hygiene travel warmth
- 4 Answer the questions about the author's opinions. Say how you know.
What does the author think Joan's life must be like ...
 - 1 without motorized transport?
 - 2 without heating?
 - 3 on such a limited diet?
 - 4 with so few home comforts?
 - 5 as a retired person?
- 5 Work with a partner and discuss questions 1–3 below.
 - 1 Is Joan Pick's experiment useful?
 - 2 Which aspects of her lifestyle are hardest to copy?
 - 3 What do you think of Joan?

B Vocabulary adjectives with affixes

- 6 Underline examples of compound adjectives with *low-*, *high-*, *-efficient*, and *-friendly* in **The UK's most eco-friendly pensioner**. What do they mean? Compare ideas with a partner.
- 7 Rewrite the sentences using a compound adjective.
 - 1 This PC is friendly towards the user. It's a _____.
 - 2 The budget for this film was low. It's a _____.
 - 3 The quality of the material is high. It's _____.
 - 4 This car makes efficient use of fuel. It's a _____.
- 8 Describe your own lifestyle to a partner using compound adjectives with *low-*, *high-*, *-efficient*, and *-friendly*.

C Grammar *must* and *can't* for logical deduction

- 9 Complete the table.

	sentence	opposite
obligation	<i>You must leave now.</i>	<i>You mustn't leave now.</i>
ability	<i>I can swim.</i>	<i>I can't swim.</i>
logical deduction	<i>It must be very comfortable.</i>	

- 1 What do you notice about the opposites when *must* and *can't* are used for logical deduction?
- 2 Underline more examples of *must* and *can't* for deduction in the text.

- 10 Rewrite these sentences about Joan Pick using *must* or *can't*. Then write an opposite sentence with a similar meaning.
 - 1 I suppose she's single. *She must be single. She can't be married.*
 - 2 I guess she doesn't eat out.
 - 3 I don't imagine it's an easy life.
 - 4 I suppose she enjoys living alone.

- 11 **6B.1► Pronunciation** Listen to some possible answers to exercise 10. How are *must* and *can't* pronounced? Underline the correct option in the rule.

Rule You pronounce the *-t* clearly in *must* and *can't* when the following verb begins with a consonant/vowel sound.

- 12 Practise saying the sentences.
- 13 Discuss with a partner what it must be like in the situations below.
 - 1 living in an extremely cold place
 - 2 living in a country where people have no clean water
 - 3 having a very high-powered job such as president
 - 4 living in a place where you can't speak the language

Example It can't be easy to keep warm in Siberia.

More practice? **Grammar Bank** >> p.139

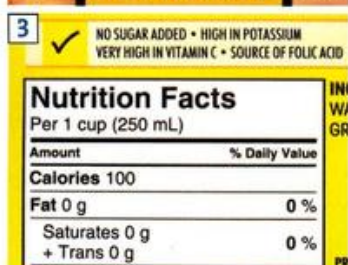
D Listen to an informal discussion

- 14 Work with a partner. Read the news headlines and decide what they must be about.
Family Living in Tree New Man in White House
Refugees Flood Camps Leave Me Alone, Says Star
- 15 **6B.2►** Listen to three friends discussing one of the news articles in exercise 14. Which one are they discussing?
- 16 Answer the questions.
 - 1 How would you describe their attitude to the people in the news story? They ...
a envy them. b feel sorry for them. c admire them.
 - 2 How do they imagine the living conditions to be?
a lonely b comfortable c dirty
 - 3 What sort of charity does the man give money to?
a medical b housing c food

ABCD Put it all together

- 17 Think about the living conditions of the people in the news stories in exercise 14. Make notes using the topics below. Exchange your ideas with one or more partners. Discuss which situation you think would be the most difficult.
comfort food and drink privacy
leisure sanitary conditions

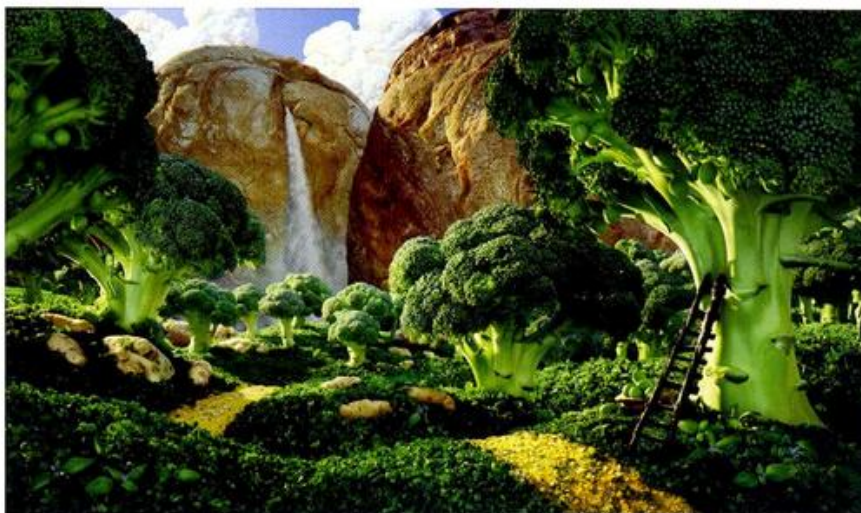
Food Labels



Broccoli Forest Quiz

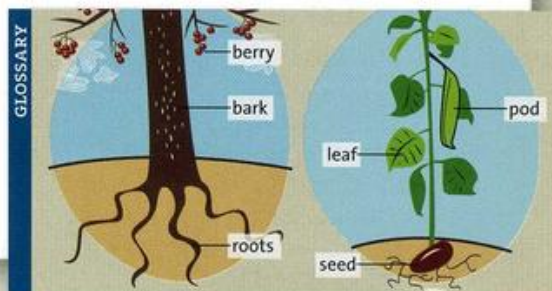
Broccoli Forest looks like a landscape of trees and mountains at first, but when you look closer, you notice that each tree is actually broccoli. Then you see that the two nearest trees both appear to have several apples on them, but every apple is in fact a pea. Behind the broccoli forest, you see two mountains, but neither of them are formed of rock – they're both loaves of bread. Finally, you see two clouds and you notice that both of them are really cauliflower. In fact, everything in the scene is food. The waterfall is sugar, the grass is made of herbs and the path is made of spices.

Now test your knowledge about the food in Broccoli Forest ...



www.carlwarner.com

- 1 What do all types of bread have in common?
 - a Every kind of bread contains ground cereal grain.
 - b Every kind of bread contains wheat flour.
 - c All types of bread contain yeast, which makes the bread rise.
- 2 What do herbs and spices have in common?
 - a Neither of them contains any berries, seeds, roots, or bark.
 - b Herbs and spices both come from very small plants.
 - c In cooking, they are both usually used in relatively small amounts, for flavour.
- 3 How do peas grow?
 - a They grow in pods. Every pea comes from its own individual pod.
 - b They grow in pods. Each pod contains several peas.
 - c All peas grow in bunches, like grapes.
- 4 Where does sugar come from?
 - a All commercially produced sugar comes from a plant stalk called sugar cane.
 - b Sugar is similar to salt – both of them can be found in mineral deposits.
 - c Sugar comes from either sugar cane – a plant stalk, or sugar beet – a root.
- 5 What do broccoli and cauliflower have in common?
 - a Both of their English names come from Italian.
 - b Both vegetables are in fact flowers.
 - c Neither vegetable contains calcium.



How to talk about your diet

g quantity: *both, (n)either, all, most, each, every, none* v food labels

A Vocabulary food labels

- Look at **Food Labels** opposite. Which words are similar in your language? Are there any words you don't know? Tell a partner. You can use a dictionary.
- Work with a partner. Guess which food labels go with the products below.

<input checked="" type="checkbox"/> a bottle of milk	<input type="checkbox"/> a carton of juice
<input type="checkbox"/> a jar of honey	<input type="checkbox"/> a jar of mayonnaise
<input type="checkbox"/> a tin of baked beans	<input type="checkbox"/> a tin of tomato soup
<input type="checkbox"/> a tub of hummus	

Example A Number one might be the tin of baked beans.
B No, it can't be. It's got lemon in it. It could be the tub of hummus ...

- Discuss the questions with a partner.
 - Why does label 1 tell us that the product contains sesame seeds?
 - In label 1, how do you think the line 'Suitable f...' continues?
 - Why does label 2 tell us that the product is a source of fibre?
 - Why does the list in label 3 include items which are *not* in the product?
 - Are fat and sugar things you'd expect to find in product 4?
 - What do the % numbers in label 5 represent?
 - Why is 'Omega 3' written in large print on product 6?
 - What do you think the white text on product 7 is telling us about?
- When, if ever, do you read labels on food? Do food labels in your country have any different information? Discuss with a partner.

B Read for detail

- Look at the photo in **Broccoli Forest Quiz** opposite. Say what foods you can see in the picture.
- Read the first paragraph of **Broccoli Forest Quiz** and check your answers.
- Do the quiz in pairs. Guess the correct answer – a, b, or c.



C Listen for specific information

- 6C.1▶** Listen to parts of a radio programme about the food in the Broccoli Forest. Check your answers to the quiz.
- Listen again. Why are the incorrect answers wrong? Make notes and compare with a partner.
The word 'broccoli' comes from Italian, but 'cauliflower' doesn't.

D Grammar quantity: *both, (n)either, all, most, each, every, none*

- Complete the table, then underline examples in **Broccoli Forest Quiz**.

both each most neither none

	plural	singular
two 	1 _____ apples are green.	Either apple looks good to me. Each apple has a stalk. 2 _____ apple is red.
three or more 	All of the pods contain peas. 3 _____ of the peas are green. None of the pods are empty.	4 _____ pod contains several peas. Every pod contains several peas. 5 _____ of the pods is empty.

Rule Use *of* before *the, this, etc.* or *my, etc.* (except for after *every*)

- Underline the correct word. Use the information in exercise 10 to help you.
 - Both/All/Most of my feet hurt.
 - Both/Each/All hand has five fingers.
 - Both/Neither/Either of my parents is British.
 - I have each/both/either cereal or toast for breakfast.
 - All/Every/Each of our oranges are imported.
 - All/Every/Most watermelon contains lots of seeds.
 - All/Each/Every of our loaves is freshly baked.
 - Neither/None/Most of my family likes strawberries.
- Choose pairs or groups from below that have something in common. Make sentences.
apple banana carrot courgette cucumber
grape melon potato tomato *other ...*
Example cucumber and courgette: *Neither of them is sweet.*
More practice? **Grammar Bank** >> p.139

ABCD Put it all together

- Think about your answers to the questions below.
 - What foods do you eat a lot of, and why?
 - What foods don't you eat, and why?
 - Which of these pairs of foods do you prefer, and why? chips or boiled potatoes; processed or fresh food; tea or coffee.
 - Where do you get these things from in your diet? protein; carbohydrates; fat; sugar; fibre; vitamins
 - Is your diet normal or unusual for where you come from?
- Discuss your answers to the questions in exercise 13 with one or more partners. What differences are there in your diets?

Dates and times in history

the year two thousand
1901 (we say 'nineteen o one')
nineteen hundred

the middle ages
the turn of the century
eighteen fifty

the late twentieth century
twenty ten
two thousand and one



BOOK REVIEW

The Year 1000: What Life Was Like at the Turn of the First Millennium
by Robert Lacey and Danny Danziger ★★★★★

Forget about the history of kings and queens and dates of battles – this is the history of people like you and me – this is how our ancestors lived over 1000 years ago. Lacey and Danziger's book is the perfect mix – both well-researched and a pleasure to read, giving a real feel of what everyday life must have been like in England in Anglo-Saxon times – their diet, their homes, their month-by-month work routines, their health, their beliefs, and their entertainment. These were the days before people had heard of hygiene, and few people lived beyond their 40s. With little or no sanitation, their homes must have smelt awful. Their diet was very different too – there were no potatoes or tomatoes, no tea or coffee, no tobacco or sugar. There were no forks and they would have eaten with dirty knives and filthy fingers. These are just a few of the intriguing details presented in this entertaining and informative book.

How to speculate about the past

g modals of deduction in the past v dates and times in history p rhythm g+ *She's likely to have...*



A Vocabulary dates and times in history

- Look at **Dates and times in history** opposite and put them in chronological order. Which phrase can't be used?
- Say how you can refer to these times and periods.
Example 1870–1899 *The late nineteenth century*
1500 2008 2012 1000 706 1999–2000
- Tell a partner some dates which are significant to you.

B Read for gist and inference

- Read **Book Review** opposite and decide what the book is about.
 - Kings and queens of England
 - Everyday life in Anglo-Saxon times
 - Bad eating habits 1,000 years ago
- Read the review again. Are there any details in the picture which seem wrong? Discuss with a partner.
- What's the reviewer's opinion? Answer the questions.
 - Why is this textbook better than normal ones?
 - Why did people die young in those days?
 - What must people's lives have been like?
- In what ways do you think life is better or worse today than 1000 years ago? Discuss with a partner.

C Listen for specific information

- Below is the start of a song you are going to listen to. What's unusual about it? Compare with a partner.

Dear Ancestor

Just to say we're all OK – we'll live to see another day. I sometimes think the world's a mess – you must have felt the same, I guess.

- 6D.1** Listen to the full song and answer the questions.
 - In what year is the writer writing?
 - What things does the writer suppose his ancestor didn't know?
 - What does the writer imagine his ancestor's life to have been like?
 - What does the writer thank his ancestor for?
- Listen again. Why are the things below mentioned in the song?
bones DNA ignorance oceans
peasant science and laws soup
- Look at the audio script on >> p.00 and check your answers.

- Put the modal verbs in the correct lines.

can't x2 may might must won't

- Things _____ have been so different then
Not like now, in twenty ten
- You _____ have gone to school, I know
- You _____ have had the chance to go
- You _____ have thought the world was flat
- You _____ have been a peasant's wife
- It _____ have been an easy life

- 6D.2** Pronunciation Listen, check, and repeat. Try to keep the same rhythm.

D Grammar modals of deduction in the past

- Complete the sentences about the woman opposite. Use an expression in **red** from the table. Discuss with a partner.

very probably	must have will have	+ past participle
possibly	may have might have could have	+ past participle
very probably not	can't have won't have	+ past participle

- Her home _____ been cold in the winter.
- Her husband _____ been a peasant.
- She _____ thought the world was flat.
- She _____ had a few children.
- She _____ had a fridge, of course.
- She _____ travelled much or had any holidays.
- The language she spoke _____ been different to modern English.

+ Grammar Plus *She's likely to have worked hard.* >> p.145

- Work with a partner. Choose a person in the class. Answer the questions using the modal verbs in exercise 14. Check if you were right.
 - How did they come to class?
 - What did they do last week/yesterday/as a child?
 - What things have they very probably done and *not* done today/this year/in their life?

More practice? **Grammar Bank** >> p.139

ABCD Put it all together

- Work with a partner. Think of a time in history and imagine one of your own ancestors. What must their life have been like? Make notes under these headings.
diet health home leisure work
- Describe your ancestors' life to a different partner or partners. What are the similarities and differences?

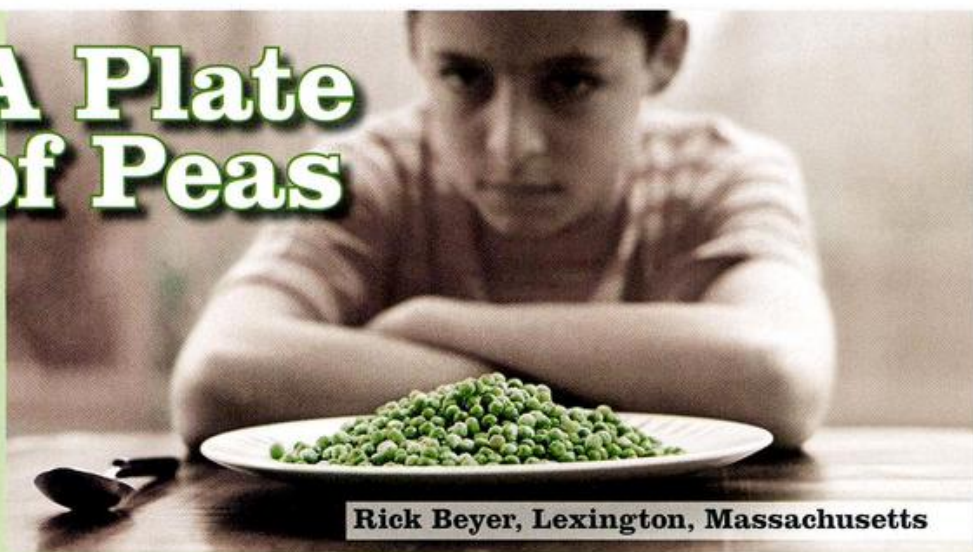
Background

In October 1999 the American author Paul Auster hosted a radio show where listeners were asked to send in their true stories, to be read on-air as part of the National Story Project. There was an overwhelming response, and Auster, impressed by the quality, decided to choose the best of the 4,000 entries. The result was *True Tales of American Life* an extraordinary volume of 180 short stories which tell of family histories, relationships, coincidence, tragic or funny events, and much more besides.



Biltmore Hotel, Providence

A Plate of Peas



Rick Beyer, Lexington, Massachusetts

1 It took place at the Biltmore Hotel, which, to my, eight-year-old mind, was just about the fanciest place to eat in all of Providence. My grandmother, my mother and I were having lunch after a morning spent shopping. I grandly ordered a Salisbury steak, confident in the knowledge that beneath that fancy name was a good old hamburger with gravy. When brought to the table, it was accompanied by a plate of peas.

I do not like peas now. I did not like peas then. I have always hated peas. It is a complete mystery to me why anyone would voluntarily eat peas. I did not eat them at home. I did not eat them at restaurants. And I certainly was not about to eat them now.

2 'Eat your peas,' my grandmother said.

10 'Mother,' said my mother in her warning voice. 'He doesn't like peas. Leave him alone.'

My grandmother did not reply, but there was a glint in her eye and a grim set to her jaw that signaled that she was not going to be thwarted. She leaned in my direction, looked me in the eye, and uttered the fateful words that changed my life.

'I'll pay you five dollars if you eat those peas.'

15 I had absolutely no idea of the impending doom that was heading my way like a giant wrecking ball. I only knew that five dollars was an enormous, nearly unimaginable amount of money, and as awful as peas were, only one plate of them stood between me and the possession of five dollars. I began to force the wretched things down my throat.

3 My mother was livid. My grandmother had that self-satisfied look of someone who has thrown down an unbeatable trump card. 'I can do what I want, Ellen, and you can't stop me.' My mother glared at her mother. She glared at me. No one can glare like my mother. If there were a glaring Olympics, she would undoubtedly win the gold medal.

I, of course, kept shoving the peas down my throat. The glares made me nervous, and every single pea made me want to throw up, but the magical image of that five dollars floated before me, and I finally gagged down every last one of them. My grandmother handed me the five dollars with a flourish. My mother continued to glare in silence. And the episode ended. Or so I thought.

4 My grandmother left for Aunt Lillian's a few weeks later. That night, at dinner, my mother served two of my all-time favourite foods, meatloaf and mashed potatoes. Along with them came a big steaming bowl of peas. She offered me some peas, and I, in the very last moment of my innocent youth, declined. My mother fixed me with a cold eye as she heaped a huge pile of peas onto my plate. Then came the words that were to haunt me for years.

'You ate them for money,' she said. 'You can eat them for love.'

Oh, despair! Oh, devastation! Now, too late, came the dawning realization that I had unwittingly damned myself to a hell from which there was no escape.

'You ate them for money. You can eat them for love.'

5 What possible argument could I muster against that? There was none. Did I eat the peas? You bet I did. I ate them that day and every other time they were served thereafter. The five dollars were quickly spent. My grandmother passed away a few years later. But the legacy of the peas lived on, as it lives on to this day. If I so much as curl my lip when they are served (because, after all, I still hate the horrid little things), my mother repeats the dreaded words one more time.

'You ate them for money,' she says. 'You can eat them for love.'

Reading An autobiographical story



A Prepare to read

- 1 Read **Background** and answer questions 1–3. Compare and discuss your answers with a partner.
 - 1 Who wrote the short stories?
 - 2 Why did they write them?
 - 3 What style would you expect to find the short stories written in: formal, semi-informal or informal? Why?
- 2 **A Plate of Peas** is a short story about an event which affected the writer's whole life. Look at the photos and discuss with a partner who and what you expect the story to be about.

B Read for the general idea

- 3 Read **A Plate of Peas**. Choose the best answer to complete sentences 1–3.
 - 1 Rick ordered ...
 - a an expensive meal.
 - b a meal with an expensive sounding name.
 - c a cheap meal.
 - 2 Rick's mother and grandmother ...
 - a think he should eat his peas.
 - b agree he shouldn't eat his peas.
 - c disagree about whether he should eat the peas.
 - 3 The 'fight' over the peas was eventually won by ...
 - a Rick.
 - b Rick's grandmother.
 - c Rick's mother.
- 4 Read **A Plate of Peas** again. As you come to the end of each section, match it with the *best* summary from a–f below and then compare and discuss with a partner. There is one you do not need to use.
 - a Rewarding good behaviour.
 - b Mother wins.
 - c Paying the bill.
 - d Peas for life.
 - e Expecting a tasty meal.
 - f Grandmother wins.
- 5 Work with a partner and discuss the answers to questions 1–5.
 - 1 Look at the first paragraph. How does the writer make it clear that he doesn't like peas?
 - 2 Why did he eat the peas served with his hamburger?
 - 3 Why was his mother angry?
 - 4 Why does the writer talk about the Olympics?
 - 5 Why do you think the writer ate the peas his mother served him at home?

C Read and think about language

- 6 Look at this excerpt from the story (lines 23–26). Underline words you understand a little or you don't recognize at all.

I, of course, kept shoving the peas down my throat. The glares made me nervous, and every single pea made me want to throw up, but the magical image of that five dollars floated before me, and I finally gagged down every last one of them. My grandmother handed me the five dollars with a flourish.
- 7 Work with a partner. Choose one or two words you have both underlined in exercise 6 and follow steps 1–7 below.
 - 1 What part of speech is it? How do you know?
 - 2 Do you recognize any part of the word?
 - 3 Is it part of a phrase? What's the phrase about?
 - 4 Read the sentence again. Can you find any clues about what the word means?
 - 5 What do you think, more or less, the word means?
 - 6 Change the unknown word for your meaning and read the sentence again. Does it still make sense?
 - 7 Is the meaning of the word important to your understanding? Do you need to look it up in a dictionary?
- 8 Choose two more words you are unsure of in **A Plate of Peas**. Find out as much as you can about the meaning using steps 1–7 in exercise 7. Discuss with a partner and then check in a dictionary if you want to.

D Think about what you've read

- 9 Discuss questions 1–4 in pairs or small groups.
 - 1 Whose attitude do you agree with, his mother's or grandmother's? Why?
 - 2 Do you think the writer regretted taking the \$5? Why? Why not?
 - 3 Do you think the story is funny? Did you like it? Why? Why not?
 - 4 Did you ever have to do anything you didn't like when you were a child? How do you feel about it now?

Tips

- * Summarize parts of the text as you read.
- * Revise your understanding of the text as you read.
- * Use what you know about the world to follow ideas.
- * Look carefully at and around a new word – are there any clues to meaning?
- * Change an unknown word for your predicted meaning and re-read the sentence. Does it make sense?
- * Check in a dictionary when understanding a word is important.

I read a short story and understood ...

Tick ✓ the line.

most
of it

the main
points

some main
points

some key
phrases

Writing A book review



A Read a book review

- 1 Look at **Ideas Brainstorm** below about a book review. Work with a partner and match the words and phrases with these aspects of the book review.
the type of story the setting the characters
the plot the reader's opinion

wife is murdered British diplomat
gripping you get totally involved
Ideas Brainstorm readable
thriller important issues
prefer the book to the film Kenya
conspiracy and corruption

- 2 Write the words and phrases from exercise 1 in the book review below.

BOOK REVIEW: The Constant Gardener

I read a book recently called *The Constant Gardener*. It's a ¹ _____ by John le Carré, and it's really ² _____ — I couldn't put the book down! It's also very disturbing, and made me think a lot about how big companies exploit poor people in Africa.

Most of the action takes place in ³ _____, from the busy streets of Nairobi to the wild desert around Lake Turkana. The main protagonist is a ⁴ _____ called Justin. He is a mild-mannered man who doesn't take much interest in the social problems around him, preferring to spend his time working in the garden.

When Justin's ⁵ _____, he decides to discover who was responsible. His search takes him into a dangerous world of ⁶ _____, and he discovers that his previous understanding of the world he lives in was completely wrong.

I really recommend this book because it deals with very ⁷ _____ in the world today, but at the same time it is very ⁸ _____. ⁹ _____ with the characters, especially the way Justin's character develops during the course of the book. I've also seen the film which is based on the book, and it's very good too, but I ¹⁰ _____.



- 3 Read **Book Review** again. How did the writer feel about the book? How can you tell? Compare with a partner.

B Think about language

- 4 Find adjectives and other information for topics 1–4 in **Book Review**.
1 the book very exciting, ... 3 the setting
2 the main character 4 the writer's opinion
- 5 Look at paragraphs 2 and 3. What tense is used to describe the setting, characters, and plot of the book? Why is it unusual? Why do you think the writer uses this tense?

C Brainstorm and organize your ideas

- 6 Look at **Ideas Brainstorm**. What can you say about how the reviewer got ideas to write about? Choose the best description.
a The writer started thinking about the beginning of the text, and continued paragraph by paragraph.
b The writer wrote ideas down in any order and then organized the information into paragraphs.
- 7 Work with a partner. Look at **Book Review** and write a paragraph plan.
para 1 title, type of book, author, my general opinion
para 2 ...
para 3 ...
para 4 ...
- 8 Think of a book you have read, or a film or play you have seen. First, quickly write as many key ideas as you can about it, including whether you think it is good or bad. Then decide how you can organize the information in your ideas brainstorm and make a paragraph plan.
- 9 Tell your partner about your book, play, or film. Use your paragraph plan to help you.
- 10 Give feedback using the topics below.
1 Were the setting, characters, and plot clearly described?
2 Were your partner's opinions clear, and did he / she give reasons for them?
3 Would you be interested to read or see the book, play, or film (or avoid it, if it's bad!)?
- 11 Make any necessary changes to your plan.

ABC Put it all together

- 12 Write your review. Follow the paragraph structure from exercise 7 and write about 120–180 words.
- 13 Check your writing. Have you used appropriate tenses and descriptive words and phrases?
- 14 Give your review to a new partner. Have you read the book, or seen the play or film? If yes, do you agree with the reviewer? If not, would you like to? Tell your new partner.

I can write a review.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 6 Review

R6

A Grammar

1 Ability Write another sentence with the same meaning using the word in brackets.

- Were you able to finish the crossword? (manage)
Did you manage to finish the crossword?
- Was Columbus able to reach America? (succeed)
- I couldn't spell correctly as a child. (unable)
- Can you understand Arabic writing? (able)
- I didn't manage to find a parking space. (couldn't)
- Have you managed to contact Jeff yet? (able)
- Have you managed to fix the computer? (succeed)
- We've failed to agree with each other. (able)

2 must and can't for logical deduction You meet a person who lives at a research base in Antarctica. Complete the sentences with *must* or *can't*.

- It *must* be very cold there.
- You _____ miss the trees and greenery of home.
- There _____ be much to do at night.
- It _____ be difficult to get there.
- You _____ get many fresh vegetables to eat.

3 Quantity: both, (n)either, all, most, each, every, none Fill the gaps with one of the words below. There may be more than one possibility.

all both each neither every none

¹Both _____ of my parents like watermelons but ²_____ of them likes melons. Me and my two sisters are the opposite – we ³_____ love melons, but ⁴_____ of us like watermelons. The seeds are not together so you have to remove ⁵_____ seed separately. And then ⁶_____ time you take a bite, you find another one!

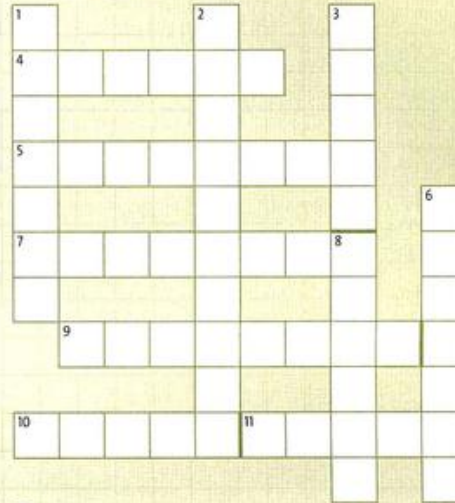


4 Modals of deduction in the past Rewrite the sentences using *must*, *will*, *may*, *might*, *could*, *can't*, or *won't*. There may be more than one possibility.

- It was probably not very comfortable on the Viking ships.
It can't (or won't) have been very comfortable on ...
- They were very probably used to the cold weather.
- They very probably sailed through a lot of storms.
- Perhaps they thought that Greenland was a continent.
- They very probably didn't eat a lot of fruit.
- Perhaps they carried dried fish on the ships.
- They very probably met some of the Inuit people.

B Vocabulary

5 Disease Do the crossword.



Across

- to have protection from illness
- thousands of people catching the same illness
- the signs of an illness
- getting better = making a _____
- the cause of many illnesses
- a _____ attack = number 1 cause of death in the USA.

Down

- illness
- adjective to describe an illness which spreads easily.
- to get a disease = to _____ a disease.
- this illness attacks old people = it _____ old people.
- to pass from person to person

6 Compound adjectives with affixes Make compound adjectives with *low-*, *high-*, *-efficient*, and *-friendly* from the words below.

environmentally quality fat fuel
user energy budget fibre planet
environmentally-friendly ...

7 Food labels Match the beginnings and ends of these phrases.

- | | |
|--|----------------|
| 1 <input checked="" type="checkbox"/> a tin of | a advice |
| 2 <input type="checkbox"/> suitable for | b baked beans |
| 3 <input type="checkbox"/> a natural source of | c daily amount |
| 4 <input type="checkbox"/> a tub of | d facts |
| 5 <input type="checkbox"/> 100 calories | e fibre |
| 6 <input type="checkbox"/> allergy | f hummus |
| 7 <input type="checkbox"/> nutrition | g per serving |
| 8 <input type="checkbox"/> each serving | h vegetarians |
| 9 <input type="checkbox"/> your guideline | i contains ... |

8 Dates and times in history Put the words in order to make phrases.

- century the at turn the of
at the turn of the century
- thousand one year the two in and
- late century in twentieth the
- five year in nineteen the ninety
- until middle day the present from ages the

Kamchatka Untamed Nature



Kamchatka has the highest density of brown bears in the world.

1 There can be few places left in the world which are quite as unspoiled as Kamchatka. It is almost twice as big as Britain, and with its wild mountain landscapes, free-flowing crystal clear rivers and untouched forests, Kamchatka teems with wildlife. It is home to the world's greatest diversity of species of salmon – and about ¼ of the world's salmon in total. This in turn supports other species higher up the food chain. Nowhere in the world has a higher density of bears than Kamchatka.

2 The reason for this abundance of nature in Kamchatka is its remote geographical position in Russia's far east. This massive peninsula, 1,250 km long, is only joined to the



The Kamchatka peninsula has only been open to tourists since the early 1990s.

mainland by a narrow neck and it's impossible to get there by road. It is in Russia, but it is further east than Japan. It is 11,000 km from the capital, Moscow, and the journey by air takes nine hours, making it the world's longest domestic flight. Kamchatka is so far around the globe from Moscow that Kamchatkans are having breakfast before Muscovites have even gone to bed. Kamchatka's such an inaccessible place that the area has been largely undamaged by contact with man.

3 The Kamchatka peninsula hangs on the north-west edge of the world's greatest ocean, the Pacific, and forms part of the geologically active Pacific rim, known as 'the ring of fire'. Here, the tectonic plates which lie beneath the ocean push deeper and deeper beneath the continents, creating the world's deepest ocean trenches and causing massive earthquakes, tsunamis, and volcanoes.

4 Few places are as volcanically active as Kamchatka, which has 160 volcanoes, 29 of them active. The volcano Klyuchevskaya Sopka at 4,750 m, is one of the highest active volcanoes in the world – not as high as some in the Andes, but certainly the highest outside the Americas. Many of the volcanoes are perfect cones, easily as beautiful as Japan's famous Mount Fuji, if not more so.

There are plenty of other signs of geological activity too. There are numerous hot springs, and in the central valley there is an enormous geyser field – the second biggest in the world after Yellowstone in the USA. In Kamchatka, you get the feeling that the creation of the landscape is incomplete, that it's still in the process of forming.



Few places are as volcanically active as this.

5 Kamchatka's extension from north to south means that it has a wide variety of climates. In the south, it is temperate, but the further north you go, the colder the climate becomes, until eventually it is subarctic. Kamchatka contains the southernmost area of arctic tundra in the world. The peninsula receives a huge amount of rainfall and an unusual number of electrical storms. Perhaps it sounds rather inhospitable, and in summer, when the mosquitoes are out, it certainly gets unpleasant sometimes. However, this corner of the planet is an undiscovered paradise for nature lovers, and visitors will find the wild and majestic scenery unforgettable.



There are numerous hot springs and geysers.

How to describe remarkable places

G ways of comparing V adjective prefixes un-, im-, and in- P stress for emphasis G+ There can be few ...

A Read for detail

- Which three places in the world would you most like to visit? Why? Tell a partner.
- Look at **Kamchatka** opposite and quickly find the paragraph which contains the information on the topics below.
The Pacific Ocean The climate in Kamchatka
Volcanoes in Eastern Russia
- What are the topics of the remaining two paragraphs?
- Read the text more carefully. The author makes Kamchatka sound special or unique. Underline examples of the language used to do this. Compare with a partner.
Example one of the most unspoiled places in the world
- Guess the meanings of the words in **red**. Check in a dictionary and then answer the questions.
 - What three animals are mentioned in the text, and what is their order in the **food chain**?
 - Why is Kamchatka a **peninsula**, not an island?
 - What do you think ocean **trenches** are, and what causes them?
 - What do you think a hot **spring** is, and what is it an example of?
 - Why does Kamchatka have both **temperate** and subarctic climates?
- Would you like to visit Kamchatka? Why? Why not? Tell a partner.

B Grammar ways of comparing

- Complete the sentences in the box with the correct form of **high**. Then match the ways of comparing 1–6 with uses a–f.

1	as ... as	This volcano isn't as _____ as some in the Andes.
2	comparative	It's _____ than Mt Fuji.
3	superlative	It's the _____ volcano in the world.
4	half, twice, three times	Everest is nearly twice as _____ as Mont Blanc.
5	_____ and _____	As you travel west, the mountains get _____ and _____
6	the ... the	The _____ you climb, the colder it gets.

- to compare two things = 2
- to say by exactly how much two things are different
- to say two things are the same (or not the same)
- to describe a change
- to say something is unique in the world or among a group of things
- to make a connection between two comparatives

- Underline examples of the six ways of comparing in **Kamchatka**.
- Complete the second sentence so that it has a similar meaning to the first. Which phrases in **bold** mean that the difference is big, which mean the difference is small?
 - Russia is **by far** the largest country. The second largest country is **not nearly as large as** Russia.
 - The second biggest ocean is **nowhere near** as big as the Pacific. The Pacific is **easily** the ...
 - Mallorca is **far** bigger than Ibiza. Ibiza **isn't nearly** as ...
 - Argentina is **almost** as long as Chile. Chile is **slightly** ...
 - The Amazon is **slightly** shorter than the Nile. The Amazon is **almost** as ...
- 7A.1▶ Pronunciation** Listen, check, and repeat the sentences in exercise 9. Notice that the phrases in **bold** are stressed to give them emphasis.
- Work with a partner. Make sentences about the things below using as many different ways of comparing as you can.
 - the world's rivers/oceans/mountains/deserts
 - the different climates in a country/the year
 - different species of animal/plant
 - your ideas* ...

More practice? **Grammar Bank** >> p.140.

+ Grammar Plus

There can be few places quite as unspoiled as Kamchatka.
>> p.145.

C Vocabulary adjective prefixes un-, im-, and in-

- Decide whether we make the opposite of the adjectives below with **un-**, **im-**, or **in-**. Then find them in the text.

Para 1 spoiled; touched
Para 2 possible; accessible; damaged
Para 4 complete
Para 5 usual; hospitable; pleasant; discovered; forgettable
- Decide if the adjectives have a positive, negative, or neutral sense in the context of the text. Say why.
Example 'Unspoiled' here is positive – it's a good aspect of Kamchatka.

ABC Put it all together

- Think about an interesting, unusual, or remarkable place you know. Make notes on different comparisons for the landscape, the wildlife, the climate.
- Work in pairs or groups and describe your places. Which place sounds most interesting?

I can describe remarkable places.

Tick ✓ the line. with a lot of help with some help on my own very easily

How big is your Comfort Zone?

INTRODUCTION Your comfort zone is all the activities and situations that you feel comfortable about being in. For example, if you are **not** comfortable about rock climbing, then rock climbing is **outside** your comfort zone. To find out what kind of traveller **you are**, tick the best statement for you in each colour – you may only tick one. Then draw a shape which includes all the statements you ticked. That's how big your comfort zone is!



I could get used to eating just about anything ☐



I've got used to being on the road and I'll sleep just about anywhere. ☐



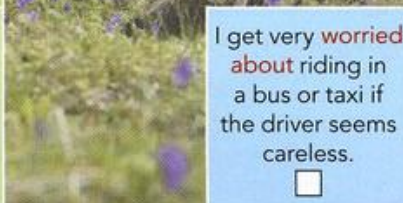
I'm not afraid of travelling like the locals – I'll ride on the roof of the train if they do. ☐



I'm wary of eating a dish if I don't know what's in it. ☐



I'm pretty flexible, but I'm not too keen on sleeping outdoors. ☐



I get very worried about riding in a bus or taxi if the driver seems careless. ☐



I'm not very adventurous about eating – I look for international restaurant chains. ☐

I'm accustomed to my home comforts and I won't settle for anything less. ☐

I'm not fond of organizing my own transport, so I prefer package tours. ☐



I've become very proficient at reading maps and finding my way around. ☐

I'm not too bad at getting from A to B if it's not too complicated. ☐

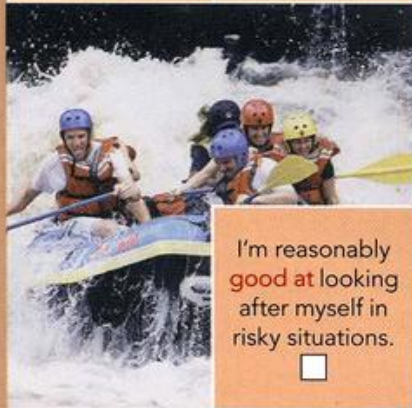
I'm fairly reliant on having a guide to help me when I travel. ☐



If I'm alone, I get engrossed in reading a book to avoid talking to people. ☐

I can get quite involved in talking with the locals if they approach me. ☐

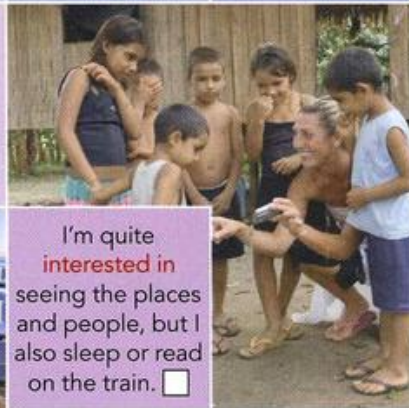
I'm very enthusiastic about speaking to people from other cultures. ☐



I'd be quite opposed to choosing a dangerous place to go on holiday. ☐

I'm meticulous about preparing for a trip – getting insurance, booking rooms and so on. ☐

I'm dependent on having something to occupy my mind – I always take lots of books. ☐



I'm reasonably good at looking after myself in risky situations. ☐



I like being prepared, but I'm OK about improvising if necessary. ☐



I'm quite interested in seeing the places and people, but I also sleep or read on the train. ☐

I'm not averse to taking risks – it makes life more exciting. ☐



I'm very laid back about making preparations. ☐



I never get bored with looking at the scenery from the train or watching the people. ☐

How to talk about your attitude to travel

g be used to doing or used to do v attitude adjectives



A Read and respond

- 1 Read the introduction of **How big is your Comfort Zone?** opposite and tell your partner the last time you did something outside your comfort zone.
- 2 Read the statements in **How big is your Comfort Zone?** and match the directions with these topics. You can use a dictionary.
accommodation danger finding the way
food getting around interest and boredom
meeting the locals preparation
Example danger = south-west
- 3 Tick ✓ the statements in **How big is your Comfort Zone?** which are true for you. Draw the shape of your comfort zone.
- 4 Work with one or more partners. Compare the shape and size of the comfort zone which you've drawn. Who has the biggest comfort zone?

B Vocabulary attitude adjectives

- 5 Look at the red adjectives in **How big is your Comfort Zone?** Which preposition follows them? Add them to the correct box.

to	of	about	on	at	in
accustomed	afraid	adventurous	keen	bad	engrossed

- 6 Write the phrases with the best definition. Use the text to help you.
accustomed averse engrossed meticulous
proficient reliant laid back wary
1 wary of = careful about sth because it might be dangerous
2 _____ = not liking sth; opposed to doing sth
3 _____ = familiar with sth; accepting it as normal
4 _____ = careful about every detail
5 _____ = relaxed, not being too careful about sth
6 _____ = needing sth to survive; very dependent
7 _____ = so interested in sth that you give it all your attention
8 _____ = good at sth from lots of practice
- 7 **7B.1▶ Pronunciation** Listen to the sentences. Notice the adjective is stressed. Why?
Q Are you careful about packing?
A Yes, I'm meticulous about it. or
No, I'm quite laid back about it, actually.

- 8 Work with a partner. Ask and answer the questions. Keep the pronunciation patterns in exercise 7.

- 1 Are you averse to eating uncooked fish?
extremely wary/OK
- 2 Are you dependent on guide books?
totally reliant/not too keen
- 3 Are you used to sleeping on planes?
getting quite accustomed/not very good
- 4 Are you good at picking up languages?
getting more and more proficient/pretty bad

C Grammar be used to doing or used to do

- 9 Explain the difference in meaning between sentence beginnings 1 and 2. Match them with sentence endings a or b.
1 ☐ I **used to** sleep on the sofa
2 ☐ I'm **used to** sleeping on the sofa
a because that's where I normally sleep.
b before I bought this bed.
- 10 Complete the sentences with *used to* and an appropriate verb.
1 I _____ in London, but now I live in Rome.
2 I _____ because I travel a lot in my job.
3 I _____ in English because I have a lot of English friends.
4 I _____ English as a child, but now I've forgotten it.
- 11 Make true sentences about you with *used to* and the verb phrases below.
be on my own eat raw fish look after myself
play team sports speak to large audiences
walk long distances work on Sundays
Example I'm not **used to** walking long distances because I always drive everywhere. or I **used to** walk long distances, but now I don't.
More practice? **Grammar Bank** >> p.140.
- ABC Put it all together**
- 12 What is your attitude to travel? What do you enjoy? What worries you? What do you find interesting? What aren't you keen on? Make notes.
- 13 Talk about your attitude to travel with one or more partners. Whose attitude is most similar to yours?

THE MAP AS A SYMBOL

From Roman times onwards, simple diagrams were used in texts and on coins to symbolize the world. We know that the map-makers of the time knew the shapes of different islands and peninsulas – for example, Sicily and Britain were described as triangles, while the Iberian Peninsula was compared to the shape of an ox-hide. However, in order to represent the world, they simplified the shapes of the three continents of the known world – Asia, Africa, and Europe – into a diagram which looked like a letter T inside a letter O. This is known as the T-O map.

In a T-O map, the letter O represented a great ocean which completely surrounded the known world. The top of the O was the east, where the sun rises. The horizontal line of the T divided the circle in half, and the part of the circle above this line represented Asia. The vertical line of the T divided the bottom of the circle into two quarters – the part to the left represented Europe and the part to the right represented Africa. The line separating Europe from Africa was the Mediterranean.

The line between Africa and Asia was the Nile and the Red Sea, and the line between Europe and Asia was the Aegean and the Black Sea.

T-O maps remained popular in medieval times and beyond, even when much more accurate maps were available. This is probably because of their symbolic value for the world's great religions. The city of Jerusalem was located right in the centre of the map, where the horizontal and vertical lines of the T joined together. Medieval versions of the T-O map often included details such as Mount Ararat in the east of Turkey, with Noah's Ark perched on the summit. The three sons of Noah were sometimes drawn in the continents where they were thought to have gone – Shem in Asia, Japheth in Europe, and Ham in Africa. Christopher Columbus's son Ferdinand had a collection of such maps, even though he was fully aware of the existence of another continent not shown on the maps – America. Clearly, for Ferdinand and others like him, the T-O map was a symbol rather than a representation of geographical facts.



In Greek and Roman times, Sicily was thought to be triangular in shape – an idea which modern satellite photographs confirm.



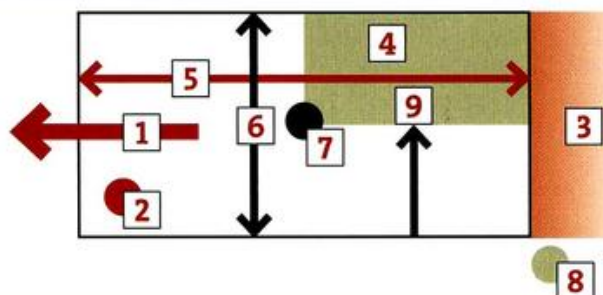
T-O maps represented the three continents of the known world, which are visible in this photograph – Africa, Asia, and Europe.



T-O maps still remained popular even when much more sophisticated maps were available, such as this Mappa Mundi drawn in 1459.

Describing maps and diagrams

from east to west from north to south
from top to bottom in the bottom left (of ...)
westwards in the centre (of ...)
in the south-west (of ...) to the east
the north-east (of ...) to the south-east (of ...)
from side to side half-way up



How to describe maps and diagrams

g the, a, an, or no article v describing maps and diagrams

A Vocabulary describing maps and diagrams

- 1 Look at photos 1–3 in **The Map as a Symbol** opposite. Can you identify any continents, islands, peninsulas, oceans, or seas? Tell a partner.
- 2 Read **The Map as a Symbol** quickly. How is the T-O map different from the world maps of today?
- 3 Read the text again. Draw and label this T-O map. Compare maps with a partner. Check on >> p.133.
- 4 Work with a partner. Say if these sentences are true or false. Explain why.
 - 1 Roman map-makers knew T-O maps were not accurate.
 - 2 On a T-O map, the north is to the right.
 - 3 T-O maps became a religious symbol in medieval times.
- 5 Look at **Describing maps and diagrams**. Match the phrases with the numbers. Three numbers are used twice.



B Grammar the, a, an, or no article

- 6 Look at the phrases below from **The Map as a Symbol** and decide which of the rules 1–4 they are examples of.
a great ocean on coins an ox-hide
the east of Turkey the known world
the letter O T-O maps

Use **a, an, or no article** to talk about things in general ...

- 1 which are singular and countable: like *a letter T*
- 2 which are plural or uncountable: described as *Ø triangles*

Use **the** to talk about specific things ...

- 3 which are unique or clear in context: *where the sun rises*
- 4 which have been mentioned before: *the centre of the map*

- 7 Write *a, the, or no article* in each space.

Drawing the T-O map

Draw ¹ a circle. ² a circle represents ³ the known world. At the turn of the first millennium ⁴ the people thought there were three ⁵ Ø continents surrounded by ⁶ a great ocean. Draw ⁷ a dot at ⁸ the centre of ⁹ a circle. On T-O maps of the time ¹⁰ a dot represents ¹¹ the city of Jerusalem. Now draw ¹² a vertical line from ¹³ a dot to ¹⁴ the bottom of ¹⁵ a circle. ¹⁶ a line represents ¹⁷ the Mediterranean Sea.

- 8 Find examples of geographical names in **The Map as a Symbol**. Decide which of the rules they follow.

Example Use *the*: the Red Sea Use no article: Sicily

Use *the* before geographical names ...

which have the pattern adjective-noun:
the Red Sea

- typical nouns in this pattern: *Sea, Ocean, Mountains, Forest, Desert, Isles, Peninsula, States, East, River*
- the adjective may be replaced by a word which isn't an adjective eg *Sahara*.
- these names may be simplified by cutting the noun eg *the Pacific Ocean*

Use **no article** before geographical names ...

- which are proper names, not common nouns:
Asia, Jerusalem, Mount Ararat
- there may be another word before the name such as:
Mount; Lake; South
- proper names are often used for: continents, countries, cities, single mountains, islands, and lakes.

- 9 Work with a partner. Answer the questions.

Why do you think we say:

- 1 ~~the~~ Atlantic, but not ~~the~~ Indian?
- 2 ~~the~~ Mediterranean but not ~~the~~ Red?
- 3 ~~the~~ Mississippi, but not ~~the~~ Yellow?
- 4 ~~the~~ Rockies, but not ~~the~~ Mt Everest?
- 5 ~~the~~ British Isles but not ~~the~~ Ibiza?
- 6 ~~the~~ United States but not ~~the~~ China?
- 7 ~~the~~ North Sea but not ~~the~~ South Africa?

More practice? **Grammar Bank** >> p.140

C Listen and draw

- 10 **7C.1** Listen to a woman describing a map of Colorado in the USA to a man. Draw the map.
- 11 Listen again. Check your map >> p.128. Compare with a partner.
- 12 Look at the audio script on >> p.155 and underline examples of the three strategies below.
 - 1 **check** ask or say what has been understood to see if it is correct
 - 2 **confirm** let the other person know you've understood
 - 3 **clarify** rephrase to make sure you both understand

ABC Put it all together

- 13 Work with a partner and describe and draw your maps.
Student A look at the map of Egypt on >> p.129.
Student B look at the map of Portugal on >> p.132.
Check your maps. Whose map is the most accurate?

Climate problems

- 1 global warming – melting ice caps – rising sea levels
- 2 heatwaves – droughts – water shortages
- 3 unpredictable weather – poor harvests – food shortages – malnutrition
- 4 powerful cyclones – intense rainfall – soil erosion – rivers bursting their banks – floods



CLIMATE CHANGE NOW



1 SO FAR, much of the debate on climate change has been about future predictions, such as how much sea levels will rise in the next 100 years. However, fast and unpredictable changes in world weather are no longer just visions of the future – they are already happening. Already, we are seeing more frequent heatwaves and more intense cyclones. Already, more areas are being hit by droughts and floods. Already, the world's glaciers and ice caps are melting.

2 There is abundant evidence of climate change from all corners of the globe. In Zambia, the rains have arrived late for the last three years and have lasted only a few days. In the village of Chikani, farmers prepared their fields for planting in November, as usual, but in mid-December, it still hadn't rained. Unpredictable weather is a serious problem for farmers, who base their annual round of activities such as planting and harvesting on previous experience. When the climate changes, previous experience is no longer a reliable guide. 'We waited, but the first drop didn't fall till December 20. After a day, the rains stopped. Three weeks later, it started to rain again. But then it stopped again after a few days. Since then, we have had no rain. We have never known anything like this before,' says Julius Njame, a local farmer.

3 The changing climate is wreaking havoc in a different way on low-lying and densely populated Bangladesh. There, government meteorologists this year reported a 10% increase in intensity and frequency in major cyclones hitting the country – two of the most powerful cyclones ever recorded have hit the country in the last three years. 'We

are getting too much water in the rainy season and too little in the dry season,' says Raja Debashish Roy, Bangladesh's environment minister. The intense rainfall destroys crops, leading to poor harvests, food shortages, and malnutrition.

4 In Nepal, scientists are recording some of the fastest increases in temperatures and rainfall anywhere in the world. Many lakes in Nepal and neighbouring Bhutan, which collect glacier meltwater, are said by the UN to be growing so rapidly that they could burst their banks. The amount of water washing down the mountainsides is leading to a serious problem of soil erosion. Meanwhile, in the Caribbean, the hurricane season has reached record length, and hurricanes are getting more frequent and intense. As a result, poor countries such as Haiti are facing devastating floods which destroy crops, homes, and infrastructures.

5 If climate change predictions are accurate, we haven't seen anything yet. Global warming has only just started. In places like north-east Brazil, temperatures have only risen by 1°C so far. They may rise by 3° or 4°C in the years to come, but it is already much hotter than it used to be and it stays hotter for longer. Droughts have already forced many young farmers to abandon the region and look for work in the south. The Pernambuco state environment minister, Aloysio Costa, says: 'In 20 years' time we could be a desert region. In some communities there are no young people left at all. This is an emergency. Food production is going down in many areas.' But this is not just a problem in Pernambuco. Climate change is starting to devastate communities all over the world. This is fast becoming a global emergency.



How to talk about changes

time adverbs climate problems

A Vocabulary climate problems

- 1 What's the most extreme weather you've ever experienced? Tell a partner.
- 2 Look at the photos opposite. Describe them using words and phrases in **Climate problems**.
- 3 Work with a partner. Explain how the words and phrases in each of group 1-4 are connected.

B Read and identify cause and effect

- 4 Read **Climate Change Now** opposite. Match the paragraphs with these topics.
Becoming a desert Climate change is happening now = 1
Floods and hurricanes Too wet, too dry Unreliable rainy season
- 5 Answer the questions.
 - 1 Why do farmers in Chikani normally plant their crops in November?
 - 2 Why are people in Bangladesh often short of food?
 - 3 Why is the UN worried about the lakes in Nepal?
 - 4 Why is food production going down in parts of Brazil?
- 6 Find these words or phrases in the text and guess the meaning.
abundant (para 2) wreaking havoc (para 3)
meltwater (para 4) devastate (para 5)
- 7 Are you an optimist or a pessimist about climate change? Why? Tell a partner.

C Grammar time adverbs

- 8 Read the grammar box and answer the questions.

Use **already** to say change happens sooner than expected or wanted:

It's only 5 o'clock and it's **already** dark!

Use **still** or **yet** to say an expected change hasn't happened:

It's 10 o'clock and it's **still** light! or it **still** isn't dark! or it isn't dark **yet**!

Use **yet** or **still** to ask about expected changes:

Is it dark **yet**? or Is it **still** light?

Use **no longer** to say a situation has changed:

It's **no longer** light outside.

Use **so far** to describe a situation up until now, especially if you expect it to change:

So far, the weather's been good, but there are dark clouds on the horizon.

In the grammar box examples, which adverb(s) ...

- 1 are used with affirmative verbs, e.g. *is*?
- 2 are used with negative verbs, e.g. *isn't*?
- 3 are used in a question?
- 4 don't appear in the middle of a sentence?

- 9 Complete the sentences with *already*, *yet*, or *still*.

- 1 It's supposed to be the rainy season, but it **still** hasn't rained.
- 2 It's monsoon season but it hasn't rained _____.
- 3 Winter doesn't start till November, but it's _____ snowed quite a lot.
- 4 Most glaciers have _____ disappeared from the Pyrenees, but there are _____ a lot of them in the Alps.
- 5 Have the ice caps started to melt _____?
- 6 Is there _____ an ice cap at the North Pole?
- 7 Haiti is _____ suffering from the effects of last year's floods.
- 8 Food prices are _____ high, but they are likely to rise even further.

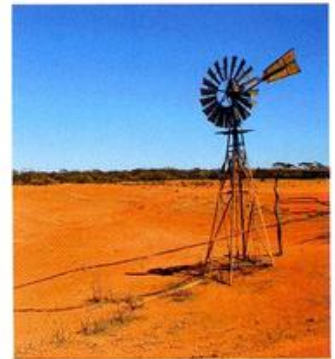
- 10 Add one of the adverbs from exercise 8 to make these sentences true for you.

- 1 I'm a child. *I'm no longer a child.*
- 2 I'm an adult. 5 I live with my parents.
- 3 I'm married. 6 I've been in my present job for ...
- 4 I've retired. 7 I've visited ... countries.

More practice? **Grammar Bank** >> p.142

D Listen for detail

- 11 You will hear a radio programme about how climate change is affecting farms in Australia. What do you think the speakers will say on the topics below? Decide with a partner. You can use a dictionary.
chemicals dust
erosion evaporation
oasis survive
sustainable



- 12 **7D.1▶** Listen and check.
- 13 Make notes on the topics below
Changes on the farm *fewer sheep*; ...
Reasons for changes
Problems with old way of farming
Benefits of new way of farming

ABCD Put it all together

- 14 Choose one or more of the topics below and decide how it has changed in recent times. Think about your country or the world in general.
climate culture economy education fashion population
- 15 Work with one or more partners. Speak for about one minute on your topic. Did you learn anything new?

I can talk about changes.

Tick ✓ the line. with a lot of help with some help on my own very easily

Listening An interview with a celebrity

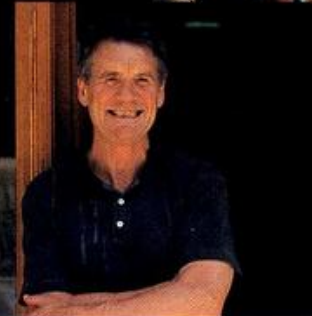
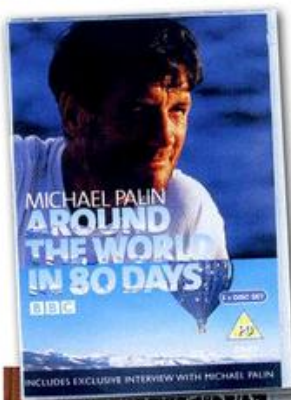
A Prepare to listen

- 1 You are going to listen to part of a programme called *The Interview*. In this programme, former *Monty Python* member, Michael Palin is being interviewed. Look at the photos. What can you guess about him? Discuss with a partner.
- 2 Read the information below about *The Interview* and underline the words and phrases which best complete sentences 1–3.

The Interview is a regular BBC World Service radio programme. The guests on the programme is usually well-known (for example, politicians, academics, or cultural icons) but sometimes they might be people who simply have an interesting or important story to share. The programme gives listeners the opportunity to find out more about a guest as he or she talks about how a topic in the news has affected them, their work, or what matters most to them.

For more information and to listen to the most recent interview, go to www.bbc.co.uk/worldservice/specials/924_interview_archiv/

- 1 Each programme has **one / more than one** guest.
- 2 Listeners will **always / usually / sometimes** know something about the guest before they listen.
- 3 On *The Interview*, guests talk about **politics / personal issues**.
- 3 **7E.1▶** Listen to the introduction to the programme. What do you find out about Michael Palin? Were your guesses in exercise 1 correct?



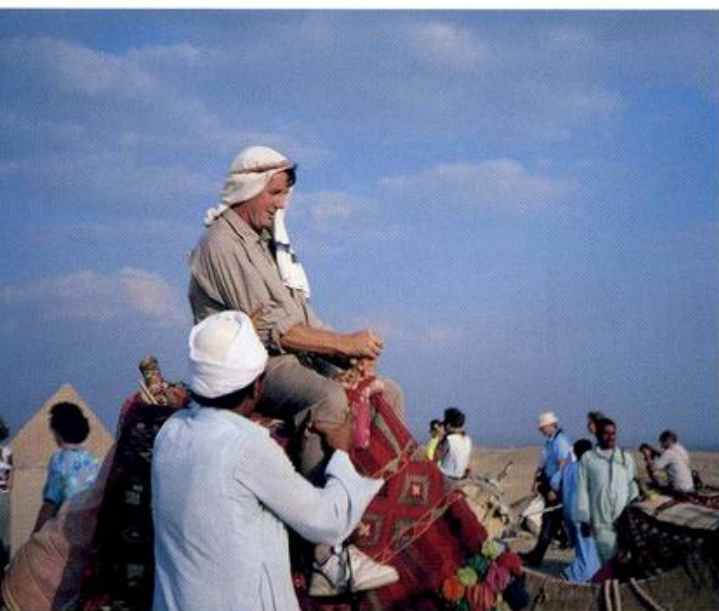
B Tune in

- 4 The interviewer's first question is about humour. Look at sentences 1–3 and discuss your ideas with a partner.
 - 1 People around the world find the same things funny.
 - 2 It's easy to look stupid when you go abroad.
 - 3 It's impolite to laugh about your own mistakes.
- 5 **7E.2▶** Listen to Michael Palin's comments on sentences 1–3. Did he agree or disagree with them? Write **A (agree)** or **D (disagree)** and compare with a partner.
- 6 Read some characteristics of spoken language 1–6. Listen again and tick the ones you hear. Compare with a partner then read the audio script on >> p.156 to check your answers.
 - 1 using fillers (e.g. *you know, erm*) to get thinking time
 - 2 repeating words and phrases
 - 3 pausing for thought
 - 4 vague language (e.g. *kind of, sort of*)
 - 5 long, ungrammatical sentences made up of several phrases
 - 6 making vowel sounds longer to gain time to think

C Listen for the main idea

- 7 **7E.3▶** In the next part of the interview, Michael Palin talks about communicating in different cultures. Which short summary best reflects what he says?
 - 1 He spends time studying places before he visits and then treats people as individuals when he meets them.
 - 2 He thinks it's more important to remember that people are individuals than to study the culture of a country.
 - 3 He thinks people should always study history, culture, and food and drink customs so they can understand people.
- 8 What do you remember about his experience in India? Compare with a partner. Listen again and check your ideas.
- 9 **7E.4▶** Listen to and read a short part of Michael Palin's description of his experience in India. Why do you think he uses a lower key and speaks more quietly when he says some things? Discuss with a partner.

“Whoever they are, you know, it may be someone selling you a ticket in a railway station, it may be a sort of *er* barber on the street in India. I once encountered a barber who was *er* shaved me with this cut-throat razor and there was a large crowd of people around, and I wondered why it was so so special, I was just having, you know, a shave on the street.”



D Listen and predict

- 10 In the next part of the interview, Michael Palin talks about the part travelling plays in his life. Work with a partner and talk about what you think he might say about the following topics.

His plans when he started travelling
What his wife thinks about his travelling
His new grandson

- 11 **7E.5▶** Listen and note two key points he mentions for each topic in exercise 10. Did he mention any of your ideas?
- 12 How has his travelling changed now that he's older? Discuss with a partner and listen again to check.

E Listen and infer

- 13 **7E.6▶** Listen to the next part of the interview and underline the correct word to complete the sentence. Michael Palin talks about the culture / climate / geography / people of Kamchatka.
- 14 Listen again and answer questions 1–3. Compare and discuss your answers in pairs or small groups.
- 1 Why do you think Michael Palin laughs as the interviewer asks his question?
 - 2 Why do you think Michael Palin says the question is a difficult one to answer?
 - 3 How do you think Michael Palin would feel about the effects of development and tourism on the natural world?

F Think about what you've listened to

- 15 Answer the questions and compare and discuss your ideas in pairs or small groups.
- 1 Did you find this programme interesting? Why? Why not?
 - 2 Who would you like to interview if you had the chance? Why? What questions would you ask?

Tips

- * Expect to hear incomplete or ungrammatical sentences.
- * Use hesitation, repetition, and fillers to think about what the speaker is saying.
- * Summarize parts of the text as you listen.
- * Focus on understanding key words and phrases.
- * Don't worry about words and phrases said in a low key.

I listened to a celebrity interview and understood ...

Tick ✓ the line.

most
of it


the main
points

some main
points

some key
phrases

Writing A report



 **Dear Colleague**

I have a group of clients who are planning to visit your area next month. They belong to a nature conservation group called *Nature Scene* and they would be interested in seeing some local landscapes, plants, and wildlife. I was wondering if you could send them a brief report recommending a place they could visit? They just need to know what the place is, why it is a suitable place to visit, and practical considerations such as how to get there. Their email address is

Report

To: Nature Scene
From: Marcelo Pereira
Re: Your planned visit to Rio de Janeiro

Introduction

The aim of this report is to recommend the Tijuca Forest as a place for your group to visit while staying in the city. As it is the world's largest urban forest, it will clearly be of interest to your members.

Background

The Tijuca Forest was replanted in the 19th century after being destroyed to make space for coffee plantations. Today, it is a fine example of Atlantic Rainforest and it is home to hundreds of species of plants and animals threatened with extinction.

Attractions for your group

The forest occupies a hilly area with rocky peaks, valleys, streams, and lakes. Many of the trees are well over 100 years old, and the tropical vegetation is home to a wide variety of birdlife, including tiny, brightly coloured hummingbirds. There are also monkeys and reptiles, including snakes. I can't stand them, personally. To get a bird's-eye view of the forest and the city, visitors can climb to the highest point, Pico de Tijuca, which is over 1,000 metres high. From here, you can see my favourite place – the famous Maracanã football stadium.

Practical information

The forest is accessible by car, but the best way to appreciate the natural environment is on foot along the many paths. The park gates are open from 8 a.m. to 7 p.m. and admission is free. Pretty cool, huh? The main entrance is at Alto de Boa Vista and it is accessible by bus from the city. It is recommended that you take a map and stay on marked paths as it is easy to get lost.



A Read and analyse instructions

- 1 Is there an area of natural beauty near where you live? Tell a partner about it.
- 2 Read **Dear Colleague**. What does the task description tell you about the items below?
 - 1 The person you are writing to.
 - 2 The group who this person represents.
 - 3 The interests of the group.
 - 4 What they want included in the report.
- 3 Which adjectives best describe the report you are required to write? Underline them.
chatty informal informative neutral personal direct
- 4 Read **Report**. Find three sentences which don't belong in the text and **cross** them out. Explain why.
- 5 Read the text again and answer the questions below.
 - 1 Why does Marcelo think the Tijuca Forest would be of interest to the members of Nature Scene?
 - 2 What does he say about the landscape, vegetation, and wildlife?
 - 3 Why does Marcelo suggest walking around the forest?

B Write collaboratively

- 6 Work with a partner. Think of a place which would interest the members of *Nature Scene*. Make notes under the headings below.

Background e.g. its history; geographical location
Attractions e.g. landscape, vegetation, and wildlife
Practical information e.g. how to get there; prices
- 7 Write a report with your partner, using the paragraph headings and beginning from **Report**.

C Edit your work

- 8 Check the grammar and spelling in your report.
- 9 Give your report to another pair. Imagine that you are the intended reader. For each statement below, write 1–4 for a–d. 1 = **strongly agree** 4 = **strongly disagree**
 - 1 The place sounds interesting for my group.
 - 2 The report is organized and easy to follow.
 - 3 There is enough information to help me decide.
 - 4 All of the information is relevant and appropriate.
- 10 Write a list of suggestions for improvement. Give it to the other pair.

ABC Put it all together

- 11 Rewrite your report in 120–180 words. Use the list of suggestions to help you.

I can write a report.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 7 Review

R7

A Grammar

- 1 **Ways of comparing** Find seven sentences in the grid. The first words are shown in red.

1 The	Danube	is	2 The	higher	you
3 The	Pacific	nowhere	4 Each	the	climb,
far	is	near	year,	thinner	the
wider	long	as	pollution	gets	air
than	as	5 Everest	is	worse	gets.
the	the	Amazon.	almost	and	6 The
Atlantic.	7 Russia	as	twice	worse.	Sahara
easily	is	high	far	by	is
the	Mt.Blanc.	as	the	world's	biggest
biggest	country	in	the	world.	desert.

- 2 **be used to doing or used to do** Write a sentence with a similar meaning with *be used to* or *used to*.

- I fly long-distance often, so I know what it's like.
I'm used to flying long-distance.
- I didn't like flying when I was younger.
- Kevin often works nights and he's accustomed to it.
- Ships were made of wood in the olden days.
- Living abroad was strange at first, but now it feels normal.
- Where did you live before moving here?
- We don't eat raw fish, so it doesn't feel normal to us.

- 3 **the, a/an, or no article** Fill the gaps with *the, a/an, or Ø*.

1 The Azores are 2 _____ group of islands in 3 _____ Atlantic which belong to 4 _____ Portugal. On one of 5 _____ islands is 6 _____ mountain called 7 _____ Pico, which is 8 _____ highest mountain in 9 _____ country. 10 _____ islands were discovered in 11 _____ fourteenth century by 12 _____ explorer from Europe.



- 4 **Time adverbs** Underline the correct option.

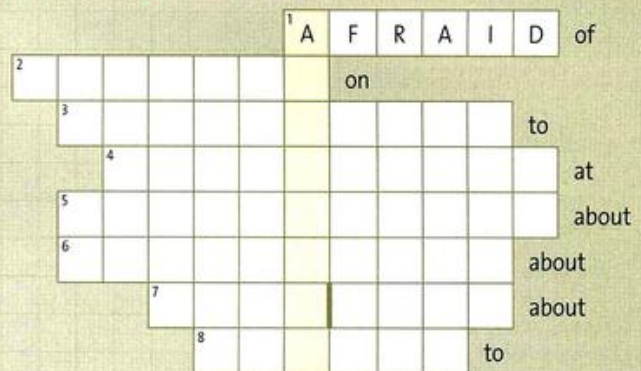
- It's the end of winter and it already / still / yet hasn't snowed.
- It's 6 a.m. and it's still / already / yet light.
- Have you seen the weather forecast yet / still / so far?
- Yet / Still / So far, 15 countries have sent aid to the region.
- We are no longer / yet / so far able to produce sufficient food.
- There's already / yet / still enough oil to last a few years.

B Vocabulary

- 5 **Adjective prefixes un-, im-, and in-** Complete the sentences using these adjectives with *un-, im-, or in-*.
accessible complete hospitable
pleasant possible **touched**

- Some parts of Mongolia are still untouched by modern life.
- Antarctica is one of the most _____ places on Earth.
- It's _____ to reach Ireland without crossing water.
- The Gobi Desert has a very _____ climate.
- Summer can be _____ here because of the flies.
- A trip to Italy would be _____ without seeing Rome.

- 6 **Attitude adjectives** Do the puzzle. Find the secret word.



- frightened of; scared of
- dependent on; you need it very much
- used to; it's normal for you
- good at; skilled at
- liking adventure
- careful about; paying attention to detail
- relaxed about
- not liking; being opposed to

- 7 **Describing maps** Complete the text with the prepositions.

in from of to up
Africa is 1 to the south 2 _____ Europe. It is 8,000 km 3 _____ top 4 _____ bottom and 7,400 km 5 _____ side 6 _____ side. The equator crosses Africa about half-way 7 _____. Africa is between the Atlantic 8 _____ the west and the Indian Ocean 9 _____ the east. The Sahara Desert is 10 _____ the north of the continent.

- 8 **Climate problems** Match the beginnings and endings.

- | | |
|--|---------------|
| 1 <input type="checkbox"/> melting | a cyclones |
| 2 <input type="checkbox"/> rising | b erosion |
| 3 <input type="checkbox"/> global | c harvests |
| 4 <input type="checkbox"/> water | d ice caps |
| 5 <input type="checkbox"/> poor | e sea levels |
| 6 <input type="checkbox"/> soil | f shortages |
| 7 <input type="checkbox"/> rivers bursting | g their banks |
| 8 <input type="checkbox"/> powerful | h warming |

Adverts

Hirsute Homme

N°1 WORLDWIDE IN MEN'S HAIR CARE

Revitalizes your hair naturally

AN INCREDIBLE NEW ANTI-HAIR-LOSS TREATMENT, SATISFACTION GUARANTEED.

This amazing medical breakthrough is the result of exciting new research at the Quiff Institute. A unique hair-restoration shampoo which is completely safe and natural, with Japanese willow moss extract, scientifically proven to be effective in 97% of cases*

Hirsute Homme is available only by mail order. Join our list of satisfied regular customers by sending now for our incredible special introductory pack offer: a one-month supply for only €99.99. The pack includes an exclusive easy-to-use tortoiseshell-handled comb and brush set.

*Based on consumer self-evaluation test of 50 adult men

Hirsute Homme is enriched with a pure extract from the milk of the Afghan woolly buffalo, famous for its beautiful long thick coat.

Oil of Elixir

A SKIN-CARE REVOLUTION

'I don't do wrinkles!'

Ever dream of a youthful peaches-and-cream complexion?

Roll back the years with this incredible new anti-wrinkle cream. A revolutionary new product developed by award-winning dermatologists to revitalize your skin. The secret lies in a mixture of multi-vitamins and herb extracts following an ancient Egyptian formula discovered in Cleopatra's mountain palace.

Available now from Skin Deep Science, a company 110% committed to helping you break the ageing cycle. Contact us now on **902 51138 51134** for your trial pack or log on to www.skindeepsience.net and follow the instructions for *Oil of Elixir* trial offer*

Oil of Elixir is enriched with a concentrated protein from the shell of the Maltese sea snail.

*Offer comes with a free pair of superb flexible rubber beauty gloves to protect your hands during application.

Toiletries

aftershave
 comb /kəʊm/
 cotton wool balls
 deodorant /di'əʊdərənt/
 disposable razor
 face cream
 hair brush
 hair dye
 lipstick
 make up remover
 mascara /mæ'skɑ:rə/
 nail clippers
 nail varnish
 perfume /'pɜ:fju:m/
 shaving foam



How to give detailed descriptions

g adjective order v toiletries p stress-timed rhythm



A Read for detail

- 1 Think of an advert from TV. What's it for? What do you like or dislike about it? Tell a partner.
- 2 Look at **Adverts** opposite. Say what products are being advertised and what problem they claim to solve.
- 3 Discuss the tasks and questions below with a partner.
 - 1 Describe the people in the advert photos.
 - 2 Who do you think the adverts were designed for? Describe their age and appearance. How do you know?
 - 3 Why do you think the advertisers use photos of people who are obviously different from the intended clients?
 - 4 Is there anything else in the adverts which is clearly designed for a male reader or female reader?
- 4 Find examples in the adverts.
 - 1 opinion adjectives *incredible ...*
 - 2 scientific authority *scientifically proven ...*
 - 3 special ingredients
 - 4 added benefits

B Vocabulary toiletries

- 5 Look at **Toiletries** opposite. Match the words with the items in the picture.
- 6 Work with a partner. Answer the questions.
 - 1 What kind of people own this bathroom?
 - 2 Which things belong to a man, which to a woman?
- 7 Decide if the items in **Toiletries** go with the verb *wear* or *use*. Tell your partner what you *wear/use*.

C Listen for detail

- 8 You will hear an interview with a designer. She explains how the design of men's toiletries differs to women's. What do you think she will say? Discuss with a partner.
- 9 **8A.1▶** Listen. Were your predictions correct?
- 10 Listen again and answer the questions.
 - 1 According to the interviewer, what toiletries are obviously for men?
 - 2 Which does he mention that could be for either sex?
 - 3 According to Mandy, which colours are typical for men's or women's products?
 - 4 Why does the interviewer mention world leaders?
 - 5 Why does Mandy think men's products are less colourful?
 - 6 How are times changing in the market for men's grooming products?

D Grammar adjective order

- 11 Look in **Adverts**, find the nouns below, and underline the words *before* them which give more information about the noun. What do you notice about the position of opinion adjectives such as *incredible; amazing; superb ...*?
breakthrough buffalo comb complexion
cream formula gloves offer treatment
Example an incredible new anti-hair-loss treatment
- 12 If there are several adjectives before a noun, they go in the order shown in the table. Add these words to the correct column. Work with a partner and add more words of your own.
Egyptian electric blue expensive French leather
new plastic short small smart superb woolly

1 Opinion adjectives	2 Descriptive adjectives 1 size 2 age 3 shape	3 Colour words/phrases	4 Classifying* words
<i>beautiful</i>	<i>ancient</i>	<i>shocking pink</i>	<i>medical</i>

* words which say where it's from, what it's made of, and what type it is

- 13 Put the words into the correct order to make a noun phrase.
 - 1 boots: Swiss; smart; new *smart new Swiss boots*
 - 2 watch: gold; old; nice
 - 3 jacket: purple; trendy; leather
 - 4 perfume: fragrant; Turkish; lovely
 - 5 earrings: silver; ancient; priceless
 - 6 jewellery: Mexican; fabulous; colourful
- 14 **8A.2▶ Pronunciation** Listen and read the answers in the audio script on >> p.156. Notice the stress patterns. Practise saying the phrases, keeping the same rhythm.
More practice? Grammar Bank >> p.141
- 15 Discuss your answers to the questions below with a partner.
 - 1 What toiletries would be ideal for someone like you? Describe them.
 - 2 Have you ever received as a present some toiletries you really disliked? Describe them.

ABCD Put it all together

- 16 Work with a partner. Choose one of the toiletries on >> p.128 and decide how you could describe it in an advert. Try to make it sound as attractive as possible.
- 17 Advertise your product to others in the class. Who has the most attractive description?

Changing your *image*:

How **far** would you go?

1 Most of us have experimented with a change of image at some time in our lives, even if it's just getting our hair cut in a different style. The change may be so slight that hardly anyone notices the difference, or it may be so great that even our close friends don't immediately recognize us.

2 Changes of image may be personal or public. A personal change is something which is new for us as individuals but fairly normal for society. For example, if a man gets his head shaved, this may be an important change for him personally, but it isn't shocking for society in general because a shaved head is fairly common among men. However, in many parts of the world, if a woman gets her head shaved, it's seen as a shocking rebellion against the norms of society. When American pop star Britney Spears shaved her head, it caused a major scandal in the media, and many people decided that she must be losing her mind.

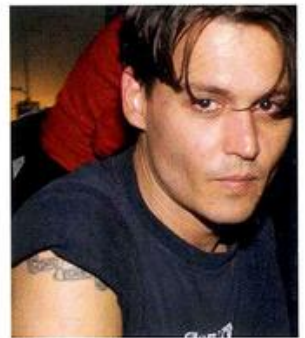


3 Hair is a very important part of our image. According to Dr Martin Skinner, social psychologist at the University of Warwick, 'Hair is so significant because of what it is and where it is. It is part of us, much more intimate than things like clothes. If you cut it away, you are cutting away a bit of yourself. Whatever we do with it is very much part of our identity.' Some people have compared hair to the frame around a picture, and it is seen as particularly important for woman. To have your hair shaved off was a punishment for women who socialized with enemy occupiers in WWII, for example.

4 Head shaving may be appealing to some people precisely because of its shock value – it may be a symbol of independence, of escape from conventional attitudes. It is a very public act and it forces people to respond to you differently. In that way, it is perhaps similar to piercing – Dr Skinner says, 'People think that when they have it done they are controlling what they look like.'

In the past, piercing was associated with sailors or criminals, and that may be part of its appeal – 'Many people, for instance, quite like being much more gentle than their obvious superficial jewellery implies.' Not all piercing is shocking, however. For women, having your ears pierced is seen as quite normal, while having a nose stud is slightly more unusual, but still not shocking. For men on the other hand, earrings are still quite daring and piercing of other parts of the face may be totally unacceptable in some contexts.

5 One reason why piercing may be shocking is that it suggests self-inflicted pain, which some people might find uncomfortable to see. In that respect, it is similar to tattoos. But having a tattoo done perhaps involves a bigger commitment, because tattoos are more permanent.



Having a tattoo done is often a cause for regret – how must American actor Johnny Depp feel about having 'Winona Forever' tattooed on his arm, having split up with his former girlfriend, Winona Ryder, in 1993?

6 It is said that 75% of people eventually regret having a tattoo done, and you can't help feeling that Dayne Gilbey of Coventry, England, will be one of them. At the age of 19, he had a highly unusual tattoo done – he had the image of a full English breakfast tattooed across his scalp – eggs, sausage, bacon, beans, and a slice of tomato. Would you do that?



How to talk about your attitude to appearance

to have / get something done v clothes and appearance



A Vocabulary clothes and appearance

- Work with a partner. Brainstorm typical adjectives to describe the items in the list.
jeans earrings hair skin shoes jacket beard dress
jeans loose, tight, scruffy, faded ...
- Answer questions 1–4 with a partner. You can use a dictionary. Below are some aspects you could consider.
clothes accessories hair style piercing tattoos
 - What **look** is likely to **appeal** to younger people?
 - What **appearance** is **associated** with **conventional** attitudes?
 - What is seen as **slightly unusual** or **daring**, but not **totally unacceptable**?
 - What is seen as **highly unusual**, **shocking** and likely to cause a **scandal**?

B Read for general meaning

- Read **Changing your Image** opposite. Match the paragraphs with the titles below.

<input type="checkbox"/> A statement of independence	<input type="checkbox"/> Food for thought
<input type="checkbox"/> Soft under a hard image	<input type="checkbox"/> Hair and identity
<input type="checkbox"/> Head shaving as rebellion	<input type="checkbox"/> No going back
<input checked="" type="checkbox"/> Trying out a new look	
- What does the text tell us about the following people? Discuss with a partner.
Britney Spears Dr Skinner Johnny Depp Dayne Gilbey
- What answers does the text give to the questions below? Discuss with a partner.
 - In what way can hair become symbolic?
 - Why is hair more significant than, for example, shoes?
 - Why are piercing and tattoos sometimes shocking?

C Grammar to have / get something done

- Look at the pictures and answer the questions. Say how you know.
 - Who is having his head shaved?
 - Who is shaving his head?
 - Who is shaving his own hair off?
 - Who is getting his hair shaved off by someone else?



- Ask your partner questions from the box.

Have you ever	have	your arm	cut?
Would you ever	had	your back	pierced?
	get	your ears	massaged?
	got	your eyes	shaved?
		your hair	straightened?
		your head	tattooed?
		your nose	tested?

Example Would you ever have your head shaved?
No, I'd get my hair cut really short, though.

More practice? **Grammar Bank** >> p.141.

D Listen for detail

- 8B.1▶** You will hear three people talking about their attitude to appearance – Miguel, Moira, and Chandra. Answer the questions with a partner and give reasons.
Who do you think ...
 - is most conventional?
 - would be seen as most unusual where you are now?
 - seems most concerned about their appearance?
- Listen again and put a tick ✓ or cross ✗ in each box, or write DS (*doesn't say*).

Who has ...	shaved head?	pierced ears?	pierced nose?	tattoo?	long hair?
1 Miguel	✗			DS	
2 Moira	✓				
3 Chandra					

- Read these sentences from the audio script. What do the phrases in green mean? Why do the speakers use them?

Miguel 'I think maybe it's good to look normal, you know, 'cause then people don't notice your appearance so much.'

Moira 'I think it feels good and it looks good, it's like, it gives you a great sense of escape.'

Chandra 'I've had my nose pierced, I mean, these things are quite normal and acceptable in my country.'
- Speakers often have their own 'favourite' filler phrases. Underline more examples in the audio script on >> p.156. Do you have any favourite filler phrases, in English or your own language?

ABCD Put it all together

- Make notes to answer the questions about your attitude to appearance on >> p.128.
- Use your notes to tell others. Whose attitudes are most similar to yours?

I can talk about my attitude to appearance.

Tick ✓ the line. with a lot of help with some help on my own very easily

The Bayswater Omnibus

London, 1895 by George William Joy, born Dublin



The Bus

A painting by Frida Kahlo

How much do you really know about the person sitting next to you on the bus?

Perhaps you judge from their appearance, fit them into a category and forget about them – unless there is some kind of incident which makes you notice more details. Perhaps this idea is the idea that lies behind The Bus, which was painted by Frida Kahlo in 1929.

The picture shows the inside of a wooden bus in Mexico, where the artist came from. The painting is done in a naïve style, and it seems to have been done from the artist's imagination rather than from life. It's full of strange contrasts which are perhaps symbolic of the contrasts in Mexico itself. Outside, we can see a landscape that is urban on one side, with smoking factory chimneys, and rural on the other side, with empty fields.

Inside, we can see five passengers who are sitting on a long bench facing us and a boy who is kneeling on the bench looking out of the window. The people are silent, lost in their own thoughts perhaps – they seem to exist in their own separate worlds with no connection between them. Perhaps the reason for this is that they have very little in common with each other – they represent a wide cross-section of different social classes. There is a lower-middle class housewife who is on her way to the shops with an empty basket. There is a workman in blue overalls who is holding one of the tools of his trade. There is a poor peasant woman with bare feet whose head and upper body are covered by a large shawl, but we can see the shape of a baby at her breast. The woman's belongings are tied together in a bundle at her feet. There is a well-dressed man in a three-piece suit who looks wealthy. He's blonde and fair-skinned – perhaps he's a foreigner. Between him and the peasant woman is a boy looking out of the window, who is perhaps on his way to school. He's

wearing a cap and a check shirt.

At the end of the row, there is a young woman in a knee-length dress and scarf. This may be Frida Kahlo herself, who was 22 in the year when she painted this picture. Four years earlier, she had suffered a terrible accident when a tram crashed into the side of the wooden bus that she was travelling in. After the accident, she had to spend a long time in a hospital bed, which is where she started her career as a painter. A curious detail about the accident was that one of the passengers had been carrying a bag of gold dust, which tore open in the crash, covering Kahlo in gold. Perhaps this was the reason why Kahlo introduced a curious detail in her painting. Look at the painting again and you'll see that the wealthy man is holding something in his hand which looks like a bag of money. It may be that he represents the passenger who was travelling with a bag of gold dust on Kahlo's bus. It's a detail which reminds us how little we really know of the people that surround us in our day-to-day lives.

How to say what's going on in a picture

G relative clauses P pronouncing commas

8C

A Read and interpret

- Look at **The Bayswater Omnibus** opposite and answer the questions with a partner.
 - Do you think the people know each other? How do you know?
 - Do people on buses or trains chat to each other more in your country? If not, what do they do?
 - How do you feel about the painting? What do you like / not like about it?
- Read **The Bus** opposite. It describes a picture by Frida Kahlo which is similar to **The Bayswater Omnibus**. Find the differences.

Example There are no smoking factory chimneys in Joy's painting.
- Answer the questions according to the text.

How is Frida Kahlo's painting ...

 - symbolic of the landscape in Mexico?
 - representative of society in Mexico?
 - connected to the life of the painter?
- Look at Kahlo's painting on >> p.129. Is it as you imagined? Which painting do you prefer? Tell a partner.

B Grammar relative clauses

- Look at the relative pronouns **highlighted** in **The Bus**. Say what they refer to – people, places, things, times, or reasons. Which pronoun can be used for both people and things?

Example *which* on line 6 refers to *incident* – a thing
- Read the example sentences in the box. Answer the questions for both sentences and underline the correct word in the rule.





main clause	relative clause
A I didn't see the bag	(which) the man was holding.
B I didn't see the bag	which was in the man's hand.

- What does *which* refer to?
- Is *which* the subject or the object of the relative clause?

Rule You can leave out the relative pronoun when it is the subject / object of the relative clause.

- Cross-out** the relative pronoun if you can leave it out.
 - Look at the woman **that** is holding the baby.
 - Look at the baby **the** woman is holding.
 - This is the artist **that** painted *The Bus*.
 - This is the artist **who** you read about.
 - A tram hit the bus **which** she was travelling on.
 - A tram hit the bus **which** was taking her to work.

- Look at the sentences in the box and underline the correct words in the rule.

A defining	B non-defining
 <p>The man <u>who's reading</u> is wearing glasses.</p>	 <p>The man, <u>who's reading</u>, is wearing glasses.</p>
 <p>The box <u>which is white</u> contains a hat.</p>	 <p>The box, <u>which is white</u>, contains a hat.</p>

Rule When the information in the relative clause helps to define which one we're talking about, use / don't use commas. If it is just extra information, use / don't use commas.

- 8C.1> Pronunciation** Listen to the sentences from exercise 8. What difference do the commas make to how the sentences are pronounced? Repeat the sentences.
- 8C.2>** Listen to some sentences about **The Bayswater Omnibus**. Say if they contain commas or not.
- Make true sentences from these beginnings. Tell a partner.

I like people *who* ...

I enjoy visiting places *where* ...

I can remember a time *when* ...

I can think of lots of reasons *why* ...

More practice? **Grammar Bank** >> p.141.

C Listen for detail

- 8C.3>** Listen to David describing **The Bayswater Omnibus** to Maria. Circle the details on the picture which he mentions.
- Answer the questions with a partner.
 - Do you think Maria can see the picture? Why / Why not?
 - What strange detail does David notice at the end? What is his possible explanation for it?
- What did David say about the topics below? Try to remember with a partner. Listen again and check what you remembered.

place landscape objects people actions

time in history weather

ABC Put it all together

- Work with a partner. **Student A** look at the picture on >> p.131. **Student B** look at the picture on >> p.133. Make notes to describe your picture using the list of topics in exercise 14.

I can say what's going on in a picture.

Tick ✓ the line. with a lot of help with some help on my own very easily

TV Guide

Channel 1

- 3.45 Celebrity Watch** Highlights from the Oscars ceremony.
- 4.45 Nature in the Garden** Spring wildlife in the garden.
- 5.30 Kids' Club** Fun and games for under 10s.
- 6.00 News and Weather**
- 6.30 Ordinary Street** Another visit to the most popular soap in the country.
- 7.10 Meet the Nation** This week, we discover what people around the country read on the bus.
- 8.00 Police Patrol** Two part police drama. Second part on Thursday.



- 9.15 Talk, Talk, Talk** Celebrity chat show – this week, Brad Pitt drops by.
- 9.45 The Funny Side** Satirical game show.
- 10.15 Football Factory** Commentary on all the week's big matches.

Channel 2

- 3.40 Accident and Emergency** Hospital drama soap.
- 4.20 Big Hospital** Jealousy and passion in the (other) hospital soap!
- 5.00 Teen Soap** Will Brad invite Steff to the cinema? More drama for younger viewers.
- 5.30 Cartoons**
- 6.00 News**
- 7.00 The Gentle Life** Laugh along with the popular seaside sitcom.
- 7.30 The Big Prize Quiz** Popular quiz show.
- 8.00 Glamour Valentine's Day Special** Celebrity glamour broadcast live from Cannes.



- 9.30 Film Love and Kisses** The Valentine's Day theme continues.
- 11.30 Late night movie L.A. Cops**

TV scheduling strategies

1 As a TV viewer, you are probably aware that programmes differ during the day, but you have probably given little thought to how the channels decide what to put on. The fact is that the survival of a TV channel depends on it attracting as many viewers as possible, so nothing is left to chance. Schedulers use a number of different strategies to get the best possible audience figures for the programmes available. Here are some of the tricks of the trade ...

2 Dayparting

You've probably noticed that programmes shown during the day are different from programmes shown in the evening. This is because schedulers divide the day into parts – a process called dayparting. Daytime TV is for people working at home, young children, or pensioners. Late afternoon TV includes programmes for kids arriving home from school, such as teen soap operas. Early evening TV is for people arriving home from work and often includes news bulletins. After this is prime time, when TV channels get their biggest audiences. Finally, there is late evening TV for people staying up late, such as young adults.

3 Stacking

TV audiences are sometimes kept in front of the TV by this strategy, in which channels show programmes with a similar audience appeal one after the other. A viewer planning to get up and do something after the first programme is thus tempted to postpone their plan until after the next programme.



4 Bridging

People watching TV are most likely to switch over or switch off between programmes rather than during a programme. For this reason, channels may try to tempt viewers during a programme by inserting adverts for the programme which follows. Another strategy is to reduce the commercial break



between shows so that people don't get bored and reach for the remote control.

5 Tentpoling

Schedulers know which shows tend to be most popular, and they often use these to attract people to the channel. People planning to watch this programme may settle down in front of the telly earlier than necessary, or continue watching the programme after it out of laziness. For this reason, less popular shows may be scheduled on either side of the popular one to benefit from its audience appeal. This is called tentpoling, because it is similar to the way in which a tent is supported by a tent pole.



6 Hammocking

This strategy is similar to tentpoling, except that the less popular show is placed between two popular ones, so it is suspended between them like a hammock.



7 Counterprogramming

Programmes shown on one channel will often contrast with programmes shown on the other, so as not to compete for the same sector of the audience. For example, if there is football on one side, there may be a romantic drama on the other – the first is more likely to appeal to men and the second, to women.

8 Theming

Programmes on a similar theme may be scheduled one after the other to try to keep an audience watching – for example, there may be an evening of shows on the theme of James Bond.

How to express attitudes and opinions

g participle clauses v opinion adverbs p intonation in opinion adverbs g+ I feel sad when they ...



A Read for general meaning

- What TV words do you know? Work with a partner and add words to these lists.
People on TV: celebrity; presenter ...
TV programmes: soap opera; chat show ...
- Read **TV Guide** opposite. Which programmes might you watch? Which would you avoid? Tell a partner.
- Read **TV scheduling strategies** opposite. Choose the best alternative title for the article.
How different kinds of programme are produced
How people choose what they want to watch
How the TV channels keep you watching
People's TV watching habits
- Find possible examples of the seven strategies in **TV guide**. Compare with a partner.
- Find words or phrases with these meanings in **TV Scheduling Strategies**. How did you find the answer? Tell a partner.
 - people who decide what programmes to show (para 1)
 - short news programme (para 2)
 - decide to do something later instead of now (para 3)
 - space for adverts (para 4)

B Grammar participle clauses

- Read the grammar box. Rewrite the sentences using a participle clause.

We can use participle clauses to give more information about a noun ...

Use present participle (-ing) for verbs in active	Daytime TV is for people working at home (= people who work at home)
Use past participle for verbs in passive	Programmes shown during the day ... (= programmes which are shown during the day)

- Night time TV is for people who stay up late.
Night time TV is for people staying up late.
- I never buy stuff which is advertised on TV.
- It's about a girl who is involved in a love life crisis.
- It's a programme about the birds which live in your garden.
- People often copy fashions which have been seen on TV.
- I saw a film about a man who was travelling across America.

More practice? **Grammar Bank** >> p.141.

+ Grammar Plus

I feel sad when they show people driving badly. >> p.145

C Listen for points of view

- 8D.1** You will hear three friends, Ania, Deepak, and Carla, giving their opinions. Tick ✓ the topics they mention.
TV today compared with in the past
How to choose good programmes on TV
Whether or not adverts are a bad thing
Which is better – watching TV or DVDs?
- Listen again and answer the questions.
 - What examples do the women give of good TV?
 - According to Deepak, what's the problem, even with good programmes?
 - Why does Carla mention making a cup of tea?
 - Why does Ania enjoy adverts?
 - How does Carla suggest avoiding the adverts?
- Summarize the three points of view on the topic of adverts on TV. Which do you agree with? Tell a partner.

D Vocabulary opinion adverbs

- Look at the highlighted adverbs in audio script **8D.1** on >> p.157. Match the adverbs with their functions 1–6.

admittedly basically frankly naturally obviously personally

We use this adverb to show that you ...

- are expressing your own opinion. *personally*
 - accept that something is true.
 - are giving your honest opinion, even if others might not like it.
 - think it is clear that things have to be this way.
 - think that the situation is as it should be.
 - are expressing it in the simplest possible way.
- 8D.2** **Pronunciation** Listen to the phrases containing the adverbs. Notice the adverbs have the intonation shown below. Practise saying the phrases.

frankly,

- Make true sentences with these beginnings. Tell a partner.
Frankly, I can't stand ... Personally, I quite like ...
Fortunately, I don't have to ... Naturally, I've never ...

ABCD Put it all together

- Work with a partner. Read the opinion below.
'Television has brought great benefits to society.'
Student A you agree with this opinion.
Look at *For* on >> p.128.
Student B you disagree with this opinion.
Look at *Against* on >> p.133.
- Discuss the opinion in small groups, taking the *for* or *against* point of view.

I can express attitudes and opinions.

Tick ✓ the line. with a lot of help with some help on my own very easily

Van Gogh painting uncovered by new X-ray machine

A new technique promises to reveal hundreds of masterpieces hidden beneath later works.

Harry de Quetteville reports

1 It's the biggest single art find: a host of unseen works by masters old and new, from Rembrandt to Van Gogh and Picasso. But these works can't be seen on the walls of any gallery or museum. And they are hidden not in a safe or bank vault, but on canvases which the artists themselves painted over.

2 Now, scientists are employing a revolutionary technique by firing X-rays 10,000 times more powerful than any hospital scan at the priceless paintings. This reveals the spectacular unseen images.

3 At the end of July, it was announced that the process, usually employed in archaeology and medicine, had been used successfully for the first time on a Van Gogh landscape worth millions of pounds. Now the team behind it are looking for more masterpieces to expose to X-rays.

4 This, however, could be a drawn-out process. In the case of the Van Gogh – *Patch of Grass*, 1887 – it took months of planning and testing to ensure that it would not be damaged by the experiment, which took place in a particle accelerator in Hamburg called Doris III.

5 'What is unique is that we used this established technique on a Van Gogh canvas. In a way, it's amazing it hasn't been done before – but you have to have the idea,' says Wolfgang Drube, research co-ordinator at the German electron synchrotron research centre in Hamburg.

6 'We were already in contact with Dutch researcher Joris Dik in some other projects, when he suggested we use some research he had employed on archaeological research,' says Luuk van der Loeff, from the Kröller-Müller Museum in the Netherlands, home to hundreds of Van Goghs.



7 The poverty-stricken painter frequently reused his canvases – van der Loeff says that about a third of the paintings his museum holds were painted over previous works. But while earlier scanning techniques could identify the images that have been painted over, they have been unable to reveal their full glory.

8 'The main problem is that you get a monochrome image and that you cannot discriminate between layers on the canvas,' says Drube. 'But with this new technique we can reveal the image in colour.'

9 The process requires that the works be transported to the particle accelerator, which is costly and worrisome for curators.

10 The Kröller-Müller Museum sent an advance team to Hamburg before they would allow *Patch of Grass* to be scanned, and ensured that it was accompanied during the experiment by van der Loeff and three guards. 'They were a bit nervous,' says Drube.

11 Over four days, the canvas was installed at the end of a 300-metre tube from the accelerator, which fired a pencil beam of light through it. By analysing the results, the scientists were able, pixel by pixel, to identify the colour used and reveal an entirely new work – the portrait of a woman.

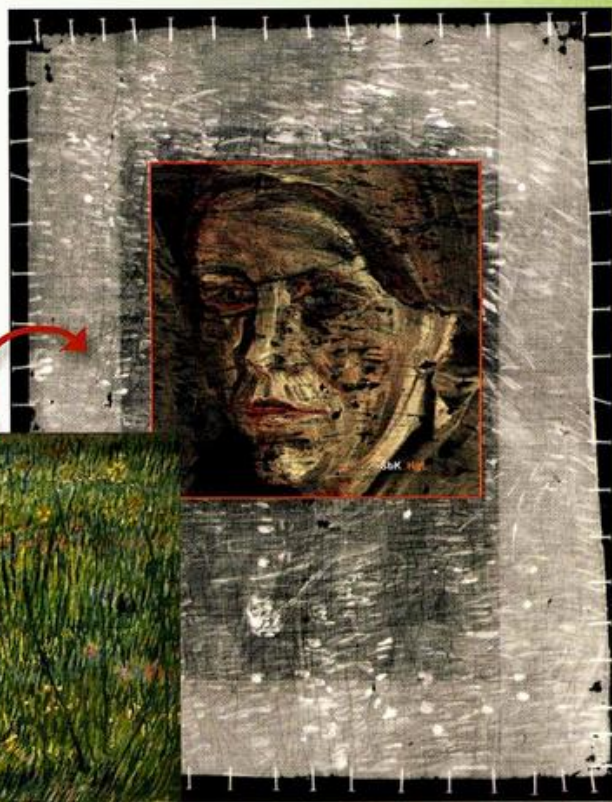
12 'We started at 4 p.m.," says Karen Rickers, one of the scientists on the project. "The next morning it was clear that the technique was working, that it was coming out really nicely. We saw a hat emerge on our computer screens first, and we weren't really sure how good the process would be – but then we saw her eyes appear."

13 For the curators at the Kröller-Müller Museum, the results were extraordinary. "We didn't dare hope for so much," says van der Loeff.

14 Following its success with *Patch of Grass*, the research centre has been fielding requests from museums and private collectors across the globe.

15 "It's not just Van Gogh," says van der Loeff. "Artists from Picasso to Rembrandt painted over their own work. Indeed, most painters, being creative people, were not always rich, and reused their canvases. Now we have this technique. The results are very exciting."

16 There is one drawback, however. Visitors to the Museum will still only be able to see one Van Gogh on the 1887 canvas: *Patch of Grass*. The museum is still working out the best way to display its other, hidden, masterpiece.



Reading A news report



A Prepare to read

- 1 Work with a partner and discuss what you know about the painter Van Gogh. Compare with another pair.
- 2 Look at the photographs and headlines of the news report. In which newspaper in your country would you find this kind of story? Tell a partner.

B Read for the main points

- 3 Read the article and choose the *best* answer to complete sentences 1–3. Compare with a partner and say how you decided on your answer.

- 1 The article is about ...
 - a art.
 - b science.
 - c art and science.
- 2 The article describes ...
 - a Van Gogh's painting.
 - b an experiment and its findings.
 - c techniques for displaying paintings.
- 3 The journalist wants to tell the reader about ...
 - a how exciting the discovery is.
 - b the details of the scientific process.
 - c the research team.

- 4 Write *T (true)* or *F (false)*. Compare and discuss in pairs or small groups.

- 1 The accelerator is a hospital X-ray machine.
- 2 The research team hope to use the process again.
- 3 Wolfgang Drube suggested using the accelerator on paintings.
- 4 Earlier X-ray machines didn't show hidden images in colour.
- 5 The Kröller-Müller Museum were very happy to send *Patch of Grass* to Hamburg.
- 6 There is a lot of international interest in the process.
- 7 The hidden painting is now on display in the museum.

- 5 Put the following events in chronological order. Compare with a partner.

- ☐ The painting was put in front of the accelerator.
- ☐ The image of the new work was revealed.
- ☐ The painting was X-rayed.
- ☐ The painting was sent to Hamburg.
- ☐ The colours of the top painting were removed from the X-ray.

- 6 Which event from a–e in exercise 5 does the journalist talk about first? Why do you think he does this? Discuss with a partner.

C Read and think about language

- 7 Writers use related words and phrases to make their texts more interesting. Work with a partner. Look at the headlines and the first paragraph and find an example of a related word or phrase for a–d below.

Example uncovered: *reveal*

a unseen b masters c gallery d bank vault

- 8 Find more examples of related words and phrases for a–f below. Compare with a partner.

Example hundreds of (headline): *a host of*

- a priceless paintings (para 2)
- b a drawn-out process (para 4)
- c unique (para 5)
- d poverty-stricken painter (para 7)
- e monochrome image (para 8)
- f worrisome (para 9)

- 9 Choose two words or phrases in paragraphs 10–16 that you're unsure of. Can you find any related words or phrases in the text to help you understand what they mean? Tell a partner.

- 10 Harry de Quetteville, the journalist, uses different techniques to make his report interesting for the reader. Work with a partner and answer 1–3 below.

Which words, phrases or pieces of information ...

- 1 suggest the experiment is the beginning of something important?
- 2 tell us that the idea hadn't been used before?
- 3 help the reader share the journalist's excitement of the discovery?

D Think about what you've read

- 11 Work in pairs or small groups. Discuss questions 1–3 and give reasons for your opinions.

- 1 Do you think this scientific breakthrough is exciting? Why? Why not?
- 2 Would you like to go and see the pictures? Why? Why not?
- 3 Do you think art is important enough to spend so much money on? Why? Why not?

Tips

- * Use clues in the context to help you understand the order of events.
- * Think about the meaning of pronouns to follow ideas.
- * Look for related words and phrases to help you understand new words.
- * Think about the reason why the writer has mentioned the information.

I read a news report and understood ...

Tick ✓ the line.

most
of it

the main
points

some main
points

some key
phrases

Writing A letter of complaint

8F

A Read and think about context

- 1 Read this letter referring to one of the adverts in lesson 8A on >> p.90. Why has the writer written this letter to the editor? Underline the best reason.
to inform to entertain to persuade



Dear Editor,

- 1 I'm writing to express my concern about an advert which appeared on page 90 of your magazine last month. I found it to be misleading and untruthful.
- 2 The advert, which is for a skin cream called Oil of Elixir, claims to stop skin from ageing. However, ¹ it contains a photograph of a young woman of about 20 using the cream. ² suggests that the woman does not have wrinkles because she uses Oil of Elixir. ³ is misleading because she wouldn't have wrinkles even without the cream.
- 3 Furthermore, the advert uses false information to sell the product. ⁴ says that the cream comes from 'an ancient Egyptian formula discovered in Cleopatra's mountain palace'. ⁵ is clearly a lie, since Cleopatra never had a mountain palace.
- 4 I am a regular reader of your magazine and I have always found ⁶ to be interesting and informative. Unfortunately, this high standard is greatly reduced by the inclusion of misleading adverts such as this one. Therefore, I urge you to remove it from your next issue and check all future adverts more carefully.
Yours faithfully,
Cleo Patra

- 2 Do you agree with the writer's opinion? Discuss with a partner.
- 3 Read sentences a and b. Underline the correct word in the rules.
I wrote a letter to the editor of a magazine.
a It was about a misleading advert.
b This is not something I normally do.

Rules

Use it/this to refer to the whole idea (e.g. *writing a letter to an editor*) expressed in the previous sentence.
Use it/this to refer to one specific object (e.g. *the letter*) in the previous sentence.

- 4 Work with a partner. Read the letter again and write it or *this* in each gap. Both may be possible. Say what they refer to.
Example 1 it refers to the advert

B Think about organization

- 5 Make a note of the main point of each paragraph next to 1-4 below. Compare with a partner.
 - 1 reason for writing to complain about an advert
 - 2 first concern
 - 3 second concern
 - 4 action points
- 6 How does the writer connect ideas? Find the words in the letter which match the uses 1-4 below. Check in a dictionary if necessary.
 - 1 to introduce a contrasting statement However
 - 2 to introduce another similar point
 - 3 to introduce reasons
 - 4 to introduce a logical conclusion

C Think about style

- 7 The letter is formal. Read it again and find examples of formal ways of saying 1-6 below. Compare with a partner.
 - 1 This letter is to say that I'm worried about ...
I'm writing to express my concern about ...
 - 2 ... says it stops skin from getting old
 - 3 It gives you the idea that the woman doesn't ...
 - 4 And another thing – the advert uses lies ...
 - 5 ... by putting in adverts that give you the wrong idea ...
 - 6 So I really want you to take it out ...
- 8 Find two more examples of formal language and compare with a partner.

ABC Put it all together

- 9 Work with a partner. Look at the advert for Hirsute Homme on >> p.90 and decide what you could write to complain about. Make notes.
Example Afghan woolly buffalo – false information
- 10 Write a letter to the editor of a magazine to express concern about the advert for Hirsute Homme on >> p.90. Write about 120-180 words. Use the paragraph organization from exercise 5.
- 11 Check your writing. Have you connected your ideas? Is your style consistently formal?
- 12 Work in pairs or small groups. Exchange letters and decide which one would persuade the reader the most.

I can write a letter of complaint.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 8 Review

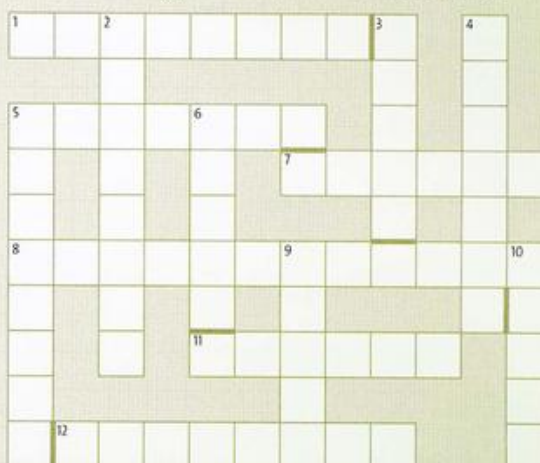
R8

A Grammar

- Adjective order** Write the words in the gaps.
cotton bright expensive red
large leather ~~new~~ walking
I bought a smart ¹ new woollen jacket, a pair of ² black designer jeans, some big round ³ black sunglasses, some comfortable ⁴ white T-shirts, some nice wide-fitting brown ⁵ leather shoes.
- have/get something done** Put the words in order to make sentences.
1 had ears never pierced my I've
I've never had my ears pierced.
2 hair you Have ever your dyed had ?
3 your completely ever get shaved Would
you head ?
4 my tested going I'm get to eyes
5 having massaged grandma feet likes
My her
- Relative clauses** Fill the gaps with a relative pronoun.
There may be more than one possibility.
The painting is by George Joy, ¹ who was from Ireland.
He painted it in 1895, ² when he was 51. It shows
passengers on a bus in London, ³ where he was living at
the time. We can see a banker ⁴ who is reading a paper.
The woman ⁵ who is sitting to the right of him is a
nurse. She's wearing her uniform, ⁶ which is white. We
can see a young woman ⁷ who is getting on the bus.
The box ⁸ in she's carrying probably contains a hat.
To the left of the banker is a fashionable young woman
⁹ who has bought a bunch of flowers. The umbrella
¹⁰ which she's holding is orange. Her head is turned
towards the woman ¹¹ who is sitting next to her –
a poor young mother ¹² whose baby is on her lap and
¹³ whose daughter is sitting next to her. Outside, it is
perhaps raining, which is the reason ¹⁴ why two of the
passengers have umbrellas.
- Participle clauses** Complete the sentences with the
present or past participle of the verbs below.
advertise damage interview
invite ~~show~~ travel work
1 Children's programmes are normally shown
during the day.
2 I bought a new phone which I saw advertised on TV.
3 I saw a documentary about people travelling across
the desert.
4 They often show reporters interviewing people in noisy
streets.
5 Kate is a journalist working as a correspondent in
America.
6 They showed pictures of houses damaged in the
floods.

B Vocabulary

- Toiletries** Solve the anagrams.
1 fethsaarve 4 samraca 7 bocm
2 sidlabepos azorr 5 cafe mrace 8 lain sliprecp
3 mofa 6 scilkipt 9 ilan snivrah
- Clothes and appearance** Do the crossword.



Across

- nose or lip jewellery.
- Opposite of *smart*.
- Not afraid of taking risks.
- Dressing the same way as others.
- unusual = very unusual.
- unusual = a little bit unusual.

Down

- Jewellery for ears.
- Hair on the chin.
- Situation caused by shocking appearance.
- Something that offends or upsets is offensive.
- Lost colour.
- Close fitting.
- Opposite of 9 down.

- TV words** Write the words in the gaps.
celebrity commentary drama
highlights ~~quiz~~ sitcom soap
Last night, I started watching a ¹ quiz show,
but the questions were too easy. I switched over and
saw Brad Pitt on a ² celebrity chat show. After that I
watched a ³ commentary, but it wasn't funny so I switched
over and saw a police ⁴ drama. Then I saw a
⁵ documentary which I don't normally watch, so I didn't
know what was going on. Finally, I saw the ⁶ highlights
of the week's football, but the ⁷ quiz was in Greek.
- Opinion adverbs** Put the adverbs in the sentences.
admittedly frankly ~~naturally~~ obviously personally
1 Naturally, children like different shows from adults.
2 I hate adverts, but frankly, TV channels need to make
money.
3 Obviously, most of the stuff they show on TV is rubbish.
4 Soaps are rubbish, although admittedly, I do watch them
myself.
5 I know why people like quizzes, but personally, I prefer
documentaries.

Personality Test

1 Which sentence best describes you?

- a I'm pretty easy-going.
- b I'm spontaneous and flexible.
- c I'm a thorough planner.
- d I like to be organized.

2 Which of these expressions do you most agree with?

- a Live for the moment.
- b Just do it!
- c Look before you leap.
- d Prevention is better than cure.

3 Choose the best description.

- a I see the big picture and I'm impatient with details.
- b I'm quite impulsive when deciding what to do.
- c Whatever I'm doing, I like to do a bit of background research first.
- d I avoid risks whenever it's possible.

Score for 1, 2, and 3:

mostly a or b = ▲; mostly c or d = ■

4 Which is the best description of yourself?

- a I'm imaginative and original.
- b I think I'm fairly creative.
- c I'm practical and realistic.
- d I'm efficient and determined.

5 Which of these do you find most appealing?

- a Innovative ideas.
- b Philosophy and art.
- c Interesting facts.
- d Scientific research.

6 Which of these are people most likely to say about you?

- He/She ...
- a has got his/her head in the clouds.
- b thinks very carefully about whatever he/she does.
- c has got both feet firmly planted on the ground.
- d is a very common-sense, no-nonsense sort of person.

Score for 4, 5, and 6:

mostly a or b = ●; mostly c or d = +

7 Which of these descriptions is most true for you?

- a I'm logical and objective.
- b I'm direct and decisive.
- c I'm intuitive and thoughtful.
- d I'm tactful and supportive.

8 How do you make decisions?

- a I analyse all the options and choose the best one.
- b I always play fair and do my duty.
- c I do whatever my gut reaction tells me to do.
- d I try to do whatever I think other people would prefer me to do.

9 Which description best reflects your attitude to truth?

- a I'll tell the truth whenever I can, even if it may hurt someone's feelings.
- b I try not to let my feelings cloud my judgement.
- c I try not to hurt people's feelings, even if it means telling a white lie.
- d Sometimes, it's better not to know the truth.

Score for 7, 8, and 9:

mostly a or b = ◆; mostly c or d = ★

10 Choose the best description.

- a I'm talkative and lively.
- b I'm sociable and friendly.
- c I'm quiet and cautious.
- d I'm independent and thoughtful.

11 Which is the best description of your feelings about other people's company?

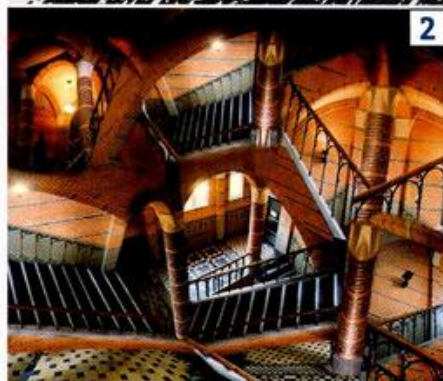
- a I hate being alone.
- b I love meeting new people.
- c I like a bit of time to myself.
- d I find social events quite stressful.

12 Which statement best reflects your feelings about travelling?

- a I like talking to people I don't know whenever I'm on a train or plane.
- b A journey passes so much quicker if you're in company.
- c I wouldn't start a conversation with a stranger on a train.
- d I'd rather spend a journey reading than in idle chat.

Score for 10, 11, and 12:

mostly a or b = ♥; mostly c or d = ✕



Draw your 4 shapes in the boxes.

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Look at the key on >> p.130 to find your personality type.

How to talk about people's character

G -ever; whatever, whenever, etc. **V** personality adjectives and expressions **P** stress in long words



A Read and respond

- Look at the pictures opposite and answer the questions. Compare your answers with others in the class.
 - What do you see? What's strange about each picture?
 - Can these kinds of picture tell you anything about people's personality?
- Read **Personality Test** opposite and tick the best answer to the questions for yourself. You can use a dictionary.
- Discuss the questions with your partner. Then check the results key on >> p.130. Is the description accurate or is another personality type a better description of you? Why?
- Find these expressions in **Personality Test** and explain what you think they mean. Discuss with a partner how you worked out their meanings.
 look before you leap head in the clouds
 no-nonsense sort of person gut reaction
 idle chat both feet firmly planted on the ground

B Vocabulary personality adjectives

- Which personality adjectives are related to the words below? If you are not sure, look for them in the **Personality Test** texts.

nouns ambition caution curiosity conscience impulse
 logic reality sympathy tact thought

verbs create decide imagine invent organize
 respond socialize support talk

Example ambition – ambitious; caution – cautious

- 9A.1▶** Listen and check your answers to exercise 5.
- 9A.1▶ Pronunciation** Work with a partner. Put the personality adjectives into the correct box according to the stress pattern. Listen again and check.

●●	cautious
●●●	
●●●	ambitious
●●●●	
●●●●●	
●●●●	

- Identify the words below. Which vowels are pronounced differently from the way they are spelt in writing?
 /kənʃi'ənʃəs/ = *conscientious* – the last vowel is spelt *iou* but pronounced /ə/
 /sɪmpə'ʊetɪk/ /rɪ'spɒnsəbəl/ /em'biʃəs/
- Work with a partner. Decide which character qualities from exercise 5 would be useful for the jobs below.
 actor architect executive novelist nurse pilot

C Grammar -ever; whatever, whenever, etc.

- Read the sentence and explanation. Find and underline more examples of -ever words in **Personality Test** and explain what they mean.

Example Whatever I'm doing, I like to do a bit of background research first.
 'Whatever I'm doing' means 'anything I'm doing' or 'it doesn't matter what I'm doing'.

- Fill each gap with an -ever word.
 - I book hotels in advance whenever I go travelling.
 - I always get talking to _____ I sit next to on the plane.
 - _____ I go, I always research it in a guide book first.
 - I always try to be optimistic, _____ the situation.
 - _____ I go to a party, I always try to talk to all the guests.
 - I always stick to my plans, _____ other people might think about them.
- Make true sentences using these -ever clauses.
 whatever time it is whenever I leave the house
 whenever my phone rings wherever I am
 wherever possible whoever I'm talking to
Example I take my mobile whenever I leave the house.
 More practice? **Grammar Bank** >> p.142.

D Listen for general meaning

- 9A.2▶** You will hear Vincent talking about his personality. He has one of the personality types below. Read about them again on >> p.130 then listen and decide his type.
 go-getter idealist nurturer realist
- Listen again. Answer the questions with a partner.
 What is Vincent's attitude to ...
 - making plans? Are there any problems with it?
 - studying? What example does he give?
 - relating to others? What example does he give?
 - socializing? How does he feel about being alone?



ABCD Put it all together

- Make notes about your character under these headings.
 how I plan and organize my life how I relate to others
 my way of working and thinking my social life
- Work with others in the class and describe your personality. How are you similar or different?
Example I always like plenty of time to think whenever I have to make a decision ...

HOW MISS GUYANA BECAME MRS CAINE

His Story

MAURICE MICKLEWHITE, better known by his screen name Michael Caine, was born in south east London in 1933. His mother was a cook and cleaning lady and his father worked as a porter in a fish market.

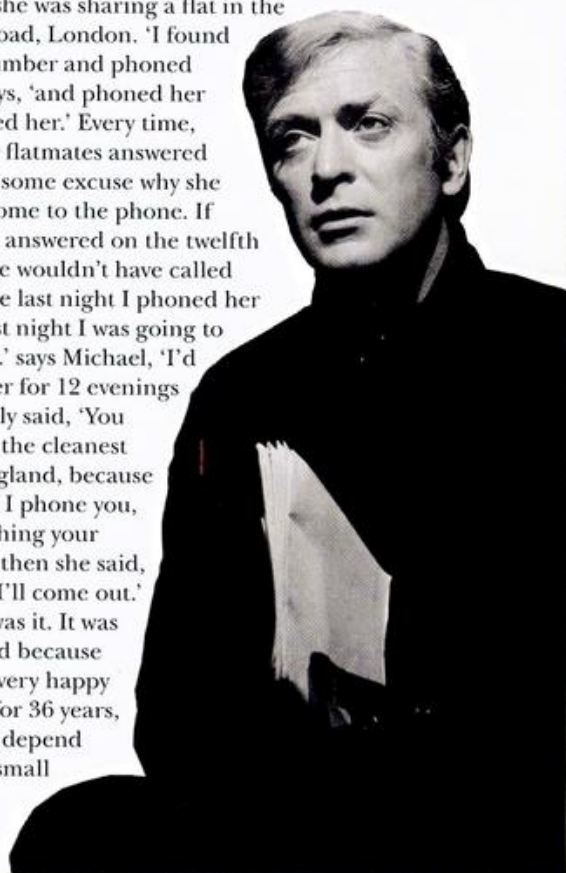
Michael left school at 16 and worked as an office messenger for a film company in Soho, before joining the army to do his national service in Germany and Korea. On his return, he responded to an advert for an assistant stage manager at a theatre company. He got the job, and while working there, he was given a few minor roles on stage. His talent was noticed, and he eventually got into TV and film work.

Around this time, he was told that no one with the name Maurice Micklewhite would go very far in the movie business, so he would have to change his name. He would have chosen the name Michael Scott, but it turns out that this name had been taken already by another actor. At the time he was discussing this with his agent, he was in a telephone box in Leicester Square in central London, where there are a number of cinemas. As he looked around for ideas for a new surname, quite by chance, he saw an advertisement for the Bogart film *The Caine Mutiny*, and he chose the name 'Michael Caine'. He says that if he had looked the other way, he would have been called 'Michael 101 Dalmatians', after the Disney film which was showing at another cinema!



During the years that followed, Michael's career went from strength to strength, with films such as *The Ipcress File*, *Alfie*, and *The Italian Job*, and more recently *Batman Begins* and *The Dark Knight*. During his long career, he has won two Oscars. With his characteristic working-class Cockney accent and cheeky wit, he became something of an icon, and enjoyed great success on both sides of the Atlantic.

Through the 60s and into the 70s, Michael led a high-speed action-packed social life which didn't leave him much time to relax in front of the TV. However, this is exactly what he was doing one night in 1971, when quite by chance he first saw the woman who would become his wife. If he hadn't been watching TV that evening, he would never have seen Shakira Baksh, who featured in an advert for Maxwell House Coffee. Shakira was a model from Guyana, and Michael declared her to be the most beautiful girl he had ever seen. He decided to find her. The advert was set in Brazil, and he would have gone there right away if he hadn't discovered that, as it happens, she was sharing a flat in the Fulham Road, London. 'I found out her number and phoned her,' he says, 'and phoned her.' Every time, one of her flatmates answered and made some excuse why she couldn't come to the phone. If she hadn't answered on the twelfth attempt, he wouldn't have called again. 'The last night I phoned her was the last night I was going to phone her,' says Michael, 'I'd phoned her for 12 evenings and I finally said, 'You must have the cleanest hair in England, because every time I phone you, you're washing your hair.' And then she said, 'All right, I'll come out.' And that was it. It was really weird because I've had a very happy marriage for 36 years, but things depend on such a small thing.'



How to talk about surprising events

g 3rd conditional v phrases about unlikely events p stress and linking in 3rd conditional



A Read and compare information

- 1 What possible reasons are there for changing your name? Discuss with a partner.
- 2 Work with a partner. Student A read **How Miss Guyana became Mrs Caine: His Story** opposite. Student B read **Her Story** on >> p.131. Make notes.
Born Career Childhood First job How the couple met
- 3 Tell your story to your partner. What extra information do you learn from your partner's story?
- 4 Answer the questions with your partner.
 - 1 How and why did Michael change his name?
 - 2 How did Shakira become Miss Guyana?
 - 3 What stopped Michael from going to Brazil?
 - 4 How was Brazil a turning point in Shakira's life?
 - 5 How and why did her flatmates try to protect her?
 - 6 What does Michael think is 'weird' in his final quote?

B Grammar 3rd conditional

- 5 Look at the two example sentences and do the tasks.
Fact He was watching TV one night and saw Shakira.
Imaginary If he hadn't been watching the TV that night, he wouldn't have seen Shakira.
 - 1 Explain why the 2nd sentence is imaginary.
 - 2 Compare the verb tenses in the two sentences.
- 6 Make 3rd conditional sentences for each of the fact sentences 1–6.
 - 1 Michael was watching TV and saw an advert featuring Miss Guyana.
If Michael hadn't been ...
 - 2 Shakira didn't have the opportunity to study and become a fashion designer.
If Shakira had had ...
 - 3 Shakira was in the Miss World contest and she travelled to London.
 - 4 Shakira appeared in a coffee advert, Michael saw her.
 - 5 Michael found out that Shakira was in London so he didn't travel to Brazil.
 - 6 Shakira answered the phone and the couple started going out together.
- 7 **9B.1▶ Pronunciation** Listen to these sentences at normal speed and slowed down and answer the questions. Practice saying the sentences.
I would have done the same. /aɪ wəd_əv 'dʌn ð 'seɪm/
I wouldn't have done that. /aɪ 'wɒdnt_əv 'dʌn ðæt/
What do you notice about ...
 - 1 the stress on *would* and *wouldn't*?
 - 2 the *h* in *have*?
 - 3 the connection between *would/wouldn't* and *have*?

- 8 Work with a partner. Use the sentences to respond to these situations from the texts, and say why.
 - 1 Maurice changed his name. *I wouldn't have done that. I quite like my name.*
 - 2 He chose his name by looking at a film advert.
 - 3 Shakira sent her prize money to her mum.
 - 4 Michael fell in love with someone he'd never met.
 - 5 Shakira finally answered the phone.

More practice? **Grammar Bank** >> p.142.

C Listen for detail

- 9 **9B.2▶** Listen to two friends discussing a story about the actor Anthony Hopkins. Why do the speakers think the story is amazing?
- 10 Answer the questions. Listen again and check.
 - 1 Why did Hopkins want to find *The Girl from Petrovka*?
 - 2 Why was he at Leicester Square tube station?
 - 3 How did Hopkins meet George Feifer?
 - 4 Whose book was it, and how had it ended up in the tube station?
- 11 Look at the audio script on >> p.157. Match the highlighted words and phrases with 1–6 below.
 - 1 by luck, not by planning *quite by chance*
 - 2 it was discovered to be
 - 3 possibilities
 - 4 very unlikely, almost impossible
 - 5 when something surprising happens
 - 6 said about an unexpected or unlikely fact



ABC Put it all together

- 12 Work with a partner. Think of something which has happened to you or you've heard about connected with one of the topics below.
 - How you met your wife/husband/partner/best friend
 - Something which you lost and found again
 - Meeting someone in a far away place who has a connection with you (e.g. went to the same school)
 - *Your ideas ...*
- 13 Prepare to tell your story – use the answers to the questions below to help.
 - 1 What are the key events in the story?
 - 2 What parts of the story are surprising?
 - 3 How might things easily have turned out differently? (*If I hadn't ...*)
- 14 Tell your story to a different partner. Listen to your partner's story and respond, e.g. *Wow, that's amazing!*

The Office



A hello!

... bored to death with the routine at work these days. I think I'm going out of my mind, to be honest. The only skill I'm learning on this job is how to play with a yoyo. Mr Parker – that's my boss – says I should take my work more seriously, like Linda. Linda's one of the people I share the office with. Mr P's always saying things like, 'Oh Linda – she's such a good worker'. If only he knew! She's just the same as me. Yesterday, we both spent an hour studying the goldfish. Anyway, it's just as well that the Christmas holidays are coming up, 'cause I'm dying for a break. A whole week away from this place. I wish it were longer, but it's better than a slap in the face!

A funny thing happened this morning. Mr P came into the office holding up a branch of mistletoe and tried to kiss Linda. You should have seen her face, it was priceless! If only I'd had a camera! It's sad though really – I think poor old Mr P fancies Linda. He's always finding excuses to wander over to her desk. She must be sick to death of him borrowing her stapler!

I quite like Mr P, but I wish he wouldn't try to be hip and trendy, 'cause it just doesn't work. I remember one time he brought his guitar into the office and sang for us. I thought I would die of embarrassment!

Anyway, we're having a little Christmas party this evening, so I'd better be off – got to blow up some balloons and ...

GLOSSARY **mistletoe** *n* a plant with small white berries that is often used as a decoration at Christmas. There is a tradition of kissing under the mistletoe.

B RE: Hi Linda!

... wasn't able to open your attachment 'cause this computer's a real dinosaur. It takes forever to do the simplest things. I wish the boss would invest in some new equipment, but he won't even buy himself a stapler – he's forever coming over to borrow mine. It drives me crazy – maybe I'll buy him one for Christmas. Talking of Christmas, Mr Parker – that's the boss – has been terrorizing the office with a piece of mistletoe today. What a nightmare! He cornered me by the photocopier, but luckily my phone rang in the nick of time so I managed to escape in one piece.

Jamie's just sitting there playing with a yoyo. I wish he'd stop – it's driving me up the wall! Remember I told you about Jamie? He's the guy who asked me out on a date once and it was a complete disaster. We ended up in a burger bar talking about which is better, a PC or Apple Mac – not exactly my idea of a romantic evening! If only he had just opened up and talked about his feelings a bit instead of just talking about trivial stuff. He's funny though and he really makes me laugh. He did an impression of Mr Parker singing the other day, and I split my sides laughing. I wish I'd recorded it!

Anyway, I'll stop now, 'cause I'm dying for a coffee and then we've got to start decorating the office for ...

How to talk about annoying behaviour

g wish, if only v informal expressions with exaggeration p 'd



A Read and identify informal expressions

- Work with a partner, describe the photographs in **The Office** opposite. How do you think the people feel? Why?
- Read the two emails and answer the questions.
 - Who wrote the emails?
 - What do you learn about the people in the photos?
 - What information do the emails have in common and what's different?
- Informal expressions often include exaggeration. Look at the example below. Then underline more words and expressions in the emails.
I'm dying for a coffee.
 literal meaning – If she doesn't have a coffee, she'll die.
 actual meaning – She wants a coffee very much.
- Match informal expressions from the texts with these meanings.
 - I want a break very much. *I'm dying for a break.*
 - I'm very frustrated, to be honest.
 - It's better than nothing.
 - It's very irritating.
 - I was very embarrassed.
 - It takes a very long time.
 - She must be tired of ...
 - I laughed a lot.
- Tell your partner true sentences about you using some of the expressions below.
 ... drives me crazy I'm sick to death of ... I'm dying for ...
 It always takes forever to is better than a slap in the face

B Grammar wish, if only

- Read the sentences and answer the questions.

actual situation	wish
He doesn't know.	If only he knew.
It isn't very long.	I wish it <u>were</u> longer.
I didn't have a camera.	If only I'd had a camera.
He won't stop.	I wish he'd stop.
I didn't record it.	I wish I'd <u>recorded</u> it.

- Which wishes refer to the present and which to the past?
 - Find 'd in the wish column. In which sentence does it mean *had* and which *would*?
 - How does the verb tense change after *wish* and *if only*?
- 7 **9C.1▶ Pronunciation.** Listen and say if the sentences contain 'd. Do they refer to the present or past? Listen again and repeat.
- If only I had a camera. *Present!*
 - If only I'd had a camera. *Past!*

- Make sentences to express wishes about the situations with *wish* or *if only*.
 - The noise from your friend's headphones is driving you up the wall.
I wish she'd turn the music down.
If only she'd left her MP3 player at home.
 - Your boss is always asking you to work late.
 - You went to a party last night and it was a real nightmare.
 - Your colleague at work keeps borrowing your pen.
 - You had a weekend break in Brussels, but it was a complete disaster.
 - You're sick to death of the food in your work canteen.
- Tell your partner three true wishes about the present and three about the past.
 More practice? **Grammar Bank** >> p.142.

C Listen to an informal chat

- You will hear Mr Parker from **The Office** talking to a friend in a pub about Jamie and Linda. Work with a partner and decide what he will say about them.
- 9C.2▶** Listen to the conversation. Were any of your guesses in exercise 10 correct?
- Listen again and answer the questions.
 Why does ...
 - Mr Parker think Jamie should be embarrassed?
 - Mr Parker think Linda is attracted to him?
 - Frank mention the actor Brad Pitt?
 - Mr Parker think Linda will never be attracted to Jamie?
- Look at the audio script on >> p.158. How does Frank express agreement and sympathy with Mr Parker? Underline the expressions.
 Example What a nerve!

ABC Put it all together

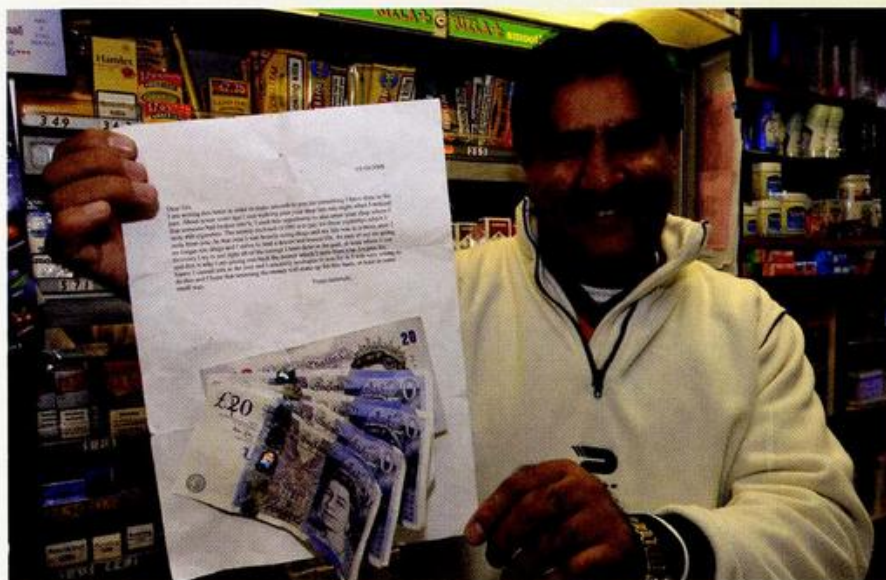
- Think of two or more people from the categories below and make notes to answer the questions.
 boss colleague family member
 friend or acquaintance neighbour
 - What irritating habits does he/she have?
 - How do you wish he/she was different?
 - Can you give an example of the person's behaviour?
 - How do you wish he/she had behaved differently?
- Have a conversation with your partner about the people you thought of in exercise 14. Listen to your partner's descriptions and express agreement and sympathy. Who knows the most annoying person?

Thief sends apology letter to victim, 7 years on

The owner of an Indian food shop in Bristol was astonished to receive an apology letter and money in compensation from a thief who stole from his shop 7 years ago.

The shop owner, Imran Ahmed, 27, said he was stunned when he received the remorseful letter. The letter begins, 'Dear Sirs, I am writing this letter to make amends to you for something I have done in the past,' and goes on to explain how it happened. But what was most astonishing was that the thief had enclosed £100 in cash in the envelope as well.

Mr Ahmed, who runs Raja Foods in Bristol, was astounded that the thief should get in touch after so long. He says he remembers returning to the shop after the raid and being devastated to find his shutters broken, his windows smashed and goods stolen. He didn't know whether the police had



ever arrested anyone in connection with the crime because they hadn't remembered to contact him and let him know the results of the investigation. He supposed that the case had been closed long ago, so he just tried to forget the whole upsetting episode and went on doing business as usual. A letter of apology was the last thing he expected to arrive in his letter box.

Seemingly, the culprit had not been intending to rob the shop that night in 2001 – the letter goes on to say, 'About seven years ago I was walking past your shop late one night when I noticed that someone had broken into it.' With the shop front wide open, there was nothing to prevent the thief from stepping inside and taking anything he – or she – wanted. There were some cartons of cigarettes lying there and the thief grabbed them and ran – the opportunity was too tempting to resist.

Now, it seems the mystery burglar regrets stealing from the shop and has stopped committing such crimes. At the time of the robbery, 'my life was in a mess,' the ashamed thief explains in the letter, but now 'I strive to lead a decent and honest life.' The letter goes on to explain

how the former thief is now trying to put right all his or her past mistakes, and concludes, 'this is why I am giving you back the money which I stole from you. I regret the harm I caused you in the past and I sincerely apologize to you for it. I was very wrong to do this and I hope that returning the money will make up for this harm, at least in some small way.'

The shop owner, Mr Ahmed, was moved by the letter. In fact, he was so touched and delighted by the thief's change of heart that he is planning to give the money to charity. He said: 'I would love to find out who it was but I don't think he or she will contact us. It's amazing this has happened because Easton is an inner city area with a lot of crime. To have something like this happen is really good.' He has pinned the letter to his noticeboard and he says that customers in his shop are stopping to read it and chat about it.

Avon and Somerset Police spokesman Steve Game said, 'The police are very pleased to hear that a victim has received some recompense for a crime. The letter shows that criminals can change their lives for the better.'



Adjectives of feelings

A ashamed delighted devastated moved stunned tempted very surprised

B astonished astounded attracted remorseful touched very pleased very upset

How to explain people's actions

g verbs followed by both gerund and infinitive v adjectives of feelings g+ I was astounded to find ...



A Read a newspaper article

- 1 Work with a partner. Think of reasons why you might apologize.
- 2 Look at the photos in **Thief sends apology letter to victim, 7 years on** opposite. What do you think they show? Now read and check.
- 3 Order the events. One event didn't happen – cross it out.
 - a ☐ Mr Ahmed put the letter on his noticeboard.
 - b ☐ Mr Ahmed tried to forget about the robbery.
 - c ☐ Someone broke the shutters and windows of the shop.
 - d ☐ The police arrested the thief.
 - e ☐ The thief had a change of heart.
 - f ☐ The thief sent a letter to the shop.
 - g ☐ The thief stole some cigarettes.
- 4 Choose the best answer. Give reasons for your choice.
 - 1 Did the police arrest anyone for the crime?
 - a No, they didn't.
 - b Yes, they did.
 - c We don't know.
 - 2 Was the writer of the letter the only person who stole from the shop that night?
 - a Yes, probably.
 - b Probably not.
 - c Definitely not.
 - 3 Why did the thief enclose money with the letter?
 - a To pay for the damage.
 - b To pay for the stolen goods.
 - c To compensate for the crime.
- 5 Work with a partner and discuss the question below. Imagine the thief in the story was arrested and taken to court. What positive and negative aspects of the thief's behaviour do you think the judge should take into account?

B Grammar verbs followed by both gerund and infinitive

- 6 Underline the verbs below in the text. Which are followed by both gerund and infinitive?
expect go on (x4) intend plan
remember (x2) stop (x2) strive
- 7 What is the difference in meaning in these pairs of sentences? Answer the questions in pairs.
 - 1 a Did you **remember** to pay?
b Do you **remember** paying?
Which one is talking about an image in the mind?
Which one means 'not forget to pay'?
 - 2 a She **went on** apologizing.
b She **went on** to apologize.
Which one means her apologies continued a long time, and which means the apology happened next?
 - 3 a They **stopped** to chat.
b They **stopped** chatting.
Which one means they stopped doing something in order to chat, and which one means their chat finished?

- 8 Complete the sentences with the correct form. Compare with a partner.
 - 1 I don't remember _____ to bed last night. (go)
 - 2 Remember _____ off the lights when you leave. (switch)
 - 3 She apologized and then went on _____ her actions. (explain)
 - 4 The bus stopped _____ some passengers off. (let)
 - 5 We went on _____ until the early hours of the morning. (dance)
 - 6 When I walked in, everybody stopped _____ and stared at me. (talk)

More practice? **Grammar Bank** >> p.142.

C Vocabulary adjectives of feelings

- 9 Look at **Adjectives of feelings** opposite. Match adjectives with similar meanings in groups A and B. Use the text opposite or a dictionary if you need help.
astounded – *very surprised*
- 10 Which feelings are positive, negative, or either?
- 11 Answer the questions.
 - 1 Why can we say *very pleased* but not *very delighted*?
Why can we say *very upset* but not *very devastated*?
What is the rule?
 - 2 Most of the adjectives have a corresponding -ing form to describe the cause of the feeling, e.g. *astounded* – *astounding*. But what is the corresponding adjective to describe the cause for: *ashamed*; *delighted*; *attracted*?
- 12 Ask and answer the questions with a partner.
How would you feel if ...
 - 1 you were caught stealing?
 - 2 you won the lottery?
 - 3 a favourite pet died?
 - 4 you saw something so incredible that you couldn't believe your eyes?
 - 5 a complete stranger did something to help you?
 - 6 someone offered you something you like, but shouldn't accept?

+ Grammar Plus

I was **astounded** to find that the shutters were broken. >> p.145.

ABC Put it all together

- 13 Work with a partner. Think of a surprising, curious, or moving story you have read or seen on the news. Make notes.
Who? What? Where? When? Why?
- 14 Tell your stories in small groups. Whose story would you like to hear more about?

I can explain people's actions.

Tick ✓ the line. with a lot of help with some help on my own very easily

Listening A personal life story

A Prepare to listen

- 1 Read the information about a programme in the BBC radio series **Letters Home** and look at the photos. What life-style changes do you think the Cerrillo family will experience? Discuss with a partner.

Letters Home

a five-part BBC series, looked at life in Britain through the eyes of immigrants from different countries. This programme features Alejandra Cerrillo, 44. She comes from a wealthy Mexican family and moved to England in 2000 with her husband Leonardo and seven-year-old son Sebastian when Leonardo was offered a good job in Britain. She presents several letters she wrote to her mother and, through these, we learn about the challenges the family faced while living in a new country.



B Tune in

- 2 What do you think Alejandra talks about in her first letter to her mother? Work with a partner and agree a list of three or four topics.
- 3 **9E.1▶** Listen and tick ✓ your ideas in exercise 2.
- 4 Answer the questions and compare your ideas with a partner. Listen again and check.
 - 1 Do you think Alejandra is reading her letter or talking from notes? Why?
 - 2 How do you think she felt when she wrote the first letter? Why?

C Listen for detail

- 5 **9E.2▶** Listen to Alejandra's next letter. Put a–f in the order you hear them. Compare with a partner.
- a ☐ She's making Mexican versions of British meals.
 - b ☐ The neighbours are friendly and helpful.
 - c ☐ She can't get many Mexican ingredients for food.
 - d ☐ The weather is getting better.
 - e ☐ Her local supermarket doesn't sell green tomatoes.
 - f ☐ Sebastian looks great in his school uniform.
- 6 What's the best way of making notes when you listen? Discuss in pairs. Listen again and make notes on the following topics. Compare with a partner.
- 1 Sebastian
 - 2 Leonardo
 - 3 Barbara and Cyril
 - 4 British and Mexican food
- 7 How do you think Alejandra felt when she wrote this letter? Why? Discuss with a partner or in small groups.



E Listen and infer



- 10 **9E.4▶** Listen to Alejandra's next letter home. How does she feel? Make a note of some key words to help you remember what's happened and what she's going to do about it. Compare with a partner.
- 11 **9E.5▶** Listen to Alejandra's last letter home. Which sentence best reflects what she says? Compare and discuss with a partner.
- 1 Everybody should experience more than one culture.
 - 2 A change in circumstances can be a good thing in the long run.
 - 3 Think about the future, not the past.
- 12 Do you agree with the family's decision? Compare with a partner.

D Listen for specific information

- 8 **9E.3▶** Listen to Alejandra's next letter and choose a letter a, b, or c to complete sentences 1–4. Compare and discuss with a partner. Listen again and check.
- 1 Alejandra is going to ...
 - a work for a Mexican company in England.
 - b start her own business.
 - c start a business with a neighbour.
 - 2 Starting a company in Mexico ...
 - a takes longer than it does in Britain.
 - b is as easy as it is in Britain.
 - c requires more paperwork than it does in Britain.
 - 3 Alejandra is happy about the idea because ...
 - a she can visit other people's houses.
 - b she can sell the jewellery she brought from Mexico.
 - c she'll be able to help people in Mexico.
 - 4 Alejandra hopes she'll soon be able to ...
 - a visit her mother again.
 - b drive in Mexico City.
 - c go shopping for more jewellery in Britain.
- 9 What other background noises do you hear in this part of the programme? What do they add to Alejandra's story? Discuss with a partner or in small groups.

F Think about what you've listened to

- 13 Answer the questions and compare and discuss your ideas in pairs or small groups.
- 1 When do you think Alejandra most regretted leaving Mexico? Why?
 - 2 What questions would you ask her if you met her?
 - 3 Would you be prepared to leave your country to work abroad? Why? Why not?
 - 4 What do you think you would miss most about your country if you lived abroad? Why?

Tips

- * Think about the topic before you listen.
- * Focus on understanding key words and phrases.
- * Use other background sounds to help you understand.
- * Revise your understanding of the text as you listen.
- * Use the speaker's tone of voice as a clue to how they feel.

Writing A polite email



A Read and interpret

- 1 Read the email. Guess the answers to the questions below. Compare with a partner and say how you know.
 - 1 How well does Asha know Antonia?
 - 2 Where is Asha's room?
 - 3 Why was Antonia staying in it?
 - 4 Where was Asha during this time?

Dear Antonia

I hope you got home safely. I had a great time away, and I was delighted to find a lovely box of chocolates in my room when I got back! Thank you very much for those. Was everything OK for you here in the hall of residence? Were you comfortable in my room? The campus is very pleasant this time of year, isn't it? Did you have a chance to explore the town?

I'm sorry to bother you with this, but I've got a couple of questions for you. Did you use my computer while you were here? It's fine if you did, but I'm a bit worried because whenever I switch it on, I keep getting a strange error message, and my files seem to have been erased. Don't worry – fortunately, I've got back up copies, but I was wondering if you'd had a problem with the computer?

My other question is about the key to the laundry room. As you know, I normally keep the key on a hook behind the wardrobe door, but I can't seem to find it. Do you know where it might be?

Well, that's all for now. I hope that we may actually meet one day – maybe next year?

All the best, Asha

- 2 How do you think Asha sounds in her email? Choose the *best* description from a–c and compare with a partner.
 - a very friendly
 - b friendly but polite
 - c formal and distant

B Think about politeness

- 3 Read what Asha was really thinking and compare it to the email. Answer the questions about the email.
 - 1 How did she make her complaints about Antonia sound more polite?
 - 2 What did she add in the first and last paragraphs of the email? Why?



- 4 Are there any people who you would address as directly as in Asha's thoughts? Discuss with a partner.
- 5 Where does Asha do the things below – in her thoughts or her email?
 - 1 She goes directly to the point – her complaints. *thoughts*
 - 2 She makes polite enquiries at the beginning to be friendly.
 - 3 She remembers to thank Antonia for something.
 - 4 She blames Antonia for damaging the computer and losing a key.
 - 5 She expresses a wish to see her in the future.
- 6 Which of these things does Asha do openly and directly in her email? Which does she do only indirectly?
apologize for something criticize the other person
thank the other person

C Plan what to include in a reply

- 7 Antonia is going to reply to Asha's email. Read her real thoughts and underline the information you think she *shouldn't* include in her email.
Thanks for your room, but what a mess! You could have tidied it up a bit, couldn't you? I didn't have time to explore the campus and town much, but I didn't really fancy it anyway – it looked a bit dull. I never touched your computer, firstly because it's a dinosaur, and secondly because I've got my own laptop! About the laundry room key – yeah, it's true, I forgot to put it back and brought it home with me in my jeans pocket – sorry about that. I'll post it back.
- 8 Work with a partner and decide what Antonia *should* include in her email. Write notes in a paragraph plan. Use a similar paragraph structure to Asha's email.
Para 1 thank Asha for email and for room ...
- 9 Here are some polite sentence beginnings. How could Antonia continue them? Decide with a partner.

First of all, I'd just like to ...	I'm sorry to hear about ...
I really loved ...	I'd like to apologize for ...
Unfortunately, I didn't ...	It would be wonderful if ...

ABC Put it all together

- 10 Write Antonia's reply to Asha in 120–180 words.
- 11 Check your writing. Have you included all the important points? Is your email polite?
- 12 Give your letter to a new partner. Imagine you are Asha. How do you feel about the reply? Tell your partner.

Unit 9 Review

R9

A Grammar

- 1 **whenever, wherever, whatever, whoever** Fill each gap with a -ever word.

- 1 I visit my parents whenever I'm in London.
- 2 I'll do whatever you think is best.
- 3 Wherever he goes in the world, the paparazzi follow him.
- 4 She's always charming, whoever she is with.
- 5 I go for a walk everyday, whenever the weather.
- 6 Wherever there's a football match, he's in front of the TV.

- 2 **3rd conditional** Read the story and complete sentences 1-5.

Li wasn't born in Britain and she didn't learn English at home. She didn't speak English so she went to a language school to learn it. At the language school she met Javi. They chatted and discovered they had a lot in common. In the end, they got married.

- 1 Li would have learnt English at home if ...
- 2 If Li had spoken English, she wouldn't ...
- 3 Li wouldn't have met Javi if ...
- 4 If they hadn't chatted, ...
- 5 They would never have got married if Li had ...

- 3 **wish; if only** Write a sentence with a similar meaning using the words in blue.

- 1 I'd like to have more money. wish
I wish I had more money.
- 2 I'd like to have lived in the 1960s. wish
- 3 It's a pity I didn't pass the exam. if only
- 4 I'd like to be taller. if only
- 5 My sister always phones in the middle of the night. wish
- 6 My son never cleans his room. if only

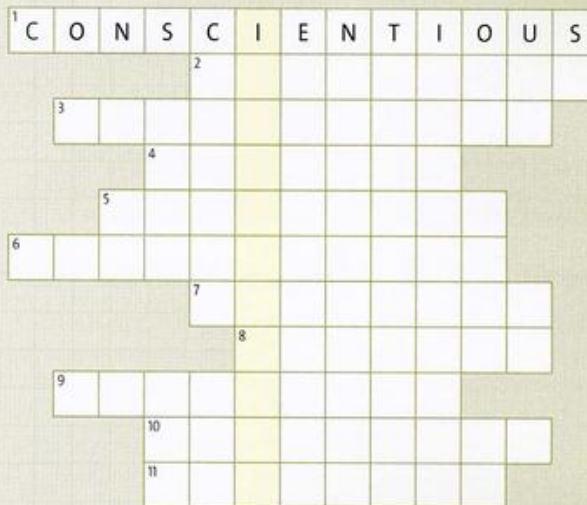
- 4 **Verbs followed by both gerund and infinitive** Match the beginnings and endings of the sentences.

- 1 ☐ Alex started learning the guitar and then ...
- 2 ☐ I asked Jo to keep the noise down, but she ...
- 3 ☐ If I was helping someone and they were rude to me, I would ...
- 4 ☐ If someone fell down in the street, I would ...
- 5 ☐ If you go out, ...
- 6 ☐ I don't ... when I left home this morning.

- a stop to help them.
- b stop helping them.
- c remember to lock the door.
- d remember locking the door.
- e went on playing the piano.
- f went on to play the piano.

B Vocabulary

- 5 **Personality adjectives and expressions** Do the puzzle and find the secret word.



- 1 Does things thoroughly to satisfy his/ her conscience.
- 2 Does things on impulse, without thought.
- 3 Has a lot of sympathy for people.
- 4 Thinks according to laws of logic.
- 5 Has a lot of ambition.
- 6 Takes responsibilities seriously.
- 7 Does things carefully and with caution.
- 8 Uses tact to avoid hurting people's feelings.
- 9 Lives in the real world, not a dream world.
- 10 Good at inventing things.
- 11 Creates new things and ideas.

- 6 **Phrases about unlikely events** Match the beginnings and endings of the sentences.

- 1 ☐ Did you meet him quite a what a coincidence!
- 2 ☐ We won the match against b all the odds.
- 3 ☐ We have the same birthday, c by chance?
- 4 ☐ It just so happens d of winning the lottery?
- 5 ☐ What are the chances e I went to his school.

- 7 **Expressions with exaggeration** Fill in the gaps.
dying driving forever slap sick

This computer is ¹ driving me crazy – it always takes ² forever to get online, and I'm ³ dying to death of these error messages. I'm ⁴ slap for the holidays – it's only a week, but still, it's better than a ⁵ sick in the face!

- 8 **Adjectives of feelings** Underline the best word.

- 1 I was very pleased/delighted to hear your news.
- 2 The landscapes in Peru are astonished/astonishing.
- 3 My cousin was moved/moving by the film.
- 4 Some people find piercing very attractive/attracted.
- 5 Mary was very upset/devastated when her cat died.

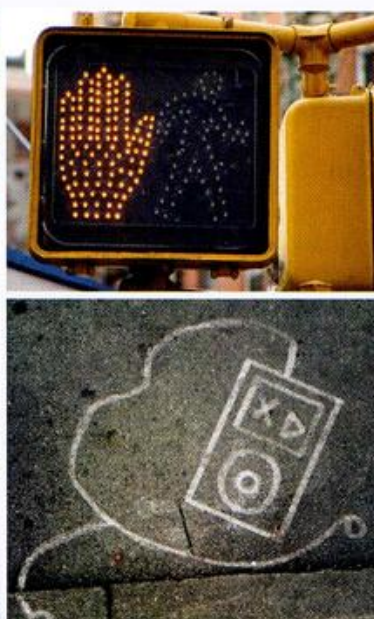
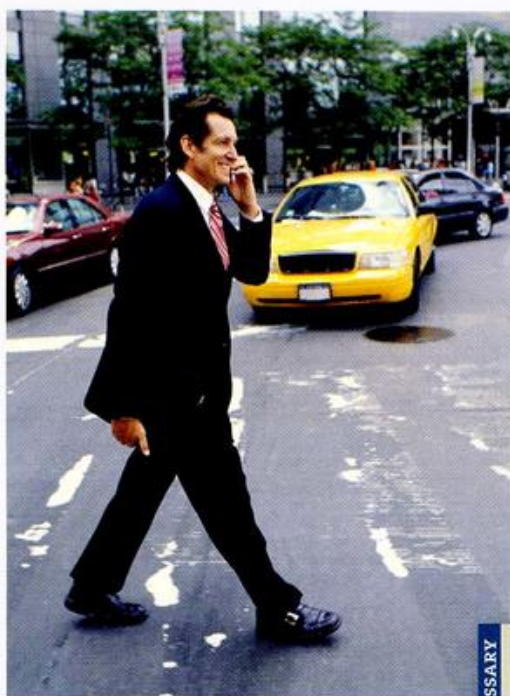


New York pedestrians face iPod ban

Crossing the street while listening to an MP3 player may soon be illegal in New York. The law has been proposed in response to several deaths apparently caused by pedestrians stepping into traffic while listening to iPods. The ban would also extend to other electronic devices including cell phones, video games and handheld emailing devices such as Blackberries, and offenders would face a \$100 fine.

Senator Carl Kruger, who proposed the ban, said that pedestrians are getting so involved with what they are listening to on their iPods that they don't pay enough attention to the traffic, often with tragic consequences. Speaking of these pedestrians, Kruger said, 'What's happening is when they're tuning into their iPod or BlackBerry or cell phone or video game, they're walking into speeding buses and moving automobiles. It's becoming a nationwide problem.'

According to Kruger, three people have been killed since September in the Brooklyn area as a result of stepping off the sidewalk in front of fast-moving vehicles. In one case, a fellow pedestrian shouted a warning but the victim couldn't hear it because of the MP3 player. Kruger suggests that the use of such devices should be limited to benches or parks. His proposed legislation would also extend to joggers and cyclists and would apply to the larger cities in New York State.



GLOSSARY
 gotta *v* got to
 gonna *v* going to
 cell phone *n* mobile phone
 crosswalk *n* pedestrian crossing

YOUR COMMENTS

Mr Kruger's exaggerating the statistics a bit, isn't he? There are about eight million people living in this city – if three of them get killed crossing the road with an iPod it's sad, but it isn't a "nationwide problem". And even if we agree that electronic devices can cause accidents, that doesn't necessarily mean we should ban them, does it? I mean, suppose three people get killed slipping in the shower, what are you gonna do – ban people from taking showers?

Giuseppe

You gotta be kidding! How on earth are the police going to enforce this new law? Will I have to remove my earphones before crossing the street, or will it be sufficient to just press the pause button? If I just press the pause button but leave the earphones in, the police won't know whether I'm listening or not, will they? Haven't the police got better things to do than study pedestrians' ears? Maybe they should read pedestrians' minds too, because there must be lots of people who cross the road daydreaming and get hit as a result. So there should be a law against daydreaming too, shouldn't there? The fact is, there are some things you simply can't legislate for, you've just got to let people use their common sense.

Damien

If this new law can save lives, it's worth it, isn't it? I agree with Kruger – these electronic devices are getting to be a real health hazard. You can't pay attention to the traffic while playing a video game, can you? I nearly ran into a guy when I was driving to work this morning – he stepped right in front of me, texting on his cell phone. Don't these people *want* to get home in one piece? It's better to get a \$100 fine than end up in a coffin!

Andrea

Why do pedestrians always get the blame? Pedestrians don't kill drivers, do they? If you want to make the streets safer, get tough on drivers. There should be more aggressive enforcement of laws which already exist. According to the law, pedestrians have the right of way on crosswalks, yet last year over two thousand pedestrians were hurt in accidents on crosswalks. And what about *drivers* using electronic devices? As far as I know, that's illegal, isn't it? I know they aren't supposed to use handheld cell phones, anyway, but lots of drivers are still doing it and getting away with it – and it is still the cause of thousands of accidents. Why doesn't Senator Kruger do something about that, instead of blaming pedestrians?

Natalie

How to present an argument

g tag questions v uses of get p intonation in tag questions

10A

A Read for points of view

- 1 What electronic devices do you own? Which are most important to you? Tell a partner.
- 2 Read the main article of **New York pedestrians face iPod ban** opposite and answer the questions.
 - 1 What made Senator Kruger decide to propose the law?
 - 2 Who would the law apply to? Where in New York State would the law apply?
- 3 Read **Your Comments** opposite. Which opinion is closest to your own?

B Vocabulary uses of get

- 4 Match the meanings of *get* with the example sentences.
receive, possess, obtain becoming travel, arrive
understand alternative to *be* in passive
alternative form of *have to* phrasal verb
 - 1 Don't these people want to get home?
 - 2 Drivers are still getting away with it.
 - 3 It's better to get a fine than end up dead.
 - 4 Suppose three people get killed slipping in the shower.
 - 5 They are getting to be a health hazard.
 - 6 You've got to let people use their common sense.
 - 7 Can you explain this? I don't get it.
- 5 Rewrite the sentences using *get*.
 - 1 The price of handheld computers is coming down.
Handheld computers are getting a lot cheaper.
 - 2 I'm buying an iPod tomorrow.
 - 3 How long does your journey to work take?
 - 4 Imagine being arrested for listening to music!
 - 5 You must be joking!
 - 6 I parked illegally, but I wasn't caught.
 - 7 He told a joke, but I didn't understand it.

C Grammar tag questions

- 6 Complete these sentences from **Your Comments** without looking at the text. Then check in the text and answer the question.
 - 1 **That** *doesn't* mean we should ban them, _____?
 - 2 **The police** *won't* know whether I'm listening or not, _____?
 - 3 **There** *should* be a law against daydreaming too, _____?
 - 4 If this new law can save lives, *it's* worth it, _____?
 - 5 **Pedestrians** *don't* kill drivers, _____?
 - 6 As far as I know, *that's* illegal, _____?

How does the **subject** and the **verb** change in the tag questions?

- 7 Choose the best endings to these sentences about exercise 6.

In sentences 1–5, the writer expects the reader to ...

- a disagree with the statement.
- b answer the question.
- c agree with the statement.

In sentence 6, the writer is ...

- a sure about the facts.
- b unsure about the facts.

- 8 **10A.1► Pronunciation** Listen to the two sentences below. Which one sounds like a real question? Which one sounds as if the speaker already knows the answer?

A Mobile phones are banned, *aren't* they?

B Mobile phones are banned, *aren't* they?

- 9 **10A.2►** Listen to the sentences from exercise 6. Pay attention to the tag questions – which one sounds like a real question? Practice saying the sentences.

- 10 With a partner, give opinions on the topics below. Use tag questions, and the pronunciation from exercise 8.
careless drivers cyclists parking public transport

More practice? **Grammar Bank** >> p.143.

D Listen for points of view

- 11 You will hear three friends, Caroline, Tony, and Olivia, discussing the topic below. What different points of view do you think you will hear? Discuss with a partner.
Customers having to pay a tax on blank CDs in order to compensate music producers for illegal copies being made.
- 12 **10A.3►** Listen to the discussion and say who thinks the tax is fair. Do you agree?
- 13 Listen again. What arguments do the people make for and against the tax? Make notes *For* and *Against*.
- 14 Read the audio script on >> p.158. What word do the speakers often start their sentences with when they disagree? What do you think it means in this context?

ABCD Put it all together

- 15 Look at the laws suggested on >> p.132. Are you *for* or *against* them? Add one or two ideas of your own and make notes.
- 16 Discuss the laws in small groups. Are you convinced by any of your partners' arguments?

Day of glory, day of shame

1 When I was younger, I could climb like a monkey – I would scale walls, squeeze through the tiniest windows, and clamber down holes – I was fearless. One day, when I was about 18, I was able to use that skill
05 to save someone's life. There was a patch of rough ground near my house, a creepy place full of long grass, rusting farm machinery, and abandoned buildings. As I was walking past I heard a group of children shouting, and I knew immediately that something was wrong. I went over to see if I could help
10 and they explained that one of their friends had fallen into an old well and was injured. I sent one of the kids off to fetch help and without a second thought, I climbed down into that dark, damp hole. I remained in the well, comforting the injured child until help arrived.

2 As a result of my heroic act I was awarded a prize for bravery. I had to collect it at a big ceremony in Stockholm, along with a number of other young people from around the country who had distinguished themselves in some way. We were all expected to go on stage and give a brief speech. Our travel
20 expenses would be paid for, and we would stay in the place where the awards ceremony was to be held – a five-star hotel!

3 We all have our strengths and weaknesses, and although I was a fearless climber, I had a phobia of public speaking. The idea of going on stage in front of hundreds of people terrified me, so
25 my first instinct was to make an excuse not to go to Stockholm. However, I was anxious to discover what it would be like in a five-star hotel, never having stayed in anything more luxurious than a youth hostel before, so finally I decided to go.

4 On my day of glory, I was sitting nervously in a backstage
30 room with all the other prize winners, waiting for my turn to receive my award and make my speech. As my turn drew near, I could feel my mouth getting drier and drier, so I kept drinking deeply from a large cup of Coke. I shouldn't have done that, because I got the hiccups as a result. What a disaster – there
35 was no way I could go on stage and speak now! The other

prize winners were quick to offer advice. I should hold my breath as long as possible, said one. I ought
40 to lie down on the sofa and relax, said another. But nothing worked, and my turn was getting
45 closer.

5 I decided I'd better try the classic hiccups remedy – drinking out of the wrong side of a glass. It usually works for me, but it's a very difficult manoeuvre. It was even more difficult wearing the stiff, formal outfit which I'd bought specially for
50 the occasion. I ought to have done something to protect my clothes, but I was in too much of a hurry. I ended up with a big wet patch on the front of my skirt. I was starting to panic, but luckily help was at hand – someone informed me that there was an iron in the changing rooms so I could dry my skirt. I
55 should have checked the label on it first, but there was no time, and I just started ironing. Nothing seemed to happen and I thought the iron wasn't hot enough, so I turned it to maximum. Then something did happen – there was a horrible burnt plastic smell and smoke which made me cough. I'd
60 burnt a hole through the front of my skirt!

6 'You could always try wearing it back to front', someone suggested. But I was too hysterical by now to listen to any more advice. My day of glory had turned into a day of shame. Thoroughly miserable, I retreated to my hotel room and ran
65 myself a hot bath. I would miss my turn at the ceremony, but I didn't care any more. At least I could enjoy being in a five-star hotel, I thought, and I rang room service for coffee and cakes. A few minutes later, there was a knock at the door, and I got out of the bath, wrapped a towel round myself and went to
70 open it ...



How to talk about problems and solutions

G should, should have, ought to, had better P ough G+ The idea of going ...

10B

A Read for gist and inference

- Have you ever had a day when almost everything went wrong? What problems did you have? Tell a partner.
- Read **Day of glory, day of shame** opposite. How do you think the story ends? Discuss with a partner, then read the end of the story on >> p.132. Were your guesses correct?
- Answer the questions and discuss with a partner. Say how you know.
 - Was the writer worried about climbing down the well?
 - Why does the writer think her phobia might be surprising to people?
 - Has the writer had much experience of getting the hiccups?
 - Does the writer think her problems were a result of bad luck or stupidity?
- What advice would you have given to the writer at different points in the story?

B Pronunciation ough

- Put these words from the text in the correct box according to the sound *ough* makes.
although bought cough enough ought rough thorough thought through

/ɔ:t/ sport	/aʊ/ go	/u:/ shoe	/ʌf/ stuff	/ɒf/ off	/ə/ summer
	although				

- 10B.1** Listen, check, and repeat. Which is the most common pronunciation of *ough*?

C Grammar should, should have, ought to, had better

- Look at sentence pairs 1–3 and answer the questions.
 - I should check the label.
I should have checked the label.
 - I ought to be more careful.
I ought to have been more careful.
 - You should always read warnings.
You should read this warning.
- What is the difference in meaning between these pairs of sentences?
(Clue: 1 and 2 – are they now or in the past? 3 – is it now or in general?)
- What form of the verb is used after *should have/ought to have*?

- Look at the example sentences and answer the question.

I'd **better** try the classic hiccups remedy.
You'd **better not** be late.

Rule We can use *had better* to say what is advisable **now** (not in general or in the past).

Which of the sentences in exercise 7 could we use *had better* for?

- Write a sentence with a similar meaning using the word in **red**.
 - I think it would be a good idea for us to leave now.
better You'd **better** ...
 - I wish I hadn't had that Coke. **shouldn't**
 - If only I'd been more careful. **ought**
 - You shouldn't turn the iron up too high. **better**
 - If I were you, I'd hold my breath for a minute. **ought**

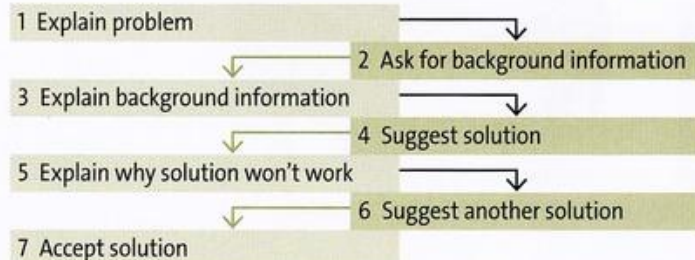
More practice? **Grammar Bank** >> p.143.

+ Grammar Plus

The idea of going on stage terrifies me >> p.145.

D Listen for main points and detail

- 10B.2** You will hear two phone calls. In each call, a person is phoning a friend to ask for help. For each call, answer questions 1–4.
 - Where is the person phoning from?
 - What is their problem?
 - How did they end up in this situation?
 - What will their friend do to help them?
- The conversations follow these steps. Steps 4 and 5 are repeated more than once. Work with a partner and role-play both conversations from exercise 10.



ABCD Put it all together

- Work with a partner. Look at the problems on >> p.132. What you could say to help a person in that situation?
- Change partners and role-play a phone conversation, following the steps in exercise 11.

FIRST AID Quiz

It's impossible to go through life without having any accidents, so it's worth knowing what to do when they happen. Often, a little first aid can make a big difference – occasionally it can make the difference between life and death. An ambulance may take ten minutes to arrive, but a person with a blocked airway could die in four. But even in less extreme cases, it's very useful to know what to do – and what not to do! How well would you cope in an emergency? Try this quiz and find out!

- 1 You think you've got a temperature – you feel a bit feverish. You decide to take your temperature using a thermometer, but you can't remember what the normal reading for a healthy person is – is it ...

a 29°C?
b 33°C?
c 37°C?
d 40°C?



- 2 You twisted your ankle on a country walk and now it's bruised a dark purple colour and swollen like a football. You think it's sprained, but you can't get to a doctor until tomorrow. In the meantime, what's the best thing to do?

a Exercise it.
b Keep it cool and rested.
c Put it in hot water.
d Put antiseptic on it.



- 3 Someone you're having lunch with swallows a large piece of food and is choking. You have tried slapping your friend's back, but it didn't help. What can you do next? Stand behind your friend and pull your arms tight around his or her ...

a abdomen.
b chest.
c shoulders.
d hips.



- 4 You were cooking some vegetables and you spilt boiling water on your hand and scalded it. It's red and painful. What should you do?

a Put butter on it.
b Rub it with a cloth.
c Stick a plaster on it.
d Run cold water over it.



- 5 You've been stung by a bee and you're in agony. You can see the bee sting stuck in your finger. What should you do first?

a Remove the sting.
b Put antiseptic on.
c Put a bandage over it.
d Put your finger in water.



- 6 You're walking in the mountains and your companion falls and hurts his or her arm. The skin isn't broken, but you think the bone's broken, because it seems to be lying at an odd angle. What should you do, until you can get help?

a Straighten the arm.
b Put the arm in a sling.
c Keep it warm.
d Pour water over it.



- 7 You've cut yourself on a piece of broken glass. It's quite a deep cut and you'll probably need stitches eventually, but first of all you need to stop the bleeding. You press a piece of gauze over the wound but it is soaked in blood. What should you do?

a Replace the gauze.
b Wash the wound.
c Put more gauze over it.
d Put ice on it.



- 8 You need to call an ambulance in Britain. You know the number is 911 in North America and 112 in continental Europe, but what should you dial in Britain?

a 911 or 112
b 999 or 112
c 111 or 911
d None of these



GLOSSARY

twist *v* to bend or turn sth in an awkward way
slap *v* hit with open hand
in agony *adj* in great pain

injuries and treatments

- 1 a swollen ankle a bruised ankle
a broken wrist a sprained wrist
2 a bee/wasp/jellyfish sting
a(n) ant/snake/mosquito bite

- 3 to choke
to burn
4 to treat
to bleed

- to suffocate
to scald
to heal
to faint

- 5 a bandage in plaster a plaster stitches
6 antiseptic cream a painkiller

How to talk about medical treatment

v injuries and treatments P main sentence stress

10c

A Read and respond

- 1 What words do you know connected with medical treatment? Add to the lists below.

people	places	symptoms	treatments
doctor	clinic	headache	pills

- 2 Read the introduction to **First aid quiz** opposite. How does it try to make you want to do the quiz? Choose the best answer.

It suggests that the content of the quiz is ...
a important. b fun. c interesting. d curious.

- 3 Do the **First aid quiz**. Decide with a partner what the correct answers are. Check the answers on >> p.132. Did you find any of the answers surprising?

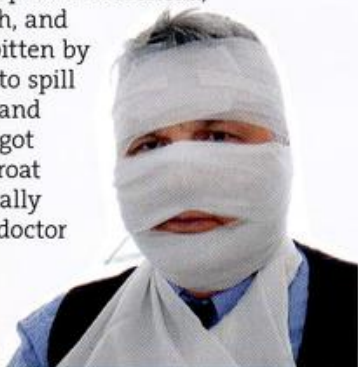
B Vocabulary injuries and treatments

- 4 Answer the questions about the words in **Injuries and treatments** opposite. Compare with a partner and say how you guessed.

- Which adjective refers to ...
a colour? c joint damage?
b bone damage? d shape?
- Is there a difference between *sting* and *bite*? Is it the same in your language?
- Which of the problems in 3 are caused by ...
a not enough air? c blocked throat?
b hot liquid? d fire?
- Which verb means ...
a become healthy? c give medical care?
b lose consciousness? d lose blood?
- What do we use these treatments for?
- What is the difference between the two types of medicine in 6?

- 5 Explain why the following story is impossible. Change it so that it is possible.

What a day! First of all, I tripped on the carpet, fell downstairs and got a sprained forehead, a broken ear, swollen teeth, and bruised hair. Then I was bitten by a wasp which caused me to spill orange juice on my wrist and scald myself. After that, I got an aspirin stuck in my throat and nearly suffocated. Finally I fainted, so I phoned the doctor immediately.



- 6 Make a sentence with the same meaning. Change the word in **red** to an adjective, noun, or verb as indicated.
- My leg was covered in **bruises**. (adj) *I had a badly bruised leg.*
 - I **broke** a tooth. (adj)
 - My tongue started **swelling**. (adj)
 - I was **bitten** by a mosquito. (n)
 - A bee **stung** me on the foot. (n)
 - A lot of **blood** was coming from the cut. (v)
 - I've **sprained** my ankle. (adj)
- 7 Tell a partner about one or more injuries you've had, and how you treated them.

C Listen for detail

- 8 **10C.1** Listen to a patient talking to a doctor. What two injuries has the patient suffered, and what does the doctor do?
- 9 Listen again and answer the questions.
- What signs of injury does the patient have?
 - How did the accident happen?
 - Why does the patient think a bone might be broken?
 - What does the doctor suggest doing for the first injury?
 - What about the second injury?
- 10 **10C.2** **Pronunciation** Listen to these sentences. Read the rules and explain why the main stress is on the underlined word in each sentence.
- We'll take a look at that leg.
 - I put some ice on it.
 - I thought it might get better on its own, you see.
- The main stress is normally on the last vocabulary word* in a sentence.
 - Some sentences have an extra phrase at the end which does not add any new information, such as *you see*. These phrases do not contain the main stress.
- * See >> p.149 for an explanation of 'vocabulary word.'
- 11 **10C.3** Decide which word will get the main stress and underline it. Then listen, check, and repeat.
- Do you think it's broken, or something?
 - Rest your foot on a chair, or something.
 - You won't be able to drive for a while.
 - You can take a painkiller if you like.

ABC Put it all together

- 12 Work with a partner. Prepare to role-play a conversation between a doctor and patient. Then swap roles and repeat.
- Student A** look at the information on >> p.128.
Student B look at the information on >> p.133.

I can talk about medical treatment.

Tick ✓ the line. with a lot of help with some help on my own very easily

DANGER OF SUFFOCATION

I bought a new TV the other day and as I removed the various layers of packaging from the product, I noticed this warning on a large plastic bag, 'To avoid suffocation, keep away from children.' Since reading this message, I've been so worried that I've been keeping away from children in order to avoid being suffocated.

I'm just joking, obviously – we all know the intended meaning of the warning. The manufacturer is kindly reminding us that plastic bags can be dangerous for children. Here is another helpful warning I found recently on a children's toy: 'Danger of choking. Not suitable for children under 14 in Europe or under 8 in the USA.' This seems strange, though – is there such a big difference between European and American children that they can't play with the same toys? No, of course there isn't – the difference is between the laws of those two regions. The European law states that this kind of product is not suitable for under 14s; the American law says it's OK for any kid over 8. Consequently, if a 10-year-old chokes while using the product, the manufacturer may be sued in Europe, but not in the USA. So we see that the warning label is not really about protecting our children from danger; it's about protecting the manufacturer from litigation.

Nowadays, manufacturers are so afraid of litigation that they try to warn us of all possible dangers. For example, I found the following message on a children's Batman costume: 'This cape does not give the wearer the ability to fly.'

And it's not only children who put themselves in danger, judging by this warning, which I found on a hair dryer: 'Do not use in shower.' The message is clear – if you get electrocuted as a result of trying to wash and dry your hair at the same time, don't say you weren't warned!



Warnings: capsules may cause drowsiness. If affected do not drive or operate machinery. Avoid alcoholic drink. Do not exceed the stated dose. If your symptoms persist, consult your doctor. **Keep out of reach of children.** Other ingredients include sodium metabisulphite (E223). Do not store above 25°C. Keep container in outer carton.

Presumably, all warning labels are a result of something which somebody has actually done in the past. So just imagine the strange behaviour which led to this warning, found on an iron: 'Never iron clothes while they are being worn!' And it seems there are people out there with so little common sense that they need a warning like this, from a bicycle mirror: 'Remember: Objects in the mirror are actually behind you,' or this one, from a knife-sharpening device: 'Warning: Knives are sharp.'

It seems that we live in such a litigation-driven culture that some people will sue a manufacturer even if the product does exactly what it is supposed to do. Consequently, there are some warning labels which seem so obvious that they hardly need stating. For example, I found this message on a tub of sleeping pills: 'Warning: May cause drowsiness,' and this one on a bag of fire lighters: 'Caution: Risk of fire.'

There are such a lot of warning labels these days that sometimes it seems we are in danger of suffocating in them. But do warning labels actually protect manufacturers against litigation? Well, not always, apparently. In the USA, there was a famous case of a woman who was badly scalded when she bought some coffee from a fast food shop and spilt some of it on her lap. She took the fast food company to court, won the case, and was awarded \$160,000 in compensation despite the fact that there was a warning label on the cup saying, 'Warning – contents may be very hot.'

How to talk about cause and consequence

G so/such ... that v accidents in the home

10D

A Read for gist and attitude

- What are the most common warning labels you find on products and packaging? Discuss with a partner.
- Read the information in the warning labels opposite. What products do you think they come from?
- Sentences in warning labels may be shortened for space. Say the possible complete forms of these sentences.
 - Harmful if swallowed.
 - Keep away from children.
 - Wash hands after use.
 - Keep container in outer carton.
- Read **Danger of suffocation** opposite. What is the writer's attitude to warning labels, and why?
- Answer the questions.
According to the writer ...
 - what does the label concerning children's ages in Europe and the USA show?
 - why do manufacturers tell us obvious things such as the fact that knives are sharp?
 - what does the example of the hot coffee show?
- What is the writer's attitude? Answer the questions with a partner.
 - The writer says he is 'just joking' in para 1. What does he mean?
 - Find the words *kindly* and *helpful* in para 2. Is the writer using these words sincerely?
 - What is funny about the warning *Do not use in shower*?
 - Why does the writer use an exclamation mark after the *Never iron clothes* warning?
 - What is funny about the warning *May cause drowsiness*?
- What's your opinion about warning labels and laws to protect consumers? Discuss with one or more partner.

B Grammar so / such ... that

- Look at the examples in the box and underline the correct words in the rules.

extreme situation	consequence
I've been <u>so</u> worried	<u>that</u> I've been keeping away from children.
There are <u>such a lot</u> of labels	<u>that</u> we're in danger of suffocating in them.

Rule Use *so/such* before an adjective (and phrases with *much/many*).
Use *so/such* before a noun phrase (and use *a* after *such* if it's singular).

- Write *so* or *such (a)* in the gap and add a consequence clause.

- The writing on the label was so small *that I couldn't read it*.
- The coffee was _____ hot ...
- It was _____ strong cup of coffee ...
- The knife was _____ blunt ...
- It was _____ sharp knife ...
- The iron was at _____ high temperature ...

- Work with a partner. Make sentences about extreme situations for some of the topics below.
entertainment food shopping sports weather
Example Last winter, it was so cold that the river froze.
More practice? **Grammar Bank** >> p.143.

C Listen for detail

- 10D.1** Where and when do accidents occur in the home? Discuss with a partner. Listen to the introduction to a radio programme about accidents in the home and compare your ideas.
- 10D.2** Now listen to a health and safety expert and put the following topics in order as you listen. Compare with a partner.

a <input type="checkbox"/> hot liquids	d <input type="checkbox"/> electricity
b <input type="checkbox"/> gas	e <input type="checkbox"/> falling objects
c <input type="checkbox"/> kitchen knives	
- Listen again. Say when and why the following could be dangerous.
blunt knives heavy dishes gas rings
pan handles wet hands
- Work with a partner or in small groups. Is your kitchen safe, or do you think you need to make some changes? Whose kitchen is the safest?

ABC Put it all together

- Think of an accident you've suffered. Answer these questions about it.
 - Where, when, and how did it happen?
 - What were the consequences?
 - How did you treat your injuries?
- Work in pairs or small groups. Take turns to tell the others about your accident. Decide whose accident was the worst.

WALTHAM ABBEY:

FIREFIGHTER FLEES FROM MICE TERROR

11:55am Wednesday 10th December 2008

He had faced floods and infernos, but a pair of mice proved too much for one officer when he was sent on shift at Waltham Abbey Fire Station.

The firefighter had been sent out by bosses to open the station, in Sewardstone Road, last Friday evening (December 5) – but refused to stay in there after spotting the furry beasts in the kitchen.

After tearfully phoning control to inform them he would not stay, unamused bosses ordered him back to the station, leading to a two hour stand-off between the officer and his superiors.

The station remained closed until the shaking man was asked to return by bosses at 10 p.m.

Waltham Abbey station is staffed by fire officers during the week, but part-time retained firefighters take over during the weekend, answering emergency call-outs.

The officer, a retained firefighter, is due to return to work today (December 11) to face possible disciplinary action.

Francis Beckett from the Fire Brigades Union confirmed that they had spoken to the officer in question.

He said: "We do ask officers working alone at stations to carry out a risk assessment; on this particular night there were a number of factors that meant the officer didn't feel comfortable working alone – part of which was a mouse infestation."

Assistant Chief Fire Officer Gordon Hunter said: "We can confirm that the station was closed as a result of an issue surrounding two mice. This matter is now subject of an internal investigation."

A spokesman for Essex fire and rescue denied reports that they had sent exterminators to the station.

flee *v* to leave somewhere very quickly
shift *n* a period of work
stand-off *n* a situation in which no agreement can be reached
retain *v* to keep
risk *n* something dangerous
infestation *n* a large number of insects or rodents

Ridicule for the burly fireman who fled his station – because he saw a mouse



By Daily Mail Reporter

Last updated at 3:33 PM on 10th December 2008

A burly firefighter turned tail and made a call for help – after he found a mouse inside his fire station.

The unnamed fireman apparently claimed he was unwilling to stay in the station at night on his own after spotting a second tiny rodent and locked the door before driving ten miles back to his HQ.

But his furious bosses ordered him to go back and face the small furry creatures.

The officer had been sent from Harlow, Essex, to Waltham Abbey, which is crewed by part-timers at night, to open up the station ready to deal with 999 calls.

When he arrived he saw first one and then two mice and refused to stay – meaning the station remained closed.

Senior officers were astonished when they heard about the incident and ordered the fireman back to finish his shift in Waltham Abbey.

The town has a single fire engine and is crewed by regulars during the day, but at night retained part-timers take over and answer any emergency calls.

A fire brigade insider said: 'A lot of people thought it was hilarious and apparently he has had his leg pulled mercilessly by some of his colleagues.'

'He may have a phobia about mice, which is odd because firemen have to deal with all sort of animals in their work – including things like angry bulls – so a mouse should not have been a problem.'

'When he got back to Harlow and told the watch commander why he hadn't stayed at Waltham, senior officers went ballistic and he was told to go back.'

'The station was closed for two hours, but fortunately there were no calls for them to deal with while it was shut.'

An official spokesman for the brigade said: 'We can confirm that the Waltham Abbey station was closed for a personnel matter for two hours on Friday night. The matter is now under review.'

The service's Assistant Chief Officer Gordon Hunter, who is director of operations, said: 'The fire officer contacted his control at around 10pm to say there were mice in the kitchen and he was returning to his normal station.'

'He was told by the manager there to return and reopen the station. We are waiting to interview him when he returns to duty and in the meantime a pest control firm has been called in, but found no evidence of any mouse infestation.'

The case is also being investigated by the Fire Brigade Union which represents rank and file firemen.

Regional Secretary Adrian Clarke said: 'The whole issue of lone working – that is an officer in a station on his own – is under discussion and is a contentious issue.'

'Talks are going on about issues such as risk assessment and working practices. But a rodent infestation is a serious matter whether it is a hotel or a fire station.'

Essex County Council is due to discuss the future of the fire and rescue service at a meeting today and more than 200 firemen are expected to stage a picket over concerns that cuts in the service will affect jobs.



fled *v* past tense of *flee* (to leave somewhere very quickly)
crewed *v* having a crew (group of people) working; **staffed** *v* manned
999 calls *n* emergency calls
rank and file *n* ordinary workers (not bosses)
picket *n* people who stop others entering a work place during a strike

Reading A human interest news story

10E

A Prepare to read

- 1 What was the last newspaper story you read? What stories do you prefer to read in a newspaper: serious news or human interest stories (for example, stories about people and their problems)? Tell a partner.
- 2 Work in pairs. **Student A** read **Story 1** and **Student B** read **Story 2**. Read the story quickly and make notes to answer the questions. Compare your information. Are there any differences?
Who is the story about?
What is the main event?
Where did the main event take place?
When did the main event take place?
Why did the main event take place?
- 3 Which story was written for readers who live near where the main event happened? How do you know? Discuss in pairs or small groups.

B Read for detail

- 4 Read both stories and write *T* (true), *F* (false), or *DS* (doesn't say). Compare and discuss in pairs or small groups.
 - 1 The firefighter has been working at the station for a long time. *DS*
 - 2 The firefighter saw the two mice at the same time.
 - 3 The station was closed for two hours.
 - 4 The firefighter lives in Waltham Abbey.
 - 5 The firefighter works full-time in Waltham Abbey.
 - 6 Part-time workers answer emergency telephone calls at weekends only.
 - 7 Gordon Hunter is investigating the situation.
 - 8 Two hundred firemen will lose their jobs soon in the county of Essex.
- 5 Match the people 1–5 with what they said a–e. Compare with a partner.
 - 1 ☐ Frances Beckett, the Fire Brigade Union
 - 2 ☐ Gordon Hunter, Assistant Chief Fire Officer
 - 3 ☐ An Essex fire and rescue spokesman
 - 4 ☐ A fire brigade insider
 - 5 ☐ Adrian Clarke, Regional Secretary, the Fire Brigade Union
 - a We are going to investigate what happened.
 - b We didn't send people to the station to destroy the mice.
 - c A mouse infestation is a serious issue.
 - d Other firemen thought it was very funny that the firefighter was afraid of mice.
 - e The firefighter was right to leave the station.
- 6 In your opinion, who gives the most important information? Who gives the most interesting? Discuss in pairs or small groups.

C Think about news story language

- 7 Journalists use synonyms (words with similar meanings) to avoid repeating the same word. Add more examples from the stories to 1–3 below. You can use a dictionary. Compare and discuss with a partner.
 - 1 firefighter *officer* ...
 - 2 mice *beasts* ...
 - 3 bosses *superiors* ...
- 8 Work with a partner. Find words in **Story 1** which have similar meanings to 2–6 below.
 - 1 to leave somewhere quickly *flee*
 - 2 to see something
 - 3 not happy
 - 4 to tell somebody to do something
 - 5 a large number of (animals)
 - 6 a problem or worry
- 9 Journalists often use well-known expressions or idioms in news stories. Look at three examples in **Story 2** and match each **highlighted** part with its meaning a–c.
 - 1 ☐ ... burly firefighter turned tail and made a call for help.
 - 2 ☐ ... he has had his leg pulled mercilessly by some of his colleagues
 - 3 ☐ ... senior officers went ballistic and he was told to go back.
 - a to play a joke on somebody
 - b to become very angry
 - c to run away from
- 10 Choose two new words or phrases from the stories and guess what they mean. Discuss with a partner and then check in a dictionary.

D Think about what you've read

- 11 Work in pairs or small groups. Discuss questions 1–3 and give reasons for your opinions.
 - 1 What do you think should happen to the firefighter?
 - 2 Do you read British newspapers or online news stories? Why? Why not? Would you like to?
 - 3 Have you read any human interest stories recently? What were they about?

Tips

- * Use pictures and headlines to help you tune in.
- * Look for synonyms to help with new vocabulary.
- * Think about whether a phrase could be an idiom or well-known expression.
- * Change an unknown word for your predicted meaning and re-read the sentence. Does it make sense?
- * Think about why the writer has mentioned information.

I read a human interest news story and understood ...

Tick ✓ the line.

most of it

the main points

some main points

some key phrases

Writing An opinion composition

10F

A Read and follow an argument

- 1 Work with a partner or in small groups. Read the opinion statement below. Say if you agree or disagree and give reasons for your point of view.
'People who take unnecessary risks should not receive free health care.'
- 2 Read the composition **In defence of free health care** and answer the questions 1–3 below.
 - 1 Does the writer agree or disagree with the statement?
 - 2 Does the writer mention any of the reasons you talked about in exercise 1?
 - 3 Do you share the writer's point of view?

In defence of free health care

- 1 In many countries of the world, free health care is provided by the government. This means that everybody has access to a doctor, whether they are rich or poor. Obviously, we all have to pay for this service through our taxes.
 - 2 I've heard it said that people who take unnecessary risks should not receive this free health care. For example, people who participate in risky activities such as skiing are more likely to have an accident. It has been suggested that these people should pay for any medical treatment they require.
 - 3 Personally, I disagree with this point of view because it's difficult to say exactly what is risky and what is not. For instance, not doing enough exercise is probably more risky than skiing in the long term. Consequently, it isn't fair to give free health care to an inactive person and make the skier pay.
 - 4 In conclusion, I would like to say that I think free health care is a good thing. I understand that the system is not perfectly fair because some people use it more than others. However, in my opinion, this is a small price to pay for a healthier society.
- 3 Match the topics a–d with paragraphs 1–4 in the composition.
 - a Conclusion paragraph 4
 - b Introduction to the topic
 - c My opinion on the issue
 - d What some people think about this issue
 - 4 Read the composition again and find expressions the writer uses to do 1–5. Add more ideas to the list and compare with a partner.
 - 1 To present an opinion which is not your own
I've heard it said that ...;
 - 2 To present your own personal opinion.
 - 3 To present examples.
 - 4 To present the consequences of something.
 - 5 To present a conclusion.

B Think about paragraph organization

- 5 Look at paragraphs 2 and 3 in the composition and find steps a, b, and c from the structure below.
 - a State a fact or argument.
 - b Show what you mean, e.g. give an example.
 - c State the implications of the fact or argument.
- 6 Work with a partner. Read paragraphs 1–3 below. Which step is missing in each – a, b, or c? Write a sentence to supply the missing step.
 - 1 Not all medical treatment is really necessary for the health of the patient. The taxpayer should not have to pay the costs of such treatment.
 - 2 There are some aspects of health care which are not covered by the national health system. For instance, in my country, dental work is not covered.
 - 3 For example, fire fighters take risks, but they are necessary risks. Obviously, these people should receive free medical treatment if they are hurt on the job.

C Get ideas to write about

- 7 Work with a partner. Choose a topic from 1–5 below which you have an opinion about, or think of your own. Make notes for and against the statement.
 - 1 Fast food is unhealthy and should carry a warning label.
 - 2 Drivers should have to pay a special charge for taking their cars into city centres.
 - 3 Young drivers cause most accidents so the legal age for driving should be increased to 25.
 - 4 All citizens should be obliged to learn basic first aid techniques.
 - 5 Security cameras should be used to catch people who drop litter.
- 8 Make notes for the introduction and conclusion and decide the best order to present your argument.
- 9 Work with a different partner and tell him / her your opinion using your notes. Do you want to add or change anything?

ABC Put it all together

- 10 Use your notes and write an opinion composition. Don't forget to use some of the expressions in exercise 4. Write 120–180 words.
- 11 Check your writing.
- 12 Swap compositions with a partner. Read your partner's opinion. Is it convincing? Do they support their arguments well? Would you change or add anything?

I can write an opinion composition.

Tick ✓ the line. with a lot of help with some help on my own very easily

Unit 10 Review

R 10

A Grammar

1 **Tag questions** Match the beginnings and endings of the sentences.

- | | |
|---|----------------|
| 1 <input type="checkbox"/> That picture's nice, | a aren't they? |
| 2 <input type="checkbox"/> You're French, | b aren't you? |
| 3 <input type="checkbox"/> The tests are easy, | c is he? |
| 4 <input type="checkbox"/> You won't be late, | d can't she? |
| 5 <input type="checkbox"/> You'll write to me, | e doesn't she? |
| 6 <input type="checkbox"/> Anne works here, | f isn't it? |
| 7 <input type="checkbox"/> Tom isn't married, | g will you? |
| 8 <input type="checkbox"/> Sue can drive, | h won't you? |

2 **should, should have, ought to, had better** Write one word in each gap to complete the sentence.

- You should always read the label, shouldn't you?
- You better leave before it gets dark.
- They ought to been more careful.
- I shouldn't have my lunch so quickly.
- You to have taken an umbrella.
- We'd better be late.
- You ought listen more and talk less.
- You n't worry about such a small problem.

3 **so/such ... that** Rewrite the **red** part of the sentence with the word in brackets.

- The ceiling was **so low that** I couldn't stand up straight. (such)
It was such a low ceiling that ...
- It's **such a dark flat that** I have to have the lights on all day. (so)
- The coffee was **so hot that** it burnt my mouth. (such)
- It was **such a tiring journey that** I fell asleep immediately. (so)
- The day was **so bright that** I had to wear sunglasses. (such)
- There are **such a lot of warning signs that** nobody reads them. (so)

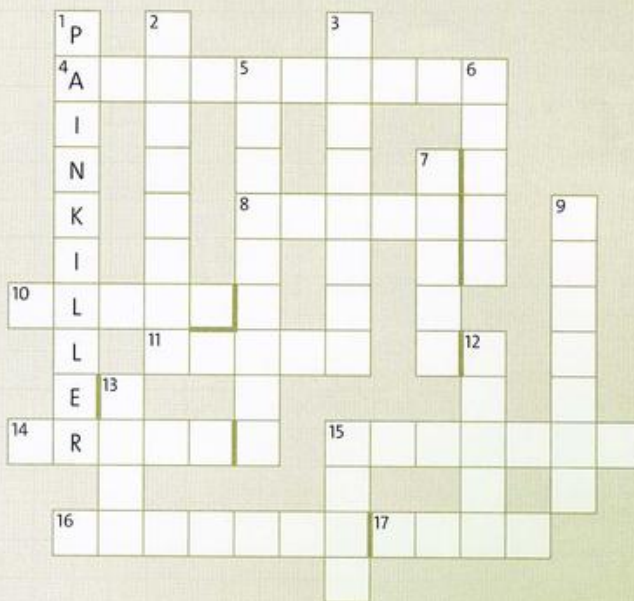


B Vocabulary

4 **Uses of get** Write a sentence with the same meaning using the correct form of *get*.

- We're thinking of buying our own flat.
We're thinking of getting our own flat.
- Close the window – it's becoming cold.
- How long will it take you to travel home?
- Kate was fined for parking illegally.
- You have to believe me!
- I don't understand what you mean.
- The prisoners escaped.

5 **Injury and treatment** Do the crossword.



Across

- Cream to stop a wound becoming septic.
- Become unconscious.
- Lose blood.
- Hot water burn.
- Give medical care to a patient.
- Blue skin after being hit.
- You put a broken leg in .
- A mosquito .

Down

- Something to stop the pain.
- Things to close a wound.
- Injured joint, e.g. ankle.
- Be unable to breathe.
- Have something, e.g. food, stuck in throat.
- A bee or wasp .
- Injured part of body, e.g. ankle, bigger than normal.
- Between arm and hand.
- To get better, e.g. a wound.
- Injury caused by fire.

Pairwork

1B Exercise 3 Strangers on a Train

The film is called *Strangers on a Train*. The famous tennis player, Guy Haines, wants to divorce his wife, Miriam, in order to marry Anne Burton. Bruno Anthony wants to kill his father in order to inherit his money, but he can't because the police would immediately suspect him. So he makes this terrible suggestion to Guy – he'll kill Guy's wife and Guy will kill Bruno's father. There will be no connection between the murderers and the victims so the police will not have enough evidence to prove anything. Guy thinks Bruno is just joking. He says goodbye and gets off the train.

Some time later, while Guy is away in Mexico, somebody murders his wife, Miriam. Guy remembers the conversation on the train and begins to wonder if Bruno wasn't joking after all ...

1C Exercise 3 How nosy are you? key

Calculate your partner's score and tell them their result.

- | | | |
|--------------|------------|------------|
| 1 a 0 points | b 1 point | c 2 points |
| 2 a 2 points | b 0 points | c 1 point |
| 3 a 0 points | b 2 points | c 0 points |
| 4 a 2 points | b 0 points | c 1 point |
| 5 a 0 points | b 1 point | c 2 points |
| 6 a 0 points | b 2 points | c 2 points |
| 7 a 0 points | b 2 points | c 1 point |

9–14 points You're a very nosy individual! Maybe you should mind your own business a bit more. Or maybe you could get a job as a gossip columnist for a magazine.

4–8 points You're fairly curious about other people, which is normal enough. I mean, we humans are social animals, after all.

0–3 points You respect other people's privacy, which is good. But aren't you even a little bit interested in the lives of other people? 'No person is an island', as they say.

1C Put it all together Student A For

'People should mind their own business.'

Reasons for:

- It's rude to be nosy.
- Gossip is only for people with boring lives.
- We should respect people's privacy.
- other ...

Think of examples to support the reasons above, and add ideas of your own.

2C Exercise 2 The Uniform

Last line of The Uniform story.

'The chocolate ones are much better,' I said, and turned to walk away. It's not my job to catch thieves – I'm just a uniform, OK?

2D Put it all together Job interview

Work with a partner. Choose one of the jobs below, or think of another job. Decide who is the interviewer (**Role A**) and who is the job seeker (**Role B**).

Role A You are the interviewer. You are going to ask questions such as the ones in **The Interview Game**. Decide what you will ask. Try to catch the candidate out with difficult questions.

Role B You are the candidate. Decide some of the things you could say in order to succeed in the interview. Answer the questions. Try not to let the interviewer trip you up – if you get a difficult question, buy time to think of a good answer.

TEACHERS WANTED

Could YOU teach your own language? **Babel Languages** offers courses in many world languages and is looking for enthusiastic teachers. Interview in English.

Looking for a job in advertising?

Creative and media-savvy people needed to plan and design advertising campaigns for wide range of business clients.

**Talent will be rewarded!
Call now.**

Voluntary Aid Workers

Want to really make a difference in the world?

We are looking for committed individuals to give their help and expertise where it is really needed.

OPEN SKIES

Leading adventure-course company looking for guides and instructors for variety of outdoor pursuits, from riding to mountaineering.

First aid training provided.

See the world!

New airline company requires flight attendants and ground staff. Languages and good people skills needed.
Must be willing to travel!

3D Exercise 3 Getting ahead in your career – results key

KEY

Count your points:

1 a 1 b 2 c 3 3 a 2 b 3 c 1 5 a 2 b 1 c 3
2 a 2 b 3 c 1 4 a 1 b 3 c 2 6 a 1 b 3 c 2

less than 10 points = You think there's more to life than work, and you are prepared to do things which are against the best interests of your career. You won't compromise your principles in return for power and money.

between 10 and 14 points = You are ambitious to a point, but there are certain things you wouldn't do even if they would help you to get ahead at work. You have principles but you know it isn't a perfect world and you are willing to compromise.

over 14 points = You are very ambitious and sometimes even ruthless. You'll do anything it takes to get ahead in your career. You think the natural law of society is survival of the fittest, and anybody who doesn't understand that is living in a dream world.

5A Put it all together

Role cards

Work with a partner. Role-play a conversation between people in the situations below. Choose the situation randomly: pick a number between 1 and 16 and read the corresponding situation card. Decide who is who and what you could say.

Each conversation must include at least one request, offer, or invitation, which may be small, such as borrowing a pen, or big, such as borrowing a large amount of money. Then swap roles and choose another card.

Example A I hate airport check-in queues, don't you?
B Yeah, I know what you mean. I don't know why they're so slow.

Situation cards

1 strangers in a check-in queue	2 fellow passengers on a train	3 employee and boss at the water cooler	4 work colleagues who don't know each other well at an office party
5 old friends meeting by chance in the street	6 holiday-makers on neighbouring sun-loungers beside the pool	7 theatre-goers sitting next to each other during the interval	8 parents waiting outside school to collect their kids
9 sisters / brothers chatting at a family wedding	10 two people walking their dogs in the park	11 business executives in a break between meetings	12 heads of state of two countries at an international conference
13 two walkers sheltering from the rain in the same cave	14 a tourist and a police officer on the street	15 a customer and a bank manager	16 a reporter and a president

5B Put it all together

Ketchup – true history

- visitors to South East Asia saw people eat fish sauce with food.
- asked what called
- locals said 'kichap'
- gradually changed to tomato sauce

Invent a false word history for your word and write notes.

False history ideas ...

Now change partners. Work with someone who looked at a different word history. Tell each other your word histories, making full sentences from your notes. Can you guess which ones are false?

5C Exercise 3

What's your foreign language personality? – results key

Mostly a Practical You are a practical foreign language speaker. You are well prepared for communication difficulties. You are independent and prefer to make yourself understood without any help.

Mostly b Adventurous You are an adventurous foreign language speaker. You jump in with both feet and don't worry too much if you make mistakes – you don't mind if you make a fool of yourself. There are often misunderstandings, but you have fun and communicate.

Mostly c Cautious You are a cautious foreign language speaker. You don't use the foreign language unless it's absolutely necessary because you don't want to cause any misunderstandings. You always prefer to get help if it's available.

5D Exercise 4

Story endings

Silence between friends

Later, I discovered what had happened. I described the incident to a Sudanese friend, and he explained that in Sudan, if you meet a friend on a bus or truck, it is normal to offer to pay their fare. You will have an argument, and finally one of the two of you will pay for both. Probably, the two men in my story couldn't afford to pay two fares, so they had pretended not to notice each other until they got off the truck.

Jonathan Cox, teacher, Hull, Britain

Responding to anger

Later, somebody explained to me that in Apache culture, it is believed that the best response to anger is silence. They believe that you can't have a reasonable conversation with a person who is angry, and if you say anything, they'll probably just get angrier. Where I live, we think that you have to show that you're angry sometimes in order to get a response, but that simply won't work with the Apaches.

Leslie James, reporter, Baltimore, USA

Making small talk

Later, I learnt that silence isn't a problem for Finns – they don't feel that it is awkward. They wonder why people ask questions when they don't really want to know the answer. They think that if you haven't got anything important to say, you should just stay quiet. Where I come from, it's often felt that silence is embarrassing and we try to fill it by chatting about unimportant things. We don't even realize that we have this rule of conversation until we go somewhere with different rules.

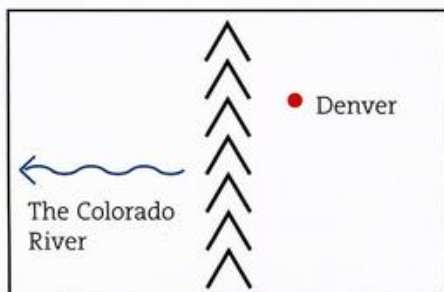
George Lekkas, engineer, Perth, Australia

Pairwork

5B Exercise 3 Word history answers

1 B 2 C 3 B

7C Exercise 11 Colorado



8A Put it all together

Choose one of the toiletries below and decide how you could describe it in an advert. Try to make it sound as attractive as possible.



8B Put it all together

In your country ...

- What is seen as a normal appearance for men and women?
- What appearance stereotypes are there? (e.g. tie = businessman)
- What differences are there between what is acceptable for men and women?

You personally ...

- How important is your image to you?
- Do you ever change your image? How?
- Do you think you are conventional or daring? Why?
- What is your attitude to things like head shaving, piercing, and tattoos?

8D Put it all together Student A For

'TV has brought great benefits to society.'

Reasons for:

- TV helps us to learn about places we would never see otherwise.
- TV gives us information and news quickly and easily.
- TV is an inexpensive form of entertainment.
- other ...

Think of examples to support the reasons above, and add ideas of your own.

10C Put it all together Student A

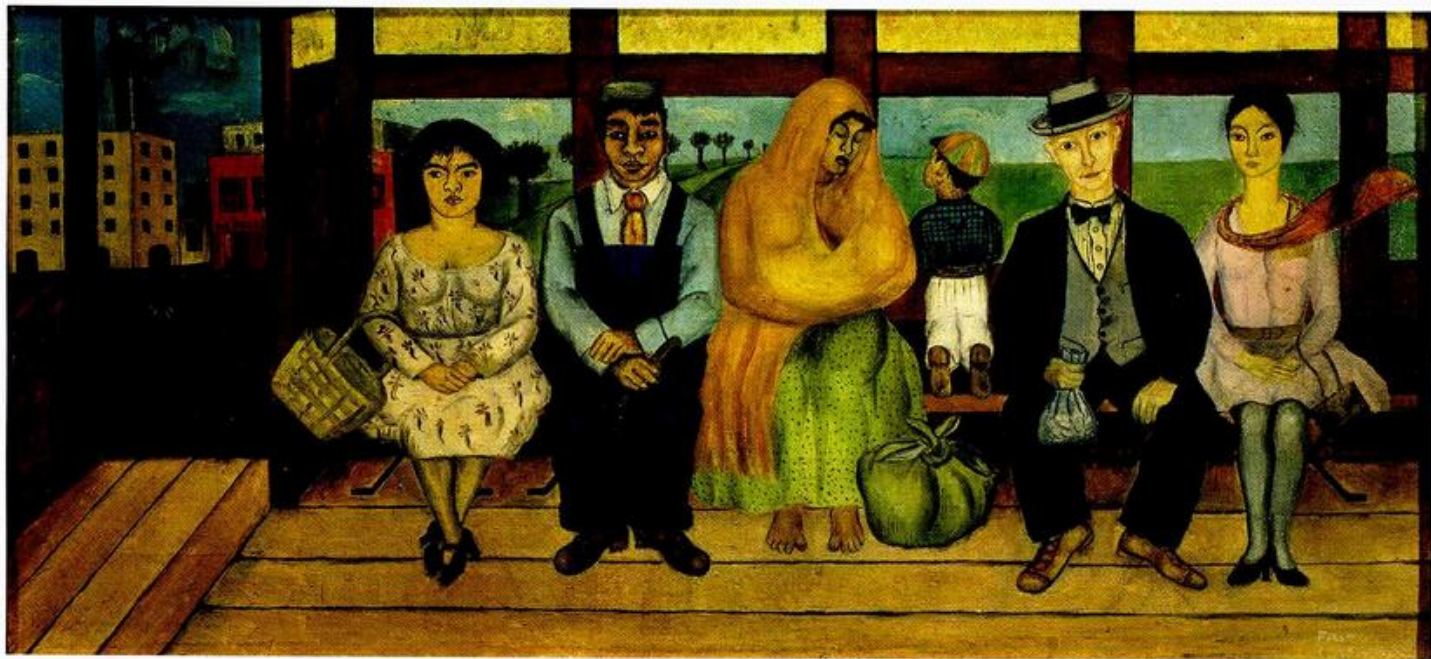
Read the information below and think about what you are going to say.

Patient You have one of the injuries below. Tell the doctor how you got your injury and what your symptoms are.

broken rib fish bone in throat badly sunburnt back
bitten by a dog scalded arm sprained or broken wrist
badly bruised around the eye other ...

8C Exercise 4

The Bus by Frida Kahlo



1C Put it all together

Student B Against

'People should mind their own business.'

Reasons against:

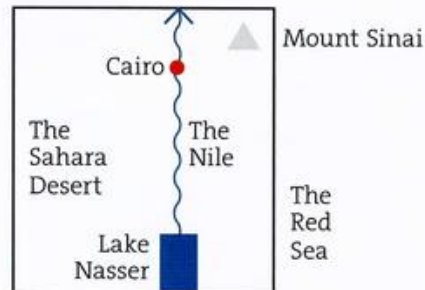
- It's normal and healthy to be interested in the rich and famous.
- Loss of privacy is the price you pay for being famous.
- People will misbehave less if they know they are being watched.
- other ...

Think of examples to support the reasons above, and add ideas of your own.

7C Put it all together

Student A Map – Egypt

The Mediterranean Sea



5B Put it all together

Bungalow – true history

- British visitors to India – stayed in low houses
- asked what houses called
- locals said 'bangalo' (means house built in the style of Bengal)
- British visitors spelt it *bungalow*

Invent a false word history for your word and write notes.

False history ideas ...

Now change partners. Work with someone who looked at a different word history. Tell each other your word histories, making full sentences from your notes. Can you guess which ones are false?

Pairwork

9A Personality Test key

	▲ + ●	▲ + +	■ + ●	■ + +
◆ + ♥	big thinker	go-getter	leader	supervisor
◆ + ✕	strategist	resolver	mastermind	realist
★ + ♥	innovator	performer	mentor	provider
★ + ✕	idealist	peacemaker	counsellor	nurturer

Big Thinker

You've got a restless mind and you look for opportunities wherever you can find them. You hold strong opinions and you don't give up easily in an argument. You focus on solving big problems, but you often neglect routine work and boring details.

Go-getter

Whatever you're doing, you jump in with both feet and like to find inventive and fun ways to solve problems. You like learning by doing rather than by study. You are not fond of rules and routines.

Leader

You are logical and get frustrated whenever you see inefficiency. You enjoy organizing people and like to focus on the big picture, leaving the details to others. You are very ambitious and may neglect your personal life as a result.

Supervisor

You like to work towards clear, achievable goals, and you dislike inefficiency and disorder. You are honest and direct, but a little bossy sometimes. You like to follow clearly established procedures wherever possible.

Strategist

You are intellectually curious and enjoy finding innovative solutions to problems. You may be a bit of a dreamer sometimes and neglect practical matters or the emotional needs of whoever is around you. You like to think things through for yourself.

Resolver

You are a risk-taker and look for excitement. You learn independently by quietly analysing things. You are practical and good at finding solutions to problems. You are tolerant of the opinions of whoever you are with, preferring not to actively disagree.

Mastermind

You are thorough and organized and you have high standards. You are good at finding ways to improve things and often notice connections that other people miss. You are frustrated whenever you see inefficiency and you prefer to work alone.

Realist

You are hard-working, honest, straightforward, and wary of change. You like to plan things properly whatever you're doing, whether at work or in your leisure time, and you enjoy hobbies. You don't open up in conversations unless you know the other person well.

Innovator

You are creative and fun-loving and your enthusiasm affects whoever is around you. You're full of ideas for new projects, although you don't always think things through logically. You like a flexible work environment without too many rules.

Performer

You're confident, sociable, and good at motivating others. You live for the moment rather than worrying too much about the future. You are very hands-on and learn by doing rather than by reading about whatever it is you want to learn. You're not too good at accepting criticism.

Mentor

You always look for the best in people and love to bring people together. You like to be involved at the centre of things whenever you are in a social group. You are clever. You are careful not to do things which other people won't like.

Provider

You are steady, responsible and you value order and tradition. You enjoy chatting and you express your beliefs by telling personal stories. You like planning social and family celebrations and whenever there is the possibility of conflict, you try to avoid it.

Idealist

You have a strong set of values and you always try to do the right thing. You're curious and you like to learn what's going on in the world. You'd like to make the world a better place and get frustrated whenever you're with people who don't share your views.

Peacemaker

You prefer to show rather than tell, for example doing something practical rather than trying to express your feelings. You enjoy nature and you have strong values. You're quiet, gentle and sympathetic, and you try to get on with whoever you're with.

Counsellor

You search for meaning in life and you have a good understanding of human nature. You are peace-loving and like to keep your life calm and organized. You are happiest whenever you're able to help other people to solve their problems.

Nurturer

You are very concerned for the wellbeing of the people you care about. You are quiet and conscientious and like to establish routines wherever possible. You make sure to try and remember details such as when your friend's birthdays are.

The questionnaire and personality types are a simplified version of the Myers-Briggs personality test, designed to measure the different ways that people see the world and make decisions.

8C Put it all together

Student A Your painting

Describe your picture to your partner. Listen to your partner's description and try to imagine their picture. Ask questions if you need any clarification. Then look at your partner's picture – is it similar to what you imagined?



9B Exercise 2

How Miss Guyana became Mrs Caine

Her Story

SHAKIRA BAKSH, born in Guyana in 1947, was the eldest of four children in a Muslim family of Indian origin. Her father died when she was only five years old, and her mother was left to bring up the children on her own.

Shakira was inspired by her mother, who was a very talented dressmaker, and if she'd had the opportunity, she would have studied to become a fashion designer. However, the family was poor and it was difficult to make ends meet, so when Shakira left school she went to work as a secretary to help support the family.

At the age of 19, Shakira was strikingly good-looking, and her boss suggested that she enter the Miss Guyana contest. She didn't consider herself to be beauty queen material, but her boss sent off the application form and photos anyway. If he hadn't done so, her life might have taken a completely different path, and she might never have left Guyana. As it happens, not only was she accepted in the contest, but she won it and was sent to London to compete for the 1967 Miss World title. She came 3rd in that contest and won £500, which she sent straight home to Guyana to help support her three brothers, who were still at school.

Following the contest, Shakira became a model and travelled extensively for the next four years. Around this time, she appeared in a number of adverts, including an advert for

Maxwell House Coffee which was filmed in Brazil. This turned out to be a turning point in her life – if she hadn't appeared in that advert, she would never have become Mrs Caine. Because, unknown to her, while having a rare night in, actor Michael Caine saw the advert and decided to find her. 'When he telephoned me, my flatmates warned me

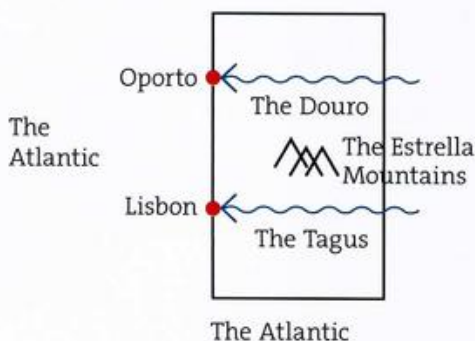
to avoid him as he was a notorious womanizer and he would surely break my heart,' says Shakira, 'so I was very wary about meeting him and had no delusions. But when we met, there was instant attraction on both sides.' The couple started going out, and in 1973 they got married. 'The thing that I most admire about my husband,' says Shakira, 'is that coming from a poor family, then to having wealth and then witnessing the extremes of wealth, have not changed him as a man. He has always shown great compassion for the less fortunate.'

Apart from accompanying Michael on his travels, Shakira Caine now works as a successful jewellery designer. The couple have a daughter, Natasha Caine, who is in her 30s, and spends much of her time working as an interior designer in Punta del Este in Uruguay.



Pairwork

7C Put it all together Student B Map – Portugal



10A Put it all together

Are you for or against these laws? Add one or two ideas of your own, make notes, then present your argument.

- Customers should pay a tax on chewing gum to help pay the cost of cleaning the streets.
- In order to reduce litter, eating on public transport should be banned.
- In order to reduce accidents, cyclists should take a test to get a cycling licence.
- Pedestrians should ...
- Drivers should ...
- *other (you decide!) ...*



10B Exercise 2 Day of glory, day of shame

End of the story

There was nobody there, but a tray had been left on the carpet in front of the door. As I stepped into the corridor to pick up the tray, I think I knew already what was about to happen. It felt like my destiny had been written in advance. I looked round just in time to see the door click shut.

10B Put it all together Role-play situations

Role-play a phone conversation, following the steps in exercise 11 on >> p.117.

- 1 Take turns to read a problem.
- 2 **Student A** Explain what has happened and what mistakes you made to end up in that situation.
- 3 **Student B** Suggest solutions to A's problem.

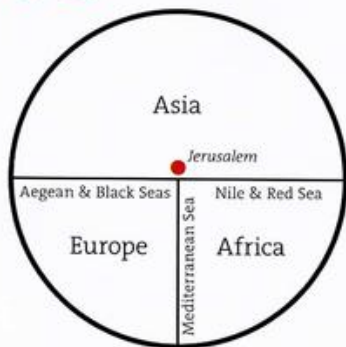
Problems

- 1 You are on a motor boat in the middle of the lake, fishing. Now you can't get back to the shore because the motor won't start. You haven't got any oars. It's getting dark.
- 2 You walked across the beach to a rock and fell asleep there. You've woken up and the tide has risen – now the rock is an island and you are trapped.
- 3 You hadn't used your car for a long time and the battery was low. You got in and tried to start the engine, but the battery went completely dead. Now you can't get out of the car, because the locks are automatic.
- 4 You were walking home from a party and you dropped your keys down a drain. You reached down to try to get them and your hand got stuck, and now you can't get it out.
- 5 You stopped your car near a harbour and had a snooze. You forgot to put the handbrake on. You have woken up and the car is balancing on the edge of the harbour, if you move, it might fall into the water. You don't want to call the police because you've forgotten to carry your licence.

10C Exercise 3 First Aid Quiz – answer key

1c 2b 3a 4d 5a 6b 7c 8b

7C Exercise 3



T-O map © 1997 Matt T Rosenberg

8C Put it all together Student B Your painting

Describe your picture to your partner. Listen to your partner's description and try to imagine their picture. Ask questions if you need any clarification. Then look at your partner's picture – is it similar to what you imagined?



8D Put it all together Student B Against

'TV has brought great benefits to society.'

Reasons against:

- Children copy the bad behaviour they see on TV.
- TV is highly addictive – it's easy to waste hours watching it.
- TV keeps people from taking part in more active hobbies and sports.
- other ...

Think of examples to support the reasons above, and add ideas of your own.

10C Put it all together Student B

Read the information below and think about what you are going to say.

Doctor Ask questions and listen to your patient's explanations and decide what's wrong with him or her. Give or recommend treatment and tell the patient what to do next.

Grammar Bank

1A extra uses of the present continuous

Use the present continuous for:

something which happens frequently and is annoying	Tomas is always talking in class. Why are you constantly losing things?
a process of change	Our culture is changing. We're losing some of our traditions.
future plans and arrangements	Is Julia arriving tomorrow? I'm meeting her at the station.
an action in progress at the present	What are they singing? We aren't studying Russian this year.

- We usually use the present simple with state verbs, e.g. *believe, understand, want*, etc. However, we can use an adverb of frequency with the present continuous form of a state verb to describe something happening at a particular time, e.g. *We're usually having dinner at 7 o'clock.*

>> Now go to exercise 1.1 to practise.

1B adverbs and word order

Use adverbs to modify, or give more information about verbs, adjectives, and other adverbs.

	normally go	
adverbs of frequency/time	before the main verb	I usually play tennis with Jenny.
	after the verb <i>be</i>	She's always tired in the evening.
	at the beginning or end (except <i>always, never, rarely, hardly ever</i>)	Finally we arrived home. Have you seen any good films recently?
adverbs of manner	at the end	He spoke quickly. They left the room quietly.
adverbs of degree	before an adverb or adjective	The film was pretty good. She walks really slowly.
	before a main verb (except <i>too, very</i>). Note: <i>much</i> goes after a main verb.	I don't quite understand this exercise. Be careful! You almost broke the window. We didn't do much today.

>> Now go to exercises 1.2 and 1.3 to practise.

1C so do I; neither do I

Use *so do I* and *neither do I* to agree or disagree with a statement.

<i>so (do, can, am, etc.)</i>	A I hate filling in my tax form. B So do I.
<i>neither (do, can, am, etc.)</i>	A I don't like crowded places. B Neither do I.

- Use *so* + auxiliary verb + *I* to agree with a positive statement.
- Use *neither* + auxiliary verb + *I* to agree with a negative statement.

>> Now go to exercise 1.3 to practise.

1D present perfect simple and continuous

Use the present perfect simple to talk about an activity which is completed, when the focus is on the result of the activity, and to say how many times an activity happens.

Use the present perfect continuous to talk about an activity which started in the past and continues up to the present, when the focus is on the process and/or the length of time it has lasted.

present perfect simple	present perfect continuous
I've read this book before.	She's been reading for hours.
He hasn't done his homework.	We haven't been doing our homework today.
Have you fixed your bike yet?	Has he been fixing his bike?

- We normally use the present perfect simple with state verbs (*be, know, own*, etc.), e.g. *I've known Jill for a long time.*

>> Now go to exercise 1.4 to practise.

- 1.1 Complete the sentences with the correct form of the verb.

ask die out not do have to move
perform queue tell wear not work

Example Are the children performing a traditional dance at tonight's ceremony?

- People _____ always _____ where Setomaa is.
- She _____ tomorrow because it's a national holiday.
- Evar _____ the children a story about their ancestors.
- Why _____ more and more people _____ abroad?
- Lots of people think our traditions _____ and we _____ enough to save them.
- At the moment I _____ to go through immigration control.
- I _____ constantly _____ travel away from home for work.
- Why _____ you _____ your national costume?

- 1.2 Underline the correct words.

I've always been / been always a fan of Alfred Hitchcock. The only one of his films that I don't ¹very much like / like very much is *Psycho*. One of the things that Hitchcock ²well does / does well in all of his films is to build up ³carefully the tension / the tension carefully. However, *Psycho* was ⁴too scary / too much scary for me and at one point I ⁵almost screamed / screamed almost out loud in the cinema!
⁶Recently / Normally a friend lent me a copy of a film I hadn't seen – *Strangers On A Train*. I thought it was ⁷pretty good / quite well. The story ⁸rather slowly starts / starts rather slowly when Bruno meets Guy, a well-known tennis player, on a train and they start chatting. However, it ⁹quick / quickly becomes obvious that Bruno is mad and events start to get out of control... By the end of the film I had decided that I would ¹⁰never talk / talk never to a stranger on a train again!

- 1.3 Make a response for each statement with *So ... I / Neither ... I*.

Example I like to take a stroll at lunchtime. So do I.

- I sometimes meet up with my friends for a drink and a chat. _____.
- I don't like quarrelling with my parents. _____.
- I can't stand people who spend their time gossiping. _____.
- I never buy celebrity magazines. _____.
- I can understand why people argue about politics. _____.
- I'm not very interested in celebrities. _____.
- I'm tired of hearing about footballers and their wives. _____.
- I'm too busy to read about other people's lives. _____.

- 1.4 Complete the dialogues with the correct form of the verbs.

Example A Have you sent those emails yet? (send)

B No, my computer hasn't been working all morning. (not work)

- A How long _____ he _____ there? (sit)
B Half an hour or so.
- A Where are you going for your holiday?
B We _____ any plans yet. (not make)
- A I can hear someone playing a violin.
B That's Mark. He _____ for the last two hours. (practise)
- A You _____ a lot more recently. (smoke)
B I know, but my job _____ more stressful recently. (be)
- A Sorry I'm late.
B That's okay. I _____ long. (not wait)
- A Where _____ you _____ this morning? (go)
B I _____ my driving lesson. (have)
- A We _____ to go on holiday. (save)
B How much _____ you _____ so far? (save)

2A verbs with two objects

subject	verb	indirect object (usually person)	direct object (usually thing)
Mike	bought	me	a drink.
I	sent	my parents	a letter.

- We can put the direct object first by using a *to/for* phrase, e.g. *Mike bought a drink for me. I sent a letter to my parents.*
- When the direct object is a pronoun, it goes after the verb, e.g. *I gave her the money. → I gave it to her.*

>> Now go to **exercise 2.1** to practise.

2B expressing choice and obligation

Use *can, may, be allowed to, needn't, don't have to* for free choice in the present.

Use *could, be allowed to, didn't have to* for free choice in the past.

Use *must, have (got) to, be (not) supposed to, can't, mustn't, must never* for obligation in the present.

Use *had to, be (not) supposed to, couldn't, be not allowed to* for obligation in the past.

<i>can, may, be allowed to, needn't, don't have to + verb</i>	We can have lunch any time we want. You needn't finish that report today.
<i>could, be allowed to, didn't have to + verb</i>	Everyone was allowed to leave early. I didn't have to go to the meeting.
<i>must, have (got) to, be (not) supposed to, can't, mustn't, must never + verb</i>	Sally has to work 8 hours a day. You mustn't smoke in the office.
<i>had to, be (not) supposed to, couldn't, be not allowed to + verb</i>	The nurses had to wear a blue uniform. We weren't supposed to send personal emails.

- *Must* and *have (got) to* can be used interchangeably to express obligation in the present.

>> Now go to **exercise 2.2** to practise.

2C narrative tenses

Use narrative tenses to talk about the past.

Use the past continuous for longer actions/to describe the context of a story.

Use the past simple for shorter actions/to describe the events of a story.

Use the past perfect when you are talking about a past event/situation and want to say that something happened at an earlier time in the past.

past simple	past continuous	past perfect
It was raining heavily	when we arrived.	Unfortunately, we hadn't taken an umbrella.
While I was waiting to pay for my groceries,	I suddenly realised	that I'd left my purse at home.

>> Now go to **exercise 2.3** to practise.

2D phrasal verbs

A phrasal verb is a verb plus a particle (an adverb or a preposition) with a particular meaning, e.g. *carry on* = *continue*.

Some phrasal verbs are made up of three parts, verb + adverb + preposition, e.g. *get away with*.

Phrasal verbs can have more than one meaning, e.g. *I turned down their offer of a job.* (*turn down* = *refuse*). Please *turn the volume down.* (*turn down* = *lower*)

non-separable phrasal verbs without an object (intransitive)	The teacher showed us how to do the exercise, then she told us to <i>carry on</i> in pairs.
non-separable phrasal verbs with an object (transitive)	In my job I have to <i>deal with</i> customer complaints.
separable phrasal verbs with an object (transitive)	We have to <i>sort out</i> these application forms. Will you help me <i>sort them out</i> ?

>> Now go to **exercise 2.4** to practise.

2.1 Match 1–9 with a–i.

- | | |
|-----------------------------------|---------------------------|
| 1 I forgot to book him | a a tip. |
| 2 Don't ask me | b their first course yet? |
| 3 The waiter offered us | c a table. |
| 4 They charged her | d the menu? |
| 5 Can you pass me | e any more alcohol. |
| 6 Is the waitress bringing you | f \$60 for the meal. |
| 7 Don't expect me to leave you | g stupid questions. |
| 8 They're drunk. Don't serve them | h some wine. |
| 9 Have you given them | i the salt and pepper? |

2.2 Complete the texts with the words and phrases.

could couldn't didn't have to ~~had to~~
had to were supposed was allowed

I started work here 40 years ago. At that time there was a very strict dress code and all the men had to wear suits. We ¹_____ to address each other as 'Mr' or 'Mrs', we ²_____ use first names when we were at work. The shop opened at nine o'clock and we ³_____ arrive half an hour earlier. No one ⁴_____ to talk unless it was about work, but there was a staffroom where we ⁵_____ eat lunch together. We ⁶_____ work on Sundays or Mondays because the shop was closed.
Jeremy Jones (64)

allowed to can can't don't have
has must must never needn't

I've worked here for six months and I love my job. Anyone ⁷_____ apply for a job here. You ⁸_____ to pass any exams, but you ⁹_____ like working with people. There is a dress code, you ¹⁰_____ just wear whatever you want, but it's quite relaxed – though everyone ¹¹_____ to wear a name badge. There are a few rules, for example, you aren't ¹²_____ use your mobile phone in the shop and you ¹³_____ be rude to customers. You ¹⁴_____ worry about working here, everyone is really friendly.
Sue Jensen (21)

2.3 Underline the correct tense.

- A How was your first day?
B Everything went/was going wrong!
A What do you mean?
B Well, they ¹were arranging/²d arranged a meeting for new staff but I ²overslept/³was oversleeping. I ³had arrived/⁴arrived late and the meeting ⁴already started/⁵had already started.
A Oh dear!
B Things ⁵didn't get/⁶wasn't getting any better. I ⁶had knocked/⁷knocked a computer onto the floor while the woman from Human Resources ⁷had shown/⁸was showing us around the offices. It was a new computer too – they ⁸hadn't had/⁹weren't having it for long!
A ⁹Had you met/¹⁰Did you meet the boss?
B Yes, it ¹⁰was/¹¹had been quite funny. He ¹¹had forgotten/¹²was forgetting that we ¹²were coming/¹³came because, when we all ¹³walked/¹⁴had walked into his office, he ¹⁴played/¹⁵was playing a game on his computer!

2.4 Tick ✓ the correct sentence in each pair. In some cases both sentences are correct.

Example a You dealt with her questions well. ✓
b You dealt her questions with well.

- a How did she come her across in the interview?
b How did she come across in the interview?
- a They won't catch out me.
b They won't catch me out.
- a I always run out of things to say.
b I always run out things to say.
- a Don't give it up your job.
b Don't give up your job.
- a He needs to sort his life out.
b He needs to sort out his life.

3A future

will	We'll call you when we arrive.
be going to	Does it look like it's going to rain?
present continuous	She's leaving tomorrow morning.
present simple	We start work at 9 o'clock tomorrow.

>> Now go to exercise 3.1 to practise.

3B future continuous, future perfect

Use the future continuous to focus on the process, during a future action.

Use the future perfect to focus on the result, after a future action is completed.

future continuous	future perfect
This time tomorrow I'll be lying on the beach.	When you get home I'll have cooked dinner.
You'll be flying to Australia soon.	The train will have left by now.

- We don't use the future continuous to describe a single action or a state, e.g., *He'll be having a car this time next year. He'll have a car this time next year.*

>> Now go to exercise 3.2 to practise.

3C variations of 1st conditional

Use the first conditional to talk about possible future actions and to predict their consequences.

if clause	consequence clause
If you stay at home all the time,	you'll never meet anyone.
If you want to speak English well	you have to practise.
If you're always thinking about food,	it'll be harder to lose weight.

- The *if* clause can go before or after the consequence clause.
- The consequence clause often contains *will* + verb. But we can also use the present simple to show something is true in the present, the present continuous to show unfinished or repeated actions, or the imperative to give advice.
- *will* can be replaced by other modal verbs, e.g. *could*, *may*, *might*, to suggest how certain the consequence is.
- We can use *when* in an *if* clause to show that an action always has the same consequence.

>> Now go to exercise 3.3 to practise.

3D 2nd conditional

Use the second conditional to talk about situations which are not true now and are impossible, or unlikely to be true in the future.

if clause	consequence clause
If your company promoted you,	would you be happy?

- The *if* clause can go before or after the consequence clause.
- We can use *was* or *were* with *I*, *he*, *she*, *it*, e.g. *If I were you, I'd look for another job.*
- *would* can be replaced by other modal verbs, e.g. *could*, meaning *would be able*, or *might*, meaning *would possibly*.

Use *as long as*, *unless*, *as soon as*, *whether*, *even if* in a conditional sentence to introduce an *if* clause.

as long as	I'd work on Saturday as long as you paid me extra.
unless	We won't be able to finish the report unless you give us more time.
as soon as	She'll pay back the money as soon as she finds a job.
whether or not	I wouldn't take the job, whether it was well-paid or not.
even if	Even if Ramsey begged me for a job, I wouldn't employ him!

- We can also use *provided that* to emphasize a condition, e.g. *I'd work on Saturday provided that you paid me extra.*
- *Imagine (that)*, *let's say (that)*, and *suppose/supposing (that)* have a similar meaning to *if/if not*. They are used at the beginning of a conditional question, e.g., *Supposing you were offered a job abroad, would you take it?*

>> Now go to exercise 3.4 to practise.

3.1 Underline the correct verb form.

Example A Have they found a flat yet?

B Yes, they're moving in /'ll move in at the weekend.

- A What are your plans for next year?
B I get /'m going to get a job and save some money.
- A Did you post those letters?
B Oh no! I forgot but I'm doing it /'ll do it now.
- A Shall /Will I wait here for you?
B Yes, please. we won't be /'m not being long.
- A Are you working /Will you work tomorrow?
B Yes, I finish /'ll finish at 5.30 so I could meet you then.
- A It's cold. I think it's going to snow /'s snowing soon.
B I 'll turn /turn the heating up.
- A How long are you going to stay /do you stay in London?
B Six months – I promise I 'm writing /'ll write every week.
- A Do they like living in the hostel?
B No, but they don't /aren't going to live there for long.
- A I 'm going to be /'m being a footballer.
B Perhaps one day you 'll be /'re going to be as famous as Ronaldo!

3.2 Complete the sentences using the future continuous and the future perfect.

This time tomorrow we'll be flying (fly) to Beijing. We ¹ _____ dinner so I ² _____ (watch) the in-flight film and David ³ _____ (sleep). David is Chinese but it's my first visit to China. David's parents ⁴ _____ (wait) at the airport, to take us to their apartment. We ⁵ _____ (spend) a few days with them, then we're going to travel around China for a few months. By the end of the trip I expect we ⁶ _____ (spend) most of money, but we ⁷ _____ (visit) most of the major tourist attractions and I ⁸ _____ (take) hundreds of photos! David speaks Chinese of course, so for most of the time he ⁹ _____ (translate) for me. However, I've got a phrase book and hopefully, when we see David's parents again I ¹⁰ _____ (learn) enough Chinese to have a conversation with them.

3.3 Match 1–8 with a–h.

- You have more chance of success *h*
 - If you work harder,
 - If you don't train,
 - Try not to be disappointed
 - You could get a better job
 - If you set yourself realistic goals
 - If you're always working,
 - You meet lots of different people
- you may get a promotion sooner.
 - how will you improve?
 - when you go to university.
 - you may find it difficult to make friends.
 - if you improve your computer skills.
 - if you don't succeed straightaway.
 - you might find them easier to achieve.
 - if you stay motivated.

3.4 Underline the correct word or phrase.

Example I wouldn't move to one of our overseas offices as soon as /whether/ even if it meant losing my job.

- They wouldn't go on strike as long as /unless/ whether there was no alternative.
- I wouldn't work for a company that did animal testing, even if /whether/ as long as the salary was good.
- We'd agree to do work at the weekend as soon as /even if/ as long as they gave us some time off during the week.
- I wouldn't take the job as long as /whether/ as soon as it meant an increase in my income or not.
- We'd promote you as soon as /whether/ unless there was a vacancy.

4A gerund and infinitive

verb + gerund	I enjoy being taken to restaurants. We don't mind giving you a lift home.
preposition + gerund	Are you looking forward to going away? You can't drive a car without passing a test.
verb + to infinitive	She can't wait to go on holiday. They wanted to show me around the town.
adjective + to infinitive	Are you ready to leave ? I'm very happy to be here.

- Use a gerund after verbs such as *enjoy*, *miss*, *don't mind*, *can't stand*, and after a preposition.
- Use an infinitive after verbs such as *ask*, *allow*, *can't wait*, *fail*, and after an adjective.
- Some verbs can be followed by a gerund or infinitive, with little difference in meaning. For example, *It started to rain/raining*.
- Verbs such as *remember*, *forget*, *go on*, can be followed by a gerund or infinitive but there is a difference in meaning.
- A gerund can be used as the subject of a sentence, e.g., *Painting is relaxing*. It can also be used as the object of a sentence. *The best thing about summer is swimming in the sea*.

>> Now go to exercise 4.1 to practise.

4B passive

Use the passive when you don't know who does an action, or when you're more interested in what happens to someone/something than who does the action.

Use *by* with the passive to say who or what performs an action, e.g. *She was bitten by a spider*. Note that you don't need to add this information if it is clear from the context, e.g. *He was arrested (by the police)*.

active	passive
The police are questioning the suspects.	The suspects are being questioned .
The police have questioned the suspects.	The suspects have been questioned .
The police questioned the suspects.	The suspects were questioned .

>> Now go to exercises 4.2 and 4.3 to practise.

4C past perfect continuous

Use the past perfect simple and past perfect continuous when you are talking about a past event/situation and want to say that something happened at an earlier time in the past.

Use the past perfect simple to talk about a completed action, or to focus on how many actions there were.

Use the past perfect continuous to talk about an action that was in progress, or to focus on how long the action lasted.

>> Now go to exercise 4.4 to practise.

4D used to and would

Use *used to* to describe a state or a repeated action in the past.

Use *would* to describe a repeated action in the past, but not a state.

Use the *past simple* to describe a state, a single action, or a repeated action in the past.

single action in the past	
• past simple	He ran home yesterday.
repeated actions in the past	
• past simple	He walked 5kms every day.
• used to	I used to walk to school.
• would	She would cycle to school.
states in the past that aren't true now	
• past simple	We lived in Italy.
• used to	I used to live in Berlin.

- In questions about repeated actions in the past it is more common to use *used to* or the past simple.

>> Now go to exercise 4.5 to practise.

- 4.1 Complete the text with the gerund or infinitive form of the verbs in red.

My friend Jim decided **to spend** **spend** a fortnight in Spain learning ¹ **sail** and he asked me if I fancied ² **go** along. ³ **sail** isn't really my idea of fun, I prefer ⁴ **relax** on holiday. However, I was planning ⁵ **let** Jim sail the boat while I sat in the sun and watched him ⁶ **work**. We were ready ⁷ **go**, Jim fell ill, leaving me to go alone. ⁸ **arrive** in a new place is always exciting, but I had no time to explore, I had to go straight to the boat. I was expecting ⁹ **see** a luxury boat so I was shocked ¹⁰ **discover** I'd be spending two weeks sharing a very small boat with an American called Tony. He didn't seem ¹¹ **be** very happy about it either!

I remember ¹² **go** out on the sea for the first time. I couldn't wait ¹³ **get** back to the harbour but then I started ¹⁴ **relax** and I found out that ¹⁵ **be** on the water was fantastic. It's funny ¹⁶ **think** back and remember how worried I was, especially as now I'm preparing ¹⁷ **sail** round the world with Tony.

- 4.2 Rewrite the sentences using the passive.

Example People store canoes in a building next to the river.
Canoes are stored in a building next to the river.

- Someone had seen two men breaking into the building.
- The police arrested the two men.
- They have charged them.
- They are holding them in police custody.
- They will take them to court tomorrow.
- The judge may send them to prison.

- 4.3 Complete the text using the passive form of the verbs.

Nineteen year old Mark Smith, who spent 12 days lost in the Australian outback, has **been found** **find**. Emergency services had given up hope of finding Mark, who was last ¹ **see** leaving a youth hostel in Sydney. Although a huge rescue operation was ² **launch** there was no trace of the British teenager until today when he was ³ **discover** by chance by two walkers. Mark has now ⁴ **take** to the city hospital where he is currently ⁵ **examine** by doctors. If he is well enough, he may ⁶ **release** from hospital later this week.

- 4.4 Underline the correct form of the verb.

Example I was tired as I'd been driving / driven all night.

- The car stopped because she hadn't **been remembering** / **remembered** to fill up with petrol.
- They'd **been arriving** / **arrived** by the time we got home.
- We'd **been waiting** / **waited** for an hour but there was still no sign of the bus.
- How long had you **been learning** / **learned** to drive when you took your test?
- He'd only **been having** / **had** the motorbike for a month before he crashed it!
- We'd **been travelling** / **travelled** halfway to Lima when I realized I'd **been leaving** / **left** my camera behind.

- 4.5 Cross out the word/words which is/are incorrect. In some cases all three are correct.

We ¹ **used to have** / **would have** / **had** a house near the river. My father ² **used to work** / **would work** / **worked** in a factory and most evenings he ³ **used to come** / **would come** / **came** home exhausted. We ⁴ **didn't use to** / **wouldn't** / **didn't have** much money in those days but we were happy. The whole family ⁵ **used to look forward** / **would look forward** / **looked forward** to the summer holidays. That's when we ⁶ **used to visit** / **would visit** / **visited** my grandparents' farm. My parents ⁷ **used to help** / **would help** / **helped** on the farm while I ⁸ **used to play** / **would play** / **played** in the fields. I last ⁹ **used to see** / **would see** / **saw** the farm in 1999 – that was the year my grandparents ¹⁰ **used to decide** / **would decide** / **decided** to retire and move to the city, but I still have happy memories of those holidays.

5B reported statements and questions

Use direct speech to repeat the exact words that someone says.
Use a reporting verb, e.g. *say, tell, ask*, to give the meaning of what someone says.

	direct speech	reported speech
present simple	'I wash my hair every day.'	She told me (that) she washed her hair every day.
present continuous	'We're playing ping pong.'	He said (that) they were playing ping pong.
present perfect	'Margaret has been to China.'	She said (that) Margaret had been to China.
past simple	'They bought some marmalade.'	They told me (that) they'd bought some marmalade.

- We usually put the verbs into the past when we report what someone said. *I'm tired.* → *She said (that) she was tired.* The same is true for the modal verbs *will* and *can*, which become *would* and *could*.
- Note: We don't always change the tense if a reporting verb is in the present, or if the information in the original statement is still true.
- Pronouns sometimes change in reported speech, e.g. *'We've done our homework.'* → *They told me (that) they had done their homework.*
- Time and place words may also change in reported speech, e.g. *We moved here last week.* → *He told us (that) they'd moved there the week before.*

	direct questions	reported questions
open questions (When, Who, etc.)	'What are you doing?'	I asked him what he was doing.
closed questions (Is, Do, Can, etc.)	'Can you speak Thai?'	They asked me if I could speak Thai.

- In reported questions the word order changes and the subject goes before the verb, as in a statement.
- if* and *whether* are used to report *yes/no* questions.

>> Now go to exercise 5.1 and 5.2 to practise.

5C verb plus infinitive patterns

Use verb + infinitive after verbs such as *agree, offer, try*, when the verb only needs one person to make sense.

Use verb + object + infinitive after verbs such as *advise, invite, tell, remind, warn*, when the verb needs two people to make sense.

Some verbs can be followed by either pattern, e.g. *ask, want*.

verb + infinitive	She offered to show me the way. Did you try to speak Arabic?
verb + object + infinitive	He told them to leave. Have they invited you to stay?
verb + infinitive, or object + infinitive	We didn't want to have a picnic. I wanted him to help me.

>> Now go to exercise 5.3 to practise.

5D reporting thoughts and beliefs

verb + reported statement	We didn't realize (that) you spoke Danish. He noticed (that) people shook hands when they met.
verb + reported wh-clause	I didn't find out why the interview was cancelled. She didn't know how to make small talk.
verb + reported yes/no questions	I didn't notice if the office was open or closed. He wondered whether it was okay to sit down.

- Some verbs can be followed by more than one type of clause, e.g. *I wondered why the interview was cancelled* or *I wonder if the interview will be cancelled*.
- It is possible to omit *that*, e.g. *I didn't know you could speak Danish.*

>> Now go to exercise 5.4 to practise.

5.1 Rewrite the sentences as reported speech.

Example Where does the word 'sauna' come from?

She asked me *where the word 'sauna' came from*.

- What's the name of this village?
They asked me _____.
- Anne, have you been to China before?
He wanted to know _____.
- Did you buy anything while you were on holiday?
I asked them _____.
- Michael's drinking champagne.
I told her _____.
- I can play ping pong quite well.
He said _____.
- We'll be in Malaysia soon.
We told her _____.

5.2 Read the dialogue, then complete the text using reported speech.

A This yoghurt is delicious. Where did you buy it?

B I've always made my own yoghurt.

A Really? Is it difficult to make?

B No, it isn't. Why don't you try?

A I can't cook very well.

B Well I can lend you a recipe book.

A Will you help me?

B Yes, of course I will. I'm working tomorrow but I can come over the next day.

Margot gave me some yoghurt yesterday. I told her that it *was* delicious and asked her where she ¹ _____ it. She said that she ² _____ always _____ her own yoghurt. I asked her if it ³ _____ difficult to make but she said it ⁴ _____. She wanted to know why I ⁵ _____. I told her that I ⁶ _____ very well, but she said she ⁷ _____ me a recipe book. I asked her if she ⁸ _____ me and she said of course she ⁹ _____. She said that she ¹⁰ _____ today but she ¹¹ _____ over tomorrow.

5.3 Put the words in order to make sentences.

Example what/repeat/ask/you/to/she/said.

Ask her to repeat what she said.

- take/airport/to/offer/the/to them
- a/buy/phrase/need/we/to/book
- myself/make/I/understood/always/to/try
- to/invite/why/with/don't/we/stay/them/us?
- fool/want/to/I/myself/make/a/don't/of
- to/she's/learn/Turkish/me/advised
- recommend/they've/me/a/to/asked/hotel
- sure/isn't/her/to/she/tell/late/make

5.4 Complete the text with *what, that, or if/whether*.

I never thought *that* living in abroad would be so difficult. But when I moved to England I discovered ¹ _____. I had a lot to learn, and sometimes I wondered ² _____. I'd made a big mistake in coming here. At first I didn't always understand ³ _____ people were saying. Sometimes they shouted at me and I didn't know ⁴ _____ I'd done to upset them. However, a colleague told me some people believe ⁵ _____ shouting helps foreigners to understand English. There were days when I doubted ⁶ _____ I'd ever be happy here but gradually I started to learn ⁷ _____ to do and ⁸ _____ to say in different situations. Now, after five years, I feel ⁹ _____. I belong here and I don't know ¹⁰ _____ I'll ever move back to my country.

6A ability

Use *be (un)able to, can/can't, could/couldn't*, to talk about general ability. (*Can/can't* are only used to talk about the present.)

Use *be (un)able to, can/can't, couldn't, manage, succeed in* to talk about particular ability.

Use *be (un)able to, manage, succeed in* with perfect tenses to talk about general and particular ability.

general ability	Can you catch the disease from other people? I was able to understand everything she said.
particular ability	We couldn't stop laughing when the teacher fell off her desk. She succeeded in passing all her exams. Have they managed to cure him?

- Use *manage* with an infinitive, e.g., *Did you manage to finish your homework?*
- Use *succeed in* with an *-ing* form, e.g., *They have succeeded in stopping the spread of the virus.*

>> Now go to exercises 6.1 and 6.2 to practise.

6B must and can't for logical deduction

Use *must* when there is no question that something is true.

Use *can't* when something is impossible.

	sentence	opposite
logical deduction	It must be difficult to live without electricity.	It can't be easy to live without electricity.

- The negative of *must* for logical deduction is *can't*.

>> Now go to exercise 6.3 to practise.

6C quantity: both, (n)either, all, most, each, every, none

Use *both, (n)either*, to talk about two things. Use *both* with a plural noun, and *(n)either* before a singular noun.

Use *each* to talk about two or more things. *Each* refers to a singular noun.

Use *most, all, none, every, each* to talk about three or more things. *Most* and *all* can go before a plural or uncountable noun, *every* is used with a singular noun, *none* can refer to a plural or singular noun.

both	Both of these jars contain honey.
(n)either	You can have either an apple or a pear. There are two cakes but neither of them is low-fat.
each	There were people standing on each side of the road. Offer each guest drink when they arrive.
every	I have fruit for breakfast every day.
most	Most of the fruit they sell is imported.
all	We've sold all of the tubs of hummus.
none	None of these loaves of bread is/are fresh.

- Use *of* before *the, this*, etc. or *my, your*, etc. (except for after *every*).

>> Now go to exercise 6.4 to practise.

6D modals of deduction in the past

Use *must have/will have* + past participle to talk about something which is very probably true.

Use *may have/might have/could have* + past participle to say something is possibly true.

Use *can't have/won't have* + past participle when something is very probably not true.

must have/will have	The heating was working so they will have been cold. There's no food in the fridge – she must have eaten it all.
may have/might have/could have	Someone phoned you earlier, it may have been Jim but I'm not sure. She's very late. She may have broken down. I don't know where he is, he could have gone for lunch.
can't have/won't have	Mark can't have gone to Benenden – it's a girls' school. It's only 5 o'clock. They won't have arrived home yet.

>> Now go to exercise 6.5 to practise.

- 6.1 Correct each sentence by adding or crossing out one word.

Example I wasn't able speak French when I was a child.

I wasn't able to speak French when I was a child.

- 1 My brother can't to dance very well.
- 2 She managed finish the exam, despite not being well.
- 3 He didn't succeed completing the course.
- 4 By the time I was three, I could to read.
- 5 We were unable understand what they wanted.

- 6.2 Underline the correct words.

Example Dr Singh was able to / could treat the infection and save his patient.

- 1 You can't / don't manage to catch malaria from another person.
- 2 No one has succeeded in find / finding a cure for this disease yet.
- 3 Some viruses manage / can spread very quickly.
- 4 Even though they tried, they couldn't / could save him.
- 5 Luckily we have could / been able to stop the infection spreading.
- 6 Stress was the reason he couldn't work / didn't succeed in working.

- 6.3 Complete the sentences with *must* or *can't*.

Example She must be cold in winter without heating.

- 1 They _____ have a lot of money if they can't afford a TV.
- 2 Life _____ be easy for people don't have electricity.
- 3 They _____ be rich because they have a big house.
- 4 It _____ be difficult living in a country where no one speaks your language.
- 5 He _____ be happy because he never complains.
- 6 She _____ have much privacy if she shares a room.
- 7 They aren't at home so they _____ be at the library.
- 8 Life _____ be much fun if you never have a holiday.

- 6.4 Complete the sentences with these words.

all all both both each either every most
neither none none

Example Apples and bananas both grow on trees.

- 1 Potatoes, courgettes, and peas are _____ types of vegetable.
- 2 Remember to remove _____ the seeds before you serve the watermelon.
- 3 Don't buy any of that fruit. _____ of it looks fresh.
- 4 You can have _____ a biscuit or an ice-cream but you can't have _____.
- 5 _____ cake contains six eggs and 200g of chocolate.
- 6 _____ of my brothers likes fruit but they both love cakes.
- 7 They ate _____ of the sandwiches. There were only two left on the plate.
- 8 All of the apples are red. _____ of them are green.
- 9 There were ten biscuits on that plate and you've eaten _____ one.

- 6.5 Underline the correct modal of deduction.

I wonder what life must have been / can have been like 200 years ago. We complain about things nowadays but it ¹could have been / must have been much more difficult when people didn't have labour saving devices. They ²won't have had / will have had washing machines, of course, and the women ³will have washed / may have washed everything by hand. No one had central heating, so their houses ⁴must have felt / can't have felt cold in winter. Wages were low and sometimes they ⁵might not have found / may have found it difficult to feed their families. Ordinary people had to work long hours, which meant they ⁶must have had / can't have had a lot of time to relax, but in the evenings they ⁷might have talked / will have talked about what life would be like in the future. They ⁸could never have imagined / will have imagined many of the things that we take for granted, such as computers or aeroplanes.

7A ways of comparing

Use *as* + adjective/adverb + *as* to talk about two things which are equal (or unequal). e.g. *The Amazon isn't as long as the Nile.*

Use a comparative to compare two things. e.g. *France is bigger than Belgium.*

Use a superlative to talk about something which is unique in the world or among a group of things. e.g. *The Sahara is the hottest desert in the world.*

Use *half, twice, three times as* + adjective/adverb + *as* to talk about the difference between two things. e.g. *The Earth is nearly four times as big as the moon.*

Use a comparative + *and* + comparative, e.g. *faster and faster, more and more difficult*, to describe a change. e.g. *The climate is getting warmer and warmer.*

Use *the* + comparative, *the* + comparative to talk about how when one thing changes, another changes with it. e.g. *The faster we climb, the sooner we'll get to the top.*

- We use *by far, easily, nowhere near, (not) nearly, almost, slightly* to show the degree of similarity/difference between two (or more than two) things. Use *by far, easily, nowhere near, not nearly*, to describe a big difference, e.g., *England is nowhere near as big as Canada.* Use *nearly, almost, slightly*, when the difference is small, e.g., *The population of Liverpool is nearly as big as the population of Edinburgh.*

>> Now go to exercises 7.1 to practise.

7B *be used to doing or used to do*

Use *used* + an infinitive phrase to talk about repeated actions or states in the past.

Use *be* + *used* + preposition + a noun or a gerund phrase to talk about something which is familiar because you have done it for some time.

<i>used</i> + infinitive phrase	When I was younger I <i>used to run</i> 10 km every day.
<i>be</i> + <i>used</i> + preposition + gerund phrase	They aren't <i>used to driving</i> on the right.
<i>be</i> + <i>used</i> + preposition + noun	Rupert isn't <i>used to</i> spicy food.

- We can use *get used* + a noun or a gerund phrase to mean that something is becoming familiar and routine.

>> Now go to exercise 7.2 to practise.

7C *the, a, an, or no article*

talking about things in general	Draw a map of the town centre. My husband isn't very good at giving directions. Where can we find information about <i>the</i> island?
talking about specific things	The map we bought was very good. Why didn't you follow <i>the</i> signs to the station? Look at <i>the</i> moon.

>> Now go to exercise 7.3 to practise.

7D time adverbs

<i>already</i>	It only started raining an hour ago and the streets are <i>already</i> flooded.
<i>still</i>	It's <i>still</i> raining. There's no sign of it stopping.
<i>yet</i>	No one has come to help us <i>yet</i> .
<i>so far</i>	<i>So far</i> the river hasn't flooded.
<i>no longer</i>	There's water in the house, it's <i>no longer</i> safe to stay here.

- With affirmative verbs, we can use *already, still, no longer, so far*.
- With negative verbs, we can use *still, yet, so far*.
- With questions, we can use *already, still, yet, no longer, so far*.
- We put *so far* at the beginning or end of a sentence.
- We put *yet* at the end of a sentence.

>> Now go to exercise 7.4 to practise.

7.1 Find and correct 15 or more mistakes in the text.

largest
I was born in London, the *larger* city in the UK, but now I live in Fort William, a coastal town in the north of Scotland. It's nowhere as big as London, but it's far pretty. I love climbing and I live at the foot of Ben Nevis, Scotland's high mountain. At 1,344 metres, it's not nearly higher as Mount Everest, but it's still quite a challenge for climbers. The first time I climbed Ben Nevis I didn't think I got to the top, the far I went, more difficult it became. It was easy the hard climb I'd done. Several times I stopped for a rest and looked down at Fort William, which seemed to be getting smaller and the smallest as I progressed up the mountain. When I reached the top I was most as happy if I'd climbed Everest! I've been up Ben Nevis more than 20 times now and, with practice, the climb is becoming slighter easy. But I still think that that first climb was far the best.

7.2 Complete the text with the correct form of these verbs.

*be be cook do go live
organize see sleep travel try*

My wife used to *organize* our holidays. We used to ¹ _____ on package tours to Greece twice a year.

When she died, I had to get used to ² _____ everything by myself. My son used to ³ _____ in Africa and he said I might enjoy a safari holiday there. At first I wasn't sure, because I wasn't used to ⁴ _____ with strangers. However, it didn't take me long to get used to ⁵ _____ in a tent and ⁶ _____ on a campfire. I even got used to ⁷ _____ wild animals close to the campsite!

7.3 Complete the sentences with *the, a, an, or Ø*.

A ¹ _____ map is ² _____ drawing of ³ _____ Earth, or ⁴ _____ area of ⁵ _____ Earth, as it would look from above. Maps show ⁶ _____ shape and location of places and help you to understand ⁷ _____ layout of ⁸ _____ area that you may not have visited before. If you go walking in Britain, it's ⁹ _____ good idea to take ¹⁰ _____ Ordnance Survey Explorer map. These are detailed maps which are especially useful for ¹¹ _____ walkers and cyclists. ¹² _____ symbols, such as ¹³ _____ triangles and circles, are used to represent local features, and there's ¹⁴ _____ key to explain what ¹⁵ _____ symbols mean. ¹⁶ _____ OS maps are divided into squares, and each square has ¹⁷ _____ unique grid reference which allows to you pinpoint ¹⁸ _____ exact location on ¹⁹ _____ map.

7.4 Underline the correct word/words.

Example Luckily, the hurricane has changed direction and is no longer/still a threat to Haiti.

- 1 Many people are *still*/*yet* trying to recover from last month's cyclone.
- 2 Scientists say that we haven't experienced the worst effects of global warming *already*/*yet*.
- 3 It isn't *no longer*/still snowing, is it?
- 4 We have *already*/*no longer* had three typhoon warnings.
- 5 Climate change is *already*/*so far* affecting people in many parts of the world.
- 6 *So far*/*Yet* the floods have destroyed three villages and water levels are *still*/*so far* rising.
- 7 It's *no longer*/*already* possible to ignore the effects of global warming on our weather.

8A adjective order

Use *opinion adjectives* to say what you think of something.

Use *classifying words* to say where something is from, what it's made of, and what type it is (its purpose).

When we use more than one adjective before a noun, we put them in the following order.



- If there is more than one descriptive adjective, the order is size, age, shape. For example, *a big old round box*.
- If there is more than one classifying adjective, the order is usually origin, material, purpose. For example, *German leather driving gloves*.

>> Now go to exercises 8.1 to practise.

8B to have / get something done

Use *have/get + object + past participle* when you arrange for someone else to do something for you.

<i>have something done</i>	I have my hair done every six weeks. He hasn't had his ears pierced. Have you ever had your portrait painted?
<i>get something done</i>	Where does she get her hair cut? I think you need to get your eyes tested. Do you think I should get my head shaved?

- *Get something done* is more informal than *have something done*.
- Sometimes *have something done* is used to mean that someone has had an unpleasant experience, e.g. *They had their car stolen*.

>> Now go to exercise 8.2 to practise.

8C relative clauses

Use a *defining relative clause* to identify the person, thing, or place that you are talking about.

Use a *non-defining relative clause* to add extra information about a person, thing, or place, which has already been identified.

<i>defining relative clauses</i>	Did you see the photos (that) they took in Cyprus? This is the play (which) I was telling you about. What's the name of the artist who painted <i>Guernica</i> ?
<i>non-defining relative clauses</i>	Cyprus, where I was born, is an island in the Mediterranean. <i>Hamlet</i> , which was written by Shakespeare, is one of my favourite plays.

- Use commas to separate a *non-defining relative clause* from the rest of a sentence.
- *Who, that, when, why, and which* can be omitted from a *defining relative clause* when it is the object of the relative clause, e.g., *Did you see the photos (that) they took in Mexico?*

>> Now go to exercises 8.3 and 8.4 to practise.

8D participle clauses

Use *participle clauses* to give more information about a noun.

<i>active</i>	This programme is about a woman <i>researching</i> her family history. The actor <i>playing</i> the main role in the film is French.
<i>passive</i>	I saw an interesting programme <i>advertised</i> on TV. It's a talk show <i>presented</i> by four women.

- Use a *present participle (-ing)* for verbs in the active.
- Use a *past participle* for verbs in the passive.

>> Now go to exercise 8.5 to practise.

8.1 Rewrite the three sentences as one sentence.

Example This is a cream for your face. It's new. It's lovely.
This is a lovely new face cream.

- 1 Do you have to wear that shirt. It's cotton. It's horrible. It's old.
- 2 We sell razors. They're small. They're blue. They're plastic.
- 3 She bought a bag. It was leather. It was Mexican. It was expensive.
- 4 He was wearing a coat. It was old. It was fur. It was black.
- 5 I want some shoes for dancing. They have to be pink. They have to be new.
- 6 Our model is wearing a dress which is long. It's silk. It's beautiful.
- 7 Do you like those earrings? They're gold. They're big. They're round.
- 8 That's a box. It's old. It's for jewellery. It's valuable.
- 9 I've got some lipstick. It's fabulous. It's Italian. It's bright red.
- 10 The boots are for walking. They're comfortable. They're leather.

8.2 Complete the sentences using *have something done*.

Example I *have my hair styled* every six weeks. (style/my hair)

- 1 I _____ tomorrow. (do/my nails)
- 2 She _____ last week. (pierce/her ears)
- 3 How often does he _____? (test/his eyes)
- 4 Would you ever _____? (would/colour/your hair)
- 5 David Beckham _____ (tattoo/his arms and his back)
- 6 Laura _____ at the moment. (check/her teeth)
- 7 Has he ever _____? (shave/his head)
- 8 There's a hole in your shoe. You need _____ (repair/it).
- 9 Would you ever _____ very short? (cut/your hair)
- 10 Do you think Jim would _____ for charity? (shave off/his beard)

8.3 Are the clauses defining relative clauses (D) or non-defining relative clauses (N)?

Example The portrait that you're admiring was painted by Kahlo. *D*

- 1 The woman who's speaking is a famous artist.
- 2 The gallery, which has just opened, has an exhibition of Mexican art.
- 3 The man who you were speaking to is a friend of the artist.
- 4 Tell me the reason why you don't like my work.
- 5 Do you know the date that this picture was completed?
- 6 Picasso, who painted *Guernica*, died in 1973.

8.4 Look at the sentences in exercise 8.4 again. Cross out the pronoun if it is optional.

Example The portrait ~~that~~ you're admiring was painted by Kahlo.

8.5 Complete the sentences with the correct participle.

Example It's about a group of friends *sharing* an apartment. (share)

- 1 Anyone _____ to watch football tonight will be disappointed – the match is cancelled. (plan)
- 2 We watched a documentary about animals _____ in zoos. (live)
- 3 Programmes _____ at prime time usually have high viewing figures. (broadcast)
- 4 Information _____ in our survey shows people don't want to pay for more TV channels. (collect)
- 5 She fell asleep _____ the film. (watch)
- 6 I often buy products _____ on TV. (advertise)
- 7 Frankly I can't stand *Big Brother*, it's just hours and hours of people _____. (argue)
- 8 Programmes _____ before 9 p.m. should not contain violence. (show)

9A whenever, wherever, whatever, whoever

Use -ever words to mean no matter *when, where, what, who*. The actual time, place, thing, or person, are not important.

whenever	Whenever I have time, I try to relax.
wherever	He made friends wherever he went.
whatever	Whatever you do, don't make a decision before you've considered the facts.
whoever	Tell whoever you're talking to that you'll call them back.

- A clause beginning with an -ever word can go before or after the main clause.

>> Now go to **exercise 9.1** to practise.

9B third conditional

Use the third conditional to talk about an imagined event in the past and its imagined consequence.

if clause	consequence clause
If I hadn't been washing my hair, If you'd seen his last film, If he'd asked her out on a date,	I would have answered the phone. you wouldn't have enjoyed it. would she have said 'yes'?

- The *if* clause can go before or after the consequence clause.
- would have* can be replaced by other modal verbs, e.g. *could have*, with the meaning *would have been able*, or *might have*, with the meaning *would have possibly*.

>> Now go to **exercises 9.2 and 9.3** to practise.

9C wish; if only

Use *wish/if only* to say that you regret that things aren't/weren't the way you want/wanted them to be.

a regret (present)	wish/if only + simple past	I wish I were somewhere else. If only we didn't have to go today.
a complaint (present)	wish/if only + would + infinitive	I wish he would stop smoking. If only they wouldn't make a mess.
a regret (past)	wish/if only + past perfect	Sometimes I wish I'd never met her. If only we'd brought a camera.

>> Now go to **exercise 9.4** to practise.

9D verbs followed by both gerund and infinitive

A few verbs, including *go on, remember, and stop*, can be followed by either a gerund or an infinitive with a difference in meaning

	meaning	example
go on + infinitive	do the next thing	She introduced herself, then went on to describe her book.
go on + gerund	continue doing something without stopping	He went on speaking after the teacher had told him to stop.
remember + infinitive	'not forget' to do something	Did you remember to close the gate?
remember + gerund	have an image of an action in mind	I don't remember closing the gate. Maybe I left it open.
stop + infinitive	finish something	Can you stop talking and look at the board, please?
stop + gerund	finish one thing in order to do something else	We were hungry so we stopped to have a meal.

- Other verbs which can be followed by a gerund or infinitive, with a change in meaning, are: *forget, mean, need, regret, try*.
- With some verbs, e.g. *begin, start, like*, the gerund or infinitive can be used with little or no difference in meaning. For example, *I started learning/to learn French when I was eight*.

>> Now go to **exercise 9.5** to practise.

9.1 Complete the sentences with *whatever, whenever, etc.*

Example I take a book with me whenever I travel.

- In difficult situations I do _____. I think is right.
- Remember to take your phone with you _____ you go out.
- _____ wrote this letter obviously didn't check their spelling.
- Sometimes I think that never succeed, _____ I do.
- I think that people are basically the same _____ you go.
- When I'm on a plane I make an effort to speak to _____ is sitting next to me.

9.2 Match 1–6 with a–f.

- If he hadn't been travelling on the train, b
- If you'd been more careful,
- If I'd known her,
- I would have been annoyed
- Things might have been different
- If he hadn't seen the advert,

- you wouldn't have lost your passport.
- he might never have met her.
- if you hadn't called me.
- he wouldn't have applied for the job.
- if I'd married someone else.
- I would have said hello.

9.3 Make third conditional sentences.

Example I had a business meeting. I was in Dubai.

If I hadn't had a business meeting, I wouldn't have been in Dubai.

- There was a storm. My return flight was delayed.
- I didn't have a book to read. I bought a newspaper.
- I was feeling hungry. I went to the airport restaurant.
- I didn't look up. I didn't notice the man at the next table.
- He started talking to me. He recognized me.
- I wasn't expecting to bump into my brother in an airport restaurant in Dubai. I was surprised.

9.4 Look at the situations, then complete the wishes.

Example She complains about everything.

I wish she wouldn't complain about everything.

- My boss won't give me a pay rise.
If only _____.
- They have to work over Christmas.
They wish _____.
- My job is so boring.
If only _____.
- They won't stop talking.
I wish _____.
- He went to bed late last night.
He wishes _____.
- He didn't get the job in Paris.
If only _____.

9.5 Underline the correct form of the verb.

Example Remember to lock/locking the front door when you go out.

- He said the burglar alarm was broken, then went on to explain/explaining how to fix it.
- Don't stop to work/working. The exhibition opens soon.
- Will you remember to take/taking these parcels to the post office this afternoon?
- The computer might still be on, I don't remember to switch/switching it off before I went to bed.
- I saw Mr Ahmed in the street and stopped to ask/asking him about the robbery.
- The children didn't notice when she walked in, they just went on to argue/arguing.

10A tag questions

Use a tag question to check something that you think is true.

positive questions	negative questions
It's a silly idea, isn't it?	It isn't illegal, is it?
You think I'm wrong, don't you?	He doesn't think it's a good idea, does he?
Parking will be a problem, won't it?	They won't arrest me, will they?
We can cross here, can't we?	I can't stop here, can I?
Drivers should be more careful, shouldn't they?	They shouldn't ban iPods, should they?

- In a tag question the subject and verb change places at the end of the question, e.g., *It's* → *isn't it*?
- If a sentence has two clauses, the tag question refers to the main clause, e.g., *If having more laws will save lives, it's a good idea, isn't it?*
- In a sentence with two clauses, if the subject of the main clause is *I/We* and it is followed by an opinion verb (*believe, think, know*), the tag question refers to the subordinate clause. e.g., *I don't think you should drive when you're tired, should you?*

>> Now go to exercises 10.1 and 10.2 to practise.

10B should, should have, ought to, had better

Use *should/ought to* + an infinitive without *to* (*be, have*, etc.) to say what is advisable in general.

Use *had better* + an infinitive without *to* to say what is necessary for a particular situation (not in general or in the past).

Use *should have/ought to have* + past participle to talk about the past.

<i>should ought to</i>	You shouldn't worry so much. We ought to relax and enjoy ourselves more.
<i>had better had better (not)</i>	You're clothes are wet, you'd better get changed. We had better not be late for the ceremony.
<i>should have ought to have</i>	I should have had something to drink earlier. You ought to have asked for help.

- We usually use *should* to form questions, e.g., *What should I wear for the ceremony?*
- We don't normally use *ought to* in a negative form.

>> Now go to exercise 10.3 to practise

10D so/such... that

Use *so/such ... that* to describe an extreme situation and its consequence(s).

	extreme situation	consequence
<i>so ... that</i>	He was so frightened The soup was so hot There were so many people	that he ran away. that it burnt her mouth. that he couldn't find his friends.
<i>such ... that</i>	They were such dreadful actors She was having such a good time	that we decided to leave early. that she didn't want to go home.

- Use *so* before an adjective and phrases with *much/many*.
- Use *such* before a noun phrase (and use *a* after *such* if it's singular).

>> Now go to exercise 10.4 to practise

10.1 Match 1–7 with a–g

- People should learn to use their common sense, *g*
 - I can't be arrested for not wearing a seatbelt,
 - If he caused the accident he should pay for the repairs,
 - I don't think the government will introduce the law soon.
 - If drivers pay attention, there'll be fewer accidents,
 - You can easily lose concentration when you're driving,
 - The new law shouldn't mean drivers can't use a mobile in an emergency,
- a shouldn't he? e should it?
b can't you f won't there?
c will they? g shouldn't they?
d can I?

10.2 Complete the sentences with a tag question.

Example Parking is problem in most major cities, *isn't it?*

- It isn't a good idea to listen to an iPod when you're cycling, _____?
- People shouldn't use mobile phones when they're driving, _____?
- There are lots of bad drivers on the roads, _____?
- As far as I know, you can't take your driving test until you're 17, _____?
- They should have fined him for parking illegally, _____?
- One of these days he'll have an accident, _____?
- Nobody saw me speeding, _____?
- There's no excuse for breaking the law, _____?
- The police can stop you if they think you're driving carelessly, _____?
- This doesn't mean that I'll have to take my driving test again, _____?

10.3 Complete the dialogues. Use the words in red.

Example A This skirt is dirty.

B You 'd better wash it then. **better/wash**

- A I don't feel very well.
B You _____ the doctor. **better/see**
- A I've got hiccups.
B You _____ a glass of water. **ought/have**
- A She says she feels sick.
B She _____ all those cakes. **should/eat**
- A I burnt a hole in my new blouse when I was ironing it.
B You _____ more careful. **should/be**
- A There's an important meeting tomorrow.
B We _____ late. **better/arrive**
- A I don't want to make a speech.
B You _____ me sooner. **ought/tell**

10.4 Underline the correct word.

Example The pan was **such/so/such a** hot that I dropped it.

- It was **such/so/such a** cold day that we decided to stop for a hot drink.
- His temperature was **such/so/such a** high that we took him to the hospital.
- They often put **such/so/such a** ridiculous advice on products that now I don't bother to read it.
- He was **such/so/such a** bad doctor that we decided to complain.
- There was **such/so/such a** much blood that I thought he would die.
- People are **such/so/such a** worried about their children that they never let them out of their sight.
- There are **such/so/such a** lot of labels that it's easy to get confused.
- You take **such/so/such a** silly risks that I' surprised you haven't managed to kill yourself!

1B

- 1 Work with a partner. Give your opinions using this pattern:

It must be	pretty exciting	to be important.
I suppose it's	really interesting	live abroad.
	quite boring	work in a bank.
	awfully tiring	other ...
	rather nice	

Fluency tip try dropping the *t* in *must* and the *u* in *suppose*.

- 2 Put the words in order to make sentences.

- 1 pilot a tiring must be really It be to
- 2 to it's be rather employed I nice suppose self-
- 3 so airports must in spend It to be boring time awfully much
- 4 to film it's famous interesting quite meet suppose stars I to
- 5 tiring for ninety play must pretty be It to football minutes

2A

- 1 Work with a partner. What do you like and dislike in day-to-day life? Give your views using this pattern:

I hate it	when	people keep you waiting.
I like it		the waiter brings you a free drink with the bill.
I can't stand it		restaurants charge you extra for the bread.
I love it		other ...

Fluency tip try replacing the *t* in *it* with a glottal stop (? = a very short silence).

- 2 Make a sentence with the same meaning using the pattern in the table.

- 1 I love getting served a free meal on the plane.
- 2 They take away your plate before you've finished. I hate that.
- 3 Customers let their kids misbehave. I can't stand that.
- 4 I like being given a slice of lemon in my drink.
- 5 They charge you extra for the bread. I hate that.

3A

- 1 Work with a partner. Imagine you are moving to another country. Say sentences from the table.

It'll be	difficult	to find a flat of my own.
It won't be	hard	to find a full-time job.
	complicated	to get a residence permit.
	easy	other ...
	expensive	

Fluency tip Don't put any stress in *It'll be*. Put stress on *won't be*.

- 2 Make a sentence with the same meaning using the pattern in the table.

- 1 Getting a passport will be quite expensive.
- 2 Buying an air ticket will be quite easy.
- 3 I'll have to learn the language. That won't be easy.
- 4 Getting to know people will be hard.
- 5 I'll have to get an ID card. That will be complicated.

4A

- 1 Work with a partner. Say sentences travel using this pattern:

What I like	is	meeting new people.
really adore		sitting on the beach doing nothing.
love		other ...
can't stand	are	the queues at the airport.
loathe		new experiences.
hate the most		other ...

Fluency tip Join the *t* to the *I* in *What I*.

- 2 Put the words in order to make sentences.

- 1 most mosquito hate are bites what I
- 2 up really new waking I a what country in is adore
- 3 is controls I what going immigration stand can't through
- 4 to loathe early I having up what is get
- 5 really What stand can't I attractions are tourist crowded

5D

- 1 Work with a partner. Say sentences from the table.

It's	widely	thought that	silence is awkward.
	generally	believed	raising your voice is rude.
	commonly		children should be polite to their elders.
			other ...

Fluency tip In the word *that*, reduce the vowel to /ə/ and pronounce the final *t* as a glottal stop (? = a very short silence).

- 2 Make a sentence with the same meaning using the pattern in the table.

- 1 Generally, people think that small talk is a waste of time.
- 2 There's a common belief that women are more talkative than men.
- 3 People generally think that it's rude to ask someone their age.
- 4 There's a widely held belief that children shouldn't talk to strangers.
- 5 People commonly think that information in books is always correct.

6D

- 1 Work with a partner. Imagine a woman and her family one thousand years ago and say sentences about their life using this pattern:

She's	likely	to have	worked hard.
They're	unlikely		been poor.
It's	sure		a difficult life.
other ...			other ...

Fluency tip Pronounce *to have* as /tu:wəv/ (replace the /h/ in have with a /w/).

- 2 Put the words in order to make sentences.

- 1 woken sure now have by sister's my to up
- 2 unlikely have breakfast mum my are and dad had to
- 3 to ancestors from likely come my have are Europe
- 4 the been in Ice Age sure cold have it's to very
- 5 unlikely reached Vikings are the Pacific The have to

7A

- 1 Work with a partner. Give your opinions about places in the world using this pattern:

There can be few	places	quite as	unspoiled	as Kamchatka.
There can't be many	cities		pleasant	as Amsterdam.
	mountains		spectacular	as the Matterhorn.
	other ...		other ...	other ...

Fluency tip Try pronouncing *there can be* like *the come be*: / ðə kəm bi/.

- 2 Make a sentence with the same meaning using the pattern in the table.

- 1 The Eiffel Tower is perhaps the most famous tourist sight.
- 2 Charlie Chaplin is perhaps one of the most well-loved actors.
- 3 New York is one of the most cosmopolitan cities.
- 4 Patagonia is one of the remotest regions.
- 5 Few couples are more frequently photographed than Pitt and Jolie.

8D

- 1 Work with a partner. Give your opinions about TV using this pattern:

I feel	sad	when they show	people	driving badly.
	angry	when I see	children	hurt in accidents.
	happy		animals	running free.
	other ...		other ...	other ...

Fluency tip Say *I feel* like *a feel*: /ə fi:l/.

- 2 Put the words in order to make sentences.

- 1 when sad environment show I people feel they destroying the
- 2 civilians when angry killing see I feel I soldiers
- 3 feel I same when the see repeating bored I adverts
- 4 discussing when I experts confused economy show feel they the
- 5 camps feel refugees when I they living in show depressed

9D

- 1 Work with a partner. Think of how you felt when you received some news and say sentences using this pattern:

I was	astounded	to find	that	the shutters were broken.
	delighted	to hear		the match will be shown live on TV.
	devastated	to discover		my bank account was empty.
	other ...			other ...

Fluency tip try replacing the final t in *that* with a glottal stop (? = a very short silence).

- 2 Make a sentence with the same meaning using the pattern in the table.

- 1 When I heard that the holiday was cancelled, I was devastated.
- 2 When I found out that someone had taken my bike, I was furious.
- 3 My cousin's going to have a baby, I discovered to my delight.
- 4 When I heard that you were in hospital, I was worried.
- 5 When I heard that he won the Nobel prize, I was surprised.

10B

- 1 Work with a partner. What are you afraid of? Say sentences from the table.

The idea of	going on stage	terrifies me.
	climbing down a well	scares me to death.
	jumping out of a plane	makes me feel sick.
	other ...	

Fluency tip Try putting an /r/ between *idea* and *of*: /aɪ'dɪə rəv/

- 2 Put the words in order to make sentences.

- 1 me of makes idea insects the sick eating feel
- 2 snake to idea death a the me touching of scares
- 3 with swimming me the of terrifies idea sharks
- 4 vertical of a sick idea feel climbing me wall the makes
- 5 very deep idea into a going cave of death scares The me to

Audio scripts

1

1A.1
tradition
connection
celebration
generation
regulation
immigration

1B.2
Woman That's a good book, isn't it?
Man Yeah. Have you read it?
W Yeah. I really enjoyed it. Are you going to Croatia on holiday?
M No, I'm living in Ljubljana at the moment.

W Isn't that in Slovenia?
M Yes, that's right, but I usually travel via Croatia – it's slightly cheaper.

W Oh right. It must be pretty interesting to live there. What do you do?

M I'm a student – I'm on an exchange programme.

W I guess you speak the language quite well, then?

M Well, I'm learning, but all the lectures are in English, in fact.

W Oh, OK.

M What about you? Are you on holiday?

W Yes, that's right.

M I suppose you're going to the coast?

W Yes, I guess you've been there?

M No, I haven't travelled around very much. I'd like to go, though. I've heard it's really beautiful.

1B.3
W That's a good book, isn't it?
W Isn't that in Slovenia?
W It must be pretty interesting.
W I guess you speak the language?
M I suppose you're going to the coast?
W I guess you've been there?

1C.1
Carla Hi Alex. Cup of tea?
Bea Hi Alex ...

Alex Hi, yeah, I'll have a cup of tea, if there's one going, thanks... There was a big white limo and a crowd of paparazzi in front of the Grand Hotel when I went past before.

B Oh yeah? Who was it? Somebody famous?

A Don't know. I guess so.

C What – didn't you ask someone?

A No. Not interested in things like that.

C Oh, come on! Not even a little bit curious? When I see something like that, I always want to know what's going on.

B Yeah, so do I. If there's someone famous, I'll push to the front of the crowd and have a good look!

C Oh – I'm not that bad ...

A Oh yeah? Bet you read the gossip magazines too.

B Well yeah, I do, actually. I like to have a read when I'm lying in the bath or whatever. Here, have a biscuit ...

A Thanks... I hate gossip magazines. The private lives of celebrities? I mean, who cares?!

B I do. I like a bit of juicy gossip about the rich and famous. I'm nosy, I guess.

A I think it's disgusting, the way the press invades people's privacy and that, they're like, you know, ehm vultures or something ...

C Oh come on, I don't think it's that bad, Alex!

B No, neither do I. It's the price of being famous, isn't it? Anyway, I bet they like it, really – the celebrities, I mean. They love the cameras.

A I doubt it. How would you like the paparazzi taking photos through your bedroom window?

B Be difficult. It's on the 6th floor!

C Yeah, right! ... Hey, does anybody fancy taking a stroll down to the Grand Hotel, have a look for this celebrity?

B Yeah, good idea. I'll get my camera!

A Well, you can count me out. You two are worse than vultures, the pair of you.

1D.1
Sylvia And now we're going over to Irene Petty in the village of Hillfoot to find out why an unemployed gardener called David Wilson has spent several days living in ... wait for it ... a public telephone box! Hi there Irene!

Irene Hello Sylvia!

1D.2
Sylvia And now we're going over to Irene Petty in the village of Hillfoot to find out why an unemployed gardener called David Wilson has spent several days living in ... wait for it ... a public telephone box! Hi there Irene!

Irene Hello Sylvia!

S Irene, what's going on?!

I Well, I'm here with David Wilson right now, outside the phone box, so I'll ask him that question myself. So, David, Why have you been living in this phone box?

David Yeah, well ehm ... it's because the phone company's planning to remove it, you know, and so I'm here to protest really, to stop them taking it away ...

I Right. Some people might think it's rather strange, in these days of mobile phones – why does anybody want a phone box? I mean, don't you have a mobile?

D No. And I haven't got a phone at home either. So I really need this phone, you know, for emergencies or whatever. There aren't any other public phones in the area, so

I Uh huh, right. So how long have you been living in here?

D Four days, so far.

I And what have you been doing for food? Not cooking in here, obviously.

D No, no. People from the village have been bringing me food, everybody's been really kind, you know, because nobody wants

them to take the phone box away so we're all together on this one.

I And what about ... you know, your necessities?

D Yeah, well luckily there's a public toilet right next door, as you can see ...

I Oh yes – that's very convenient, isn't it?

D Yeah, very convenient. Until somebody takes that away as well!

I Hmm. And how have you been sleeping?

D With difficulty! But you get used to it after a couple of nights.

I Have you had much support from the public?

D Oh yeah, I've been getting phone calls from all over the country, you know, people phoning to thank me for what I'm doing and that ...

I Oh right. How have they got the number of the phone box?

D Ah, yes, well, you see the TV cameras were here yesterday so I wrote the number nice and big on a piece of cardboard, and so people watching the TV could see it.

I Oh, I see – good idea! So how much longer do you think you'll stay here?

D Don't know. I'm waiting for the phone company to change their mind about removing it. Hopefully they won't try to force me out! That would be very bad publicity!

I OK, well, good luck with your protest, David.

D Thank you.

I And now back to Sylvia in the studio ...

1D.3
1 Why have you been living in this phone box?
2 How long have you been living in here?
3 What have you been doing for food?
4 How have you been sleeping?

1E.1
Sailing from Santa Cruz, in the eastern Solomons, it took us five days to reach Anuta. It was one of the most tedious journeys I have made, the continuous pitching of our small yacht making it impossible to either read or write. So it was with some relief when the speck of land that was Anuta finally appeared on the horizon.

We were their first visitors in two years. For a moment though, the feeling of isolation was overshadowed by Joseph's T-shirt, which was emblazoned with the words 'Planet Hollywood, Las Vegas'. It would be hard to imagine a greater contrast between two places. Las Vegas, the capital of excess, and little Anuta where even a mirror is considered a luxury. But while Anuta's remoteness may have severely limited the quantity of consumer goods reaching the island, its isolation has forged a community spirit that would be very hard to beat.

1E.2
But while Anuta's remoteness may have severely limited the quantity of

consumer goods reaching the island, its isolation has forged a community spirit that would be very hard to beat.

1E.3

The Anutans have their own word for this, *aropa*, which means love and compassion. It is an ideology that is applied to almost everything they do. You can see it at work in the way food and tasks are shared, but it goes further than this. Bizarrely they even adopt each other's children. Joseph's oldest daughter was adopted by a couple who gave him their son in return a few years later. When I asked Joseph about this, he simply said that it wasn't an issue as Anutans saw children as communal. What was important was that everyone who wanted a child had one. So, if a couple were childless for any reason they would be perfectly entitled to ask another family member or friend if they could have their next child. Both mother and father have to agree but requests are seldom refused.

Aropa also extends to outsiders. During our two-week stay we had at least one meal in at least every one of the 24 households. Sitting on the floor of each hut we were served communal dishes of fish and glutinous puddings of taro or manioc, all wrapped up in forest leaves. The meals, prepared by the women, were virtually identical from one hut to the other, but this was all about *aropa*, affection through sharing.

1E.4

When I asked Joseph what the biggest changes have been in the last 20 years, he said 'young people playing ukuleles'. Was this a problem? I asked, rather jokingly. 'Well', he replied more seriously, 'before the ukuleles the younger generation would dance every evening. Now it is rare'. I got the same response from at least half a dozen other adults. As trivial as this sounds, it does make one think about our own, supposedly advanced, society. We worry about our children getting in with the wrong crowd, taking drugs, drinking, teenage knife crime, Anutan parents worry about their kids playing homemade ukuleles.

On the day we left, a group of men came onto our yacht and, with little notice, broke into their farewell song, 'Sorrow come to us'. One of the chorus lines was: 'Sorry we will never see your faces anymore'. It was enough to bring a lump to my throat. The lyrics had a point however. Anuta's isolation has meant that few visitors ever return. But then, this is probably just as well. The beauty of the Anutan way of life comes from the relative absence of outside influence. In the end it was easy to see what the island's 300 people saw in the place. As a hardened traveller I do not say this lightly, but the Anutans were the most harmonious and hospitable people I have ever met.

2

2A.1

She **served** me some soup.
We **left** the waiter a tip.
The **waiter brought** us the bill.
I **gave** them some water.
I **asked** you a question.
They **charged** her a pound.
The **meal cost** us an arm and a leg.

2A.2

Ana

For me, the most important thing about a restaurant is the food. I like it when they serve you freshly prepared food – not stuff from the freezer cooked in a microwave. I don't mind if the menu is quite short – five good things on the menu are better than 20 bad things. If the menu is very long, it probably means they're cooking from frozen or reheating yesterday's food. And I like it when the waiters know what they're serving, so if you ask a question about the food, they can give you an answer.

Jason

The most important thing for me is the price. I mean, I hate it when they sell you wine at three times the supermarket price – it's just a rip off. I'd rather buy a bottle and take it home. And I hate it when they bring you an enormous plate with a very small bit of food in the middle, you know, one prawn and three peas or whatever, I mean, what's the point? And then they charge you an arm and a leg for it. No, I prefer cheap and cheerful, myself. And quick. I hate it when you have to wait ages for them to bring the food.

Katrina

I think the service is really important, I mean, poor service can really spoil a meal. I hate it when they leave you waiting for ages, and you're really hungry and they don't even bring you a bit of bread to keep you going, and like, you want another jug of water but every time you signal the waiter, he looks the other way. If I get a waiter like that, I won't leave him a tip. But I don't like it when they rush you, either, when they like bring you your second course before you've finished your first? Sometimes it's like they want you out so they can get the next customer to the table – I hate that.

2B.2

have	have to
has	has to
allowed	allowed to
supposed	supposed to

2B.3

- 1 We don't have a reservation.
- 2 You have to book early.
- 3 She has very little free time.
- 4 She has to work long hours.
- 5 Children aren't allowed in the bar.
- 6 You aren't allowed to smoke.
- 7 I supposed you were stuck in traffic.
- 8 You're not supposed to arrive late.

2B.4

Naomi Hi Zadie! How's the new job?
Zadie Well, it's not all bad, I suppose.
I mean, the starting time's great.
N Why's that?

- Z** Well, it doesn't start till lunchtime, so I don't have to get up early. You know how I hate getting up early! So now I needn't set my alarm clock before I go to sleep at night.
N Cool! But you have to work late, right?
Z Yeah, that's the down side. Or one of them. We aren't allowed to leave until the last customer's gone, and sometimes that's around midnight.
N Oh no, that's awful.
Z And we can't just speak normally to the customers. We're supposed to say things like 'Sir' and 'Madam' and 'Have a nice day now!'.
N Yuck!

- Z** And we have to wear stupid hats!
N Ha ha, yeah, I've seen them! And is it just serving?
Z No, we have to go and collect the food from the kitchen as well, and sometimes we have to make the burgers, you know, when it's really busy.
N Oh really?
Z Yeah. But the worst thing is we aren't allowed to sit down – we have to be on our feet for hours, you know, and your legs get really sore ...
N Mmm. Do you think you'll stay long?
Z No, hopefully I'll find something better soon so I can move on.

2C.1

- | | |
|------------|------------------|
| 1 duty | costume |
| 2 security | uniform |
| 3 guard | biscuit disguise |
| guide | guess |
| turn | hurt |
| purse | surly |

2D.1

Interviewer Hello Mr Williams. Do take a seat.

Mr. Williams Thank you.

- I** Now, tell us something about yourself. What do you think are your main strengths and weaknesses?
Mr. W Well, ehm, let's see, eh... I'm very hard-working and if I start doing something, I don't give up easily, you know? I hate leaving a job before it's finished, so ehm ... so once I get down to work, I just carry on and carry on until it's done, so yeah ehm ..., so I think that's a strength, but it may be a weakness sometimes too, because I can't relax and, eh ... and sometimes I end up getting very mmm stressed.
I Uh huh, yes, I see. That's strange, because on your CV, it says you gave up university after only four months. Is that right?
Mr. W Ah yes, ehm, well, well that's a bit different because ... well, I think I made the wrong choice. I mean I really wasn't very interested in a career in medicine you see, not my thing really. I'm much more into design, that kind of thing.
I I see. OK, well, let's move on. How do you think other people see you? How would your friends describe you for example?
Mr. W Oh, ehm ... honest? Yeah, I think they probably see me as honest and serious, perhaps? And a good friend.

- I** So you're never dishonest, then?
Mr. W Oh ehm, well, you have to be dishonest sometimes, don't you?
I Mmm. Do you work well in a team, would you say? Are you a team player?
Mr. W Oh yes, definitely. I love working in a team. It's much easier to deal with problems when you're working together. And it's more fun.
I So you're not very good at working alone then? We need people who can work independently.
Mr. W Oh yes, I love working alone as well.
I I see. And what do you think is your greatest achievement?
Mr. W Greatest achievement? Mmmm, that's a difficult one. I suppose it was winning a prize for designing a poster for a local government campaign – it was about keeping the streets clean in the neighbourhood.
I Ah yes, that's here on your CV, isn't it? OK, and finally, where do you think you'll be in five years' time?
Mr. W In five years time? Ehm ... I think I'd like to be responsible for designing an advertising campaign right from the start to the finished product, because as I said, I like to see things through from start to finish. So yes, I'd like to work myself up into a position of responsibility within the company.
I I see. Right, OK, thanks. If you'd like to go through into the next room, somebody will be with you in a minute to explain the next step in the process.
Mr. W OK, thanks. Goodbye.

3

3A.1

before too long
in twenty minutes
in two weeks' time
one of these days
sometime soon
sooner or later
the day after tomorrow
this evening
within the next few months

3A.2

- Lee** I've decided to go abroad for a few years.
Jennifer Oh wow, really?
L Yeah – I'm going to do some voluntary work. Teaching English, probably.
J So where are you going?
L Ethiopia. I'm going with an organisation called Voluntary Service Overseas.
J Oh. How long are you going for?
L Well, two years initially, and then I'll have the option of extending for another two years if I want to.
J Will you be in the capital?
L Not sure yet, but probably not. I'll probably be in a small town somewhere, 'cause they usually send you to rural areas, you know.
J Wow, that'll be amazing! When are you leaving?
L Sometime in August. It's not fixed yet – there's loads of stuff to organize, like injections and visas and all that.

- J** And your flat ... what are you going to do with your flat and all your stuff?
L Well, I'll have to move out of the flat before too long – I mean, I'm not going to pay rent all the time I'm away, so I guess I'll put all my stuff in my parent's attic or garage or something.
J I'll take some stuff if you like, put it in the spare room ...
L Thanks, that'd be great.
J So are you going to have, like, email and all that? Will we be able to keep in touch?
L Well, I don't really know, but I hope so. But to be honest, I don't even know if there'll be electricity. But if I can't email, we'll have to do the old-fashioned thing and write letters. Remember how to do that?
J Ha ha, yeah, just about. Maybe I'll come and visit you.
L Yeah, do. It'll be great to see a familiar face!

3B.1

Mark Boyle had to abandon his trek to India as soon as he arrived in France. He couldn't speak French and the local people didn't understand what he was doing. They thought he was just a backpacker looking for a cheap holiday. By this time, he was cold, out of food and hadn't slept for several days, so he decided to call off the expedition and try again once he had learnt some French.

Michel Fournier's record-breaking jump failed when his balloon left the ground without him. While the balloon was being inflated, it became detached from the capsule and flew off by itself. This was Mr Fournier's 3rd unsuccessful attempt to make the jump.

Alan Hinkes had to abandon his climb half-way. He was eating local bread in his tent one night and he breathed in some of the flour off the top of it. He coughed violently, damaging a bone in his back. However, Alan returned to Nanga Parbat on another expedition and reached the summit. He went on to become the first British man to climb all of the 8,000 metre peaks.

Dave Cornthwaite completed his skateboard trip across Australia and raised £16,000 for three children's charities. He also set a new world record for the longest skateboard journey. Dave became a well-known figure during his trek, and bus passengers would look and wave as they passed. He now plans to write a book about his adventures.

3B.2

- Tom** Have you got any holiday plans this year?
Anne Not this year, but I'm planning to travel to Argentina for a month next summer.
T Wow, sounds great! So will you be touring around the country or something?
A Yeah. I'll be flying to the capital and then I'll be travelling around the country by bus.
T What about the language? Do you speak any Spanish?
A Well, not at the moment, but I'm hoping to learn some Spanish

before I go. I'll be taking classes. I've also found some websites for learning Spanish, so I'll be using those. Hopefully, by next year I'll have learnt enough to get by.

T Uh huh. What about money for the trip? I bet it's expensive to get there, isn't it?

A Yeah, money's a problem. I'm aiming to save £150 a month. I'll have to spend less, so I won't be going out much in the evenings. Hopefully, I'll have saved enough by next July. It'll be difficult, but I think I can do it, and I'm really looking forward to the trip.

T Right, well, good luck with that.

A Thanks.

3B.3

I'm planning I'm aiming
I'm hoping
I'll be flying I'll be using
I'll be taking
I'll have learnt I'll have saved

3B.4

I'm planning to travel
I'm hoping to learn
I'm aiming to save
I'll be flying to the capital
I'll be taking classes
I'll be using those
I'll have learnt enough
I'll have saved enough

3C.1

1 able, label, table
2 avoidable, horrible, lovable
3 it'll, capital, little

3D.1

Imagine your company wanted to transfer you to another branch in a distant city. Under what conditions would you agree to the transfer?

3D.2

conflict progress
conflict progress
contract protest
contract protest
export refuse
export refuse
increase transfer
increase transfer
object
object

3D.3

Tommy There's a story here about some people who've taken a pay cut in order to work fewer hours. Would you do that? I mean, if you had a choice, which would you choose – more free time or more money?

Francine Oh, more free time, definitely, I mean, if the money was enough to live on, obviously. What do you want money for if you haven't got time to spend it?

T What about you, Jamie?

Jamie I'd take the pay increase, you know, 'cause most of the stuff I want to do in my free time requires cash, you know what I mean? It's like, what can you do anyway without cash these days, eh Francine? Sit in the park and watch the trees grow?

F Oh come on, Jamie – all the best things in life are free! Don't you think, Tom?

T Don't know really. I like a bit of both I guess. So if I could choose more pay or more free time, I suppose it would depend how many hours I worked in the first place. If I could work, say, 40 hours a week and get a reasonable income, I'd be happy enough with that. If I had too much free time, I wouldn't know what to do with it. But some people will do anything to get more money, and I'm not like that, either

J Nice one, Tommy! Always Mr Compromise.

F So what would you do for money, Jamie? Let's say, for example, someone in your family had connections or whatever, you know, would you use them to like, get ahead in your career?

J Absolutely. That's the way of the world. You have to use everything you've got.

F You see, I don't agree with that at all. I think that's corruption. I'd prefer to feel responsible for my own success. I'd hate the idea it was just because of my connections.

J What about you Tommy? You're opinion is somewhere in the middle on this one, I suppose?

T Well yes, actually. I wouldn't actively use my family connections to get ahead, but you know, I wouldn't actually refuse a good job just because of that.

F Jamie would sell his own mother to get to the top, wouldn't you, Jamie?

J Yeah, if anyone would buy her!

3E.1

Presenter ... Can you tell me what it's like to be on top of the world, sitting on the peak of Everest?

Vicky Well that ... it's scary. It's a much smaller top than I thought. And when I was there, erm, as I came up to the top, it's quite crowded. And there were there was a team of people sitting blocking my way, and I was, like, 15 feet from actually getting to the summit and I thought I wasn't going to make it.

3E.2

Vicky Now they were fine, blocking my way, because I would have done the same to anyone else, you're exhausted, you plonk yourself down at the top when you get there. So I had to try and nudge my way round these people. But if you can just picture it, if you slipped, you would have just fallen off the mountain and fallen down thousands of feet. And I wasn't roped, and you're exhausted, and you just sort of, you feel wobbly at the top because suddenly all the land is disappearing, you know, 360 degrees because you're near the top, and I just thought I'm not going to make it, and this is my second attempt.

3E.3

1 you're exhausted, you plonk yourself down
2 I had to try and nudge my way round these people
3 I wasn't roped, and you're exhausted, and you just sort

of, you feel wobbly at the top because suddenly all the land is disappearing

3E.4

Presenter Just describe for those not familiar with ... the physical state of your body at that point.

Vicky Ah, that's a hard one to describe. There's a third of the oxygen, up at that level, compared to what we breathe down at sea level. Erm, I can't describe how tired you feel, if you think of the tireddest you've ever felt, and then multiply that by two or three, you go through layers of tiredness as you climb up the mountain. And there are times when you think I actually can't take another step because I'm going to collapse. But something inside you, because your heart, in your heart, you really need to want to get to that target very badly, and somehow or other you push through the barriers. But at that level, from 26,000 feet up, you're in a thing called the Death Zone, which is when you're body doesn't exist naturally, so the systems are starting to break down, and just close down on you. So, saliva is a luxury. It just isn't there.

P There are obvious physical manifestations, but for you there were also psychological manifestations that you'd failed in your previous attempt, you'd be, you'd come so close, to getting to the summit and,

V yeah

P and, nearly died er on on on the attempts

V yeah

P and here you were. Can you explain that – your state of mind. Oh, are you not thinking. Are you on autopilot at that point, or are you conscious of thought?

V Conscious of thought, conscious of the potential danger, hence the reason why this last 15 feet, I thought 'whoops', you know, what's going to happen? Erm it's a hard, it really is a hard one to describe because everything, you're in an alien environment. You can't eat, you're feeling sick, headaches, very tired, like ridiculously tired, hard to breathe, erm, you've got oxygen coming through an oxygen mask. I was wearing goggles, and most people do, and they're frozen up. They've steamed up initially, then it's so cold that they freeze. And I actually was looking through the bottom right hand corner of my goggles, and that was the way I was climbing. So, there was no view, actually, at that time. But when I actually, when I got to the top, I literally just plonked myself down

4

4A.1

My idea of a break is peace and quiet. Living in the middle of a big city, what I really miss is hearing the birds in the trees or the waves on the shore. The quieter the better, as far as I'm concerned. On the other hand, I also like being pampered a little – it's great to get away from the endless cooking and housework. Fabricio's a bit different. What he likes is getting up bright and early to do things – he loves windsurfing or climbing or exploring the local area. I prefer just getting up late, relaxing, and doing nothing. But what we both loathe is going round in a big group of tourists like a herd of sheep. For me, a crowd of tourists with their cameras just spoils the experience, even in the most incredible places.

4A.2

I quite like sightseeing, but my partner prefers relaxing.
I quite like sightseeing, but I don't like museums.
I quite like sightseeing, but I love shopping!

4A.3

My partner quite likes swimming, but what I like is sunbathing.
My partner quite likes swimming, but he hates sailing.
My partner quite likes swimming, but he really likes surfing.

4B.1

An enquiry's been launched.
An enquiry's being launched.
They're being charged.
They've been charged.

He's been arrested.
He'd been arrested.

The alarm was raised.
The alarm is raised.

4B.2

Woman Did you hear that story in the news about the guy who went missing in his canoe?

Man Yeah, I saw something about that on the news, but I didn't really pay much attention. What happened?

W Well, he went out in his canoe one day and never came back, and then when his blue canoe was discovered on the beach a few weeks later, they declared him dead. So anyway, now he's reappeared after ten years missing, and they're saying that he faked his own death.

M Why would he do that?

W It was all an insurance fraud, apparently.

M Yeah, but how could he claim insurance if he was supposed to be dead?

W His wife did it. After he was declared dead, she claimed his pensions and life insurance. They got 500,000 pounds out of it.

M And where was the guy all this time?

W Well, he spent four years hiding in a secret apartment in their house and then went off to Brazil and then she went off to Brazil to join him.

M So how were they caught in the end?

W It seems that they had a fight about something out there in Brazil and he decided to return to England and he went into a police station and said he'd forgotten everything, had amnesia, couldn't remember the last five years.

M And didn't they believe him?

W Well, no, because then a photo was published in the papers, and it showed the couple smiling at the camera in Brazil, so that was it, and eventually the whole story came out.

M Sounds like they were a bit stupid, having photos taken of themselves.

W Yeah, maybe – but I guess it's just too difficult to keep a secret like that forever.

M True. If I were him, I'd want to get in touch with friends, let them know I'm still around.

W Yeah, exactly. And this guy had two daughters, and they thought he was dead.

M Really? Yeah, it must be hard for them.

4C.1

Helen

My driving test, oh, my driving test was horrible, I mean, I'd been doing fine until I looked in the mirror and saw a police car coming behind me. That made me really nervous, you know what I mean? And I was looking in the mirror so much that I didn't notice a traffic light on red in front of me, so eh I had to put my foot really hard on the brake in order to eh to stop. Then, at the end of the test, when I was turning into the test centre, I saw, like, a bird, an injured bird on the road, and so I turned the steering wheel hard to the right and hit a post, a sign post or whatever, on the pavement. I mean, the car wasn't badly damaged or anything, but I failed the test. I don't know what happened to the bird!

Nick

I didn't actually pass my driving test the first time, I think I was a bit unlucky, actually, because I'd done everything right, you know – I'd started on a hill no problem. I'd done an emergency stop and all that stuff, and then the last thing was the instructor asked me to reverse around a corner, and I'd been practising this for months, you know, 'cause I knew this was part of the test and I felt confident about it. The thing is, I didn't notice that there was a line of parked motorbikes around the corner and I reversed into them, and I hit the first one, and that fell over and hit the second one, and so on, and they all fell down like a row of dominoes, there were like, six of them or something, eh. The instructor stopped the test immediately, so obviously I failed.

Megumi

I remember, like, the instructor on my driving test asked me to read the number plate of the grey Toyota, and I mean, it's like, I don't know the names of cars and stuff, Toyota, Ford, Volkswagen – it's all the same to me, and all cars are grey these days, you know, so I read the number plate of the wrong car, yeah, and it's a pity

'cause my eyesight's really good in fact – but anyway, I explained that to the instructor and it was a bit embarrassing but it was fine in the end, and I'd been practising a lot so I had no problem with turning and stopping and all that, so I passed first time, so it was cool.

4C.2

- 1 a sign post or whatever
- 2 the car wasn't badly damaged or anything
- 3 six of them or something
- 4 the names of cars and stuff
- 5 turning and stopping and all that

4D.2

OK, well this song is called Follow the drinking gourd. The drinking gourd was in fact the name of a well-known pattern of stars, and people used to use this pattern of stars to show them which way was north, because the last two stars in the pattern point towards the north star, so really, what the song is saying is 'go north.'

Now, near the beginning of the song, it talks about 'when the sun comes back' and 'when the first quail calls.' 'When the sun comes back' means at the end of winter, or the beginning of spring, when the sun starts to get higher in the sky, and this is also the time of year when you hear the first calls of this bird, the quail, so what the song is saying is 'start travelling in spring'. Now, in order to understand this, you need to know something about geography. The slave's escape route to the north was cut by a large river flowing from east to west – the Ohio River – and in order to cross this river, the slaves had to wait till winter when the surface was frozen into solid ice and they could walk across. Now, it took nearly a year for them to reach the Ohio River from the cotton fields, so in order to reach the river when it was frozen, they would need to leave the previous spring.

OK, later in the song, we see a reference to an old man, and also to 'left foot, peg foot'. This was a man who disagreed with slavery, so he used to help the slaves to escape, and he was disabled – he only had one leg, and the other was a wooden leg. They called this man 'Peg-Leg Joe' and he would show the slaves the way to go by putting a mark on dead trees, so that's why the song talks about 'the dead trees will show you the way.'

The song says that 'the river bank will show you the way.' Now, this river is the Tombigbee river, and it was a good route to follow, because it flows directly from north to south, and also, it was good to walk beside a river because if the slave hunters came near with their dogs, the slaves would go in the water so the dogs couldn't smell them.

Later in the song, it says 'the river ends between two hills,' so this is where the River Tombigbee ends, and the song tells the escaped slaves to continue between the hills and then follow another river – the Tennessee River, in fact – and they would follow this river until they

reached the 'great river', which is the Ohio River, and then hopefully, they would walk across the ice. Once they were on the other side, the journey was a lot safer because there was a secret organisation there to help them, give them food and shelter. This was called 'the underground railroad', and they would help the slaves to reach Canada.

5

5A.1

Louisa I hate airport check-in queues, don't you?

Fiona Yeah, I know what you mean. I don't know why they're so slow.

L Actually, would you mind keeping my place for a minute while I go and buy a newspaper?

F No, that's fine. I don't think there's any hurry – this queue isn't going anywhere!

L I might get a bottle of water while I'm at it. Would you like one?

F Well, OK, yes please – I'll give you the money ...

L No, don't worry about it. See you in a minute ... Hello again. Here you are.

F Thanks. You've got a lot of stuff – do you live in Singapore?

L No, I'm not going to Singapore, actually. I'm on my way to Australia.

F Australia? Me too. I'm heading for Sydney. What about you?

L Yeah, I'm going to Sydney too. So I guess we'll be on the same flights all the way. Have you been to Australia before?

F No, this is my first time. And you?

L Yeah, actually I live there, but I've been living here in London for the last year. I'm on my way home now. That's why I've got so much stuff.

F Oh right, so you know your way around the city then. Maybe you can tell me the best places to go and see.

L Tell you what – we can meet up and I'll show you around if you like.

F Oh cheers, that would be great, if it's not too much trouble.

L No, it'll be good for me as well – I haven't seen it in quite a long time myself. I'm Louisa by the way. What's your name?

F I'm Fiona. Look, I think I'll go and get a newspaper myself. Would you mind watching my bag for me?

L No, go ahead ...

F Hello again. Thanks.

L No problem. Is this all your luggage?

F Yeah, just the one bag. I like travelling light.

L Eh, listen Fiona, I've been thinking ... I wonder if you'd mind checking in one of my bags for me, 'cause I'm sure they're going to be more than 20 kilos ...

F Oh ... eh, well, I'd like to, but I'd feel a bit uncomfortable about it, 'cause you know how they ask you questions like 'Did you pack your bags yourself?' and stuff like that.

L It's only clothes and books in there – there's nothing illegal!

F No, I'm sure there isn't, but, well, you know, to be honest, I'd rather not.

L Oh well, OK, fair enough. We're all so security-conscious these days. It's a pity, but that's life I guess.

F Oh look – they're opening a new check-in desk – I think I'll go over there and get near the front of the queue ...

L Alright. I'll just stay here. I can't go anywhere fast with all this stuff. See you later.

F Yeah, see you around.

5B.1

Kangaroo

A When the British explorer Captain Cook landed in Australia, he saw this strange animal for the first time. He asked a native what the name of the animal was. The native said that he didn't understand, which in the local language sounded something like 'kangaroo'. Cook thought that was the name of the animal.

B Two native Australians were working as guides for a European explorer. The explorer saw some jumping animals one day and asked the guides if they could catch one. One of them replied 'Garoo can! Garoo can! Garoo can!' The other, whose name was Garoo, was an expert kangaroo hunter. The European misunderstood, and kangaroo became the name of the animal.

C When the European explorers pointed to a kangaroo and asked the locals what the name of that animal was, they replied 'gangurru,' which meant grey kangaroo in their language. The explorers wrote this as kangaroo, and they thought that was the name for all types of kangaroo.

Orang-utan

A The word orang-utan comes from the Malay language and means 'man of the forest.' Local people used the word to refer to the tribes of people who lived in the forest, but European visitors misunderstood and thought that it referred to the animal.

B The word orang-utan comes from the English colour words 'orange' and 'tan'. Some English visitors pointed at the animal and asked the locals what it was called. The locals, who had been studying English, thought that the visitors were testing their knowledge of colour words and replied 'orange and tan'. The English visitors thought that they had said 'orang-utan' and assumed that that was the name of the animal.

C The word orang-utan is actually the name of a dance in Swedish. Some Swedish sailors saw the animals swinging in the trees in Indonesia and thought that it looked like the traditional Swedish dance. Some local people heard them saying the name of the dance and thought it was the name of the animal in the visitors' language. They liked the sound of the word and started to use it themselves.

5B.2

- C When the European explorers pointed to a kangaroo and asked the locals what the name of that animal was, they replied 'gangurru,' which meant grey kangaroo in their language. The explorers wrote this as kangaroo, and they thought that was the name for all types of kangaroo.
- A The word orang-utan comes from the Malay language and means 'man of the forest.' Local people used the word to refer to the tribes of people who lived in the forest, but European visitors misunderstood and thought that it referred to the animal.

5B.3

He said that he'd bought some meat. I asked him if it was lamb. He said that it wasn't. I asked what it was, And he said he thought it was ham.

5C.1

Angie Where are you going for your holidays this summer?

Bob A small coastal town in Turkey.

A Sounds nice. Have you been there before?

B Yeah, quite a few times. I lived there for a year, in fact.

A Oh really? Do you speak any of the language?

B Yeah, I can get by in Turkish.

A What, like doing the shopping and stuff?

B Uh huh. I know some basic words, and you know, I make a lot of mistakes, but by pointing at things and using gestures, I can usually make myself understood.

A Right. I always think that speaking a language isn't the problem, the problem's listening, 'cause it's no good if you ask a question and can't understand the answer, is it? It's like, in Italian, I often ask people to speak more slowly, but I still can't understand most of the time.

B OK, I know what you mean, but, if you don't understand the answer, you can often make an educated guess, can't you? Oh well, that's what I try to do.

A Uh huh. How did you get on with the bureaucracy, you know, sorting out residence permits or whatever?

B Oh, I just went along and tried to make myself understood. Sometimes, the people spoke English, but if not, well, I just managed with my Turkish and gestures, and writing things down or whatever ...

A Oh, I don't think I could do that. I think I'd feel stupid.

B I don't mind making a fool of myself. I think you have to, sometimes, to communicate in a foreign language ...

A Go on, say something in Turkish.

B Teshekur ederim.

A What does that mean, then?

B Thank you very much.

5C.2

- 1 make an effort
- effort
- an effort
- kan effort
- make an effort

- 2 do a job
- job
- a job
- wa job
- do a job

5C.3

do a favour
make an appointment
do an exercise
make an educated guess
do a bit of work
go along
try to explain

5D.1

A I hate it when everybody speaks at once. I don't know how people can follow more than one thing ...

B Yeah, I know what you mean, when people interrupt you before you've finished what you were going to say ...

C I know, I would never interrupt somebody when they're speaking, I mean, where I come from, that's just rude

A Yeah, if you start speaking before somebody's finished, basically the message is, 'I'm not interested in what you're saying'

C But I think it's probably different in some cultures, though, in some countries they think that it's OK if everybody's speaking at once 'cause it shows they're involved in the conversation ...

A Hum, well, I don't understand how they can do that, it drives me crazy!

5E.1

Presenter OK, to start with, let's put them into some sort of geographical position. Whereabouts are they and how many of them are there?

Dan There are about 350 Pirahã spread out over 300 miles of the Maici river. If you take out all the country boundaries of South America, it would be right in the heart of South America. Right in the middle, right in the middle of the Amazon rainforest.

5E.2

Presenter So, what's it like travelling in that part of the world?

Dan It can be challenging. It's gotten easier over the years with the advent of float planes or the easier availability of float planes, but, er, it would take us, in the early days, with the family, it was a week to two week boat trip to get in to the tribe, a very difficult situation as it required carrying large amounts of supplies for the family overland through the jungle.

P You mentioned there that the Pirahã were unusual in that they didn't want any material gifts or input from the outside world. What about human input? Were they ... did they welcome you and your little tribe arriving.

D They were very friendly, surprisingly so. I didn't know what to expect but they were extremely friendly and they started responding to my request to learn the language. They found it very curious. I think they saw me as a sort of very highly-trained parrot. Er, I don't know if they thought I could understand their language,

but er it was fun to watch me imitate them.

P Did you have any sort of background ... this sounds like sounds like a really tough expedition to undertake, particularly with a family, er from your own family background, had you travelled a lot as a kid? What was your own story?

D Er, I grew up in Southern California near the Mexican border and my travels were 8 miles to the Mexican border, that's all the travels I had ever done in my life so this was the first travel I'd ever really undertaken, was straight to the Amazon.

5E.3

Presenter As you were going around being this highly educated parrot as you say, what we you learning about the way that the people lived ... before we come on to the language.

Dan I, I learned that they had, what was technologically it was perhaps the most primitive culture that I had ever read about or seen, that they also seemed extremely satisfied and pleased. I know a lot of indigenous groups that I've met since then who are dissatisfied with their lot in their lives because they desire things from the outside world. But the secret to the Pirahã seemed to me to be their lack of interest in the outside world and I wanted to know where that came from so that launched me on studies of their culture.

P You were the first person to fully translate and other explorers have picked up some of their vocabulary, but in terms of really translating the Pirahã language you were the first man to do that, and, through that, that work, you realised that actually the way they spoke, and the way it related to their daily life that their language challenged the basic precepts of linguistic science, is that right?

D That's right. I mean I noticed first of all that they didn't have any numbers or counting, and these are have been proposed to be innate in all humans, at least some sort of number system but the Pirahã have no numbers, no counting and they have no colour words.

5E.4

Presenter Are you, are you, do you visit them often, or do you get out there often.

Dan Over the past 30 years I've I have never missed a year with them, er spending at least 3-4 months of the year with them. I haven't been able to be with them since I just moved to the States, since January of 2007, but I'm planning to go back in June of 2009 to spend some time with them.

P And how is it when you arrive there? Is it do do you have a party what ...?

D Well, they all crowd around and they start asking me Where were you? You should have been here this whole time, you know, we

missed you and er and what did you bring us? You know, I always bring them things like coffee and sugar and, you know, little candies, and things like this that they like and er we just sit around and talk for quite a while about what's been going on. They tell me about their children and I ask about new children in the village and er we have a great time.

P When you go back next time, I'm just thinking of the big news we... particularly for someone from Illinois, the election of president er president-elect Obama, will they be interested to hear about that?

D No, they wouldn't be interested at all. They, they don't even, the concept of a chief or a president or something like someone who has authority over a large group doesn't mean much. Er I had a Pirahã out with me in the city of Brasilia once, the capital of Brazil, for health reasons and and I took him to a function. Er the president of Brazil was passing by and I just said that's the, you know, the person who tells all other Brazilians what to do, trying to get across the ... Oh right, is there a place where we can have lunch? They were completely uninterested.

P That's all Dan for the moment. Thank you very much indeed, and Dan's book, *Don't Sleep There Are Snakes* is a Radio 4 Book of the Week from Monday the 17th November.

6**6A.1**

Alan Morning, Brenda.

Brenda Oh, morning, Alan.

A You look terrible. What's wrong?

B I couldn't sleep last night. Couldn't stop coughing.

A Got a cold?

B Yeah, I guess so. Probably caught it from someone on the train.

A Taken anything for it?

B Well, I've got some cough sweets, but I can't seem to get rid of it.

You'd better stay away from me!

A Not feeling too good myself, actually.

B Oh really?

A Yeah. Something wrong with my stomach. I haven't been able to keep my food down. Sick all night, I was.

B Excuse me. Have you been to the doctor's?

A Nah, not yet. Will do if it carries on like this, though.

B Any idea what caused it?

A I think it might have been some seafood I had in a restaurant on Monday.

B Oh right, yeah, have to be a bit careful with seafood, don't you?

A Hmm, guess so.

6A.2

1 Brenda Couldn't stop coughing.

2 B Probably caught it from someone on the train.

3 Alan Taken anything for it?

4 A Something wrong with my stomach.

5 B Any idea what caused it?

6B.1

- 1 She must be single.
She can't be married.
- 2 She can't eat out.
She must eat at home.
- 3 It can't be an easy life.
It must be a difficult life.
- 4 She must enjoy living alone.
She can't enjoy living with other people.

6B.2

Amanda It must be really awful for those people having to leave their homes like that, and they can only take what eh? what they can carry – I can hardly imagine what it must be like ...

Jerry Mmm, yeah, I know ...

Carol Yeah, poor things.

A And then those camps they go to – the refugee camps – they can't be very nice places, I mean they must get really filthy with so many people, and no proper drainage and whatever.

J Well yes, that's why there are always outbreaks of diseases, they're all living on top of one another – viruses must spread like wildfire ... And then of course there's the weather. Imagine living in one of those places when it's cold and wet – it must be totally miserable.

C Yeah right. And what do they do about cooking and that, you know, I mean, what do they do for food?

A Well, I suppose they might have communal kitchens or something – I don't know how organised these camps are ...

J Some of the ones you see on telly look quite organised, but others are complete chaos. I suppose it depends if the aid agencies can reach the place.

C And some of them don't even have clean water. Imagine that – having to drink dirty water, and you know it's going to make you sick but you've got no choice. That must be terrible.

J Yeah, mmm, it can't be very healthy. That's why I give money to Medicines Sans Frontieres, you know – the health charity – 'cause you always see them working in these places, trying to make things a bit better.

A Do you? Yeah, that's a good idea.

6C.1

1 All kinds of bread are produced by baking flour and water. The flour is often made of ground wheat, but it can also be made from other cereals. Bread often contains yeast, which makes the bread rise when it is baked. However, there are also many kinds of bread which do not contain yeast and remain flat – for example, pita bread from the Middle East or tortilla from Mexico.

2 Herbs are plants which are used in cooking to add flavour to meals, as well as for medicinal purposes. Cooking herbs are the green, leafy parts of plants. Spices are similar to herbs, in that they are both used to flavour food, but spices come from other parts of plants, such as seeds, berries, bark, roots or fruit. Both herb and spice plants

are often small, but they may be larger plants too, including trees. In cooking, they are used in relatively small amounts compared to the vegetables or meat in the dish – for flavour rather than substance.

3 Peas are actually the seeds of a plant. They may be eaten fresh and green, or they may be frozen or dried. Peas grow in a pod – each pod contains several peas. In some cases, the pod is quite soft and is eaten too. In other cases, the pod is quite hard so the peas are removed and the pod is thrown away.

4 White sugar looks a little like salt – very small white crystals. A lot of sugar is made from the juice of a plant called sugarcane, which is dried into crystals. However, sugar is also commercially produced from a root called sugar beet. Sugarcane is normally grown in tropical countries, while sugar beet may be grown in colder climates.

5 Broccoli and cauliflower are both part of the same family, which also includes cabbage and brussels sprouts. Broccoli and cauliflower are similar in that they are both flowers, whereas cabbage and sprouts are leaves.

Broccoli and cauliflower are both excellent sources of vitamin C – in fact, broccoli contains twice as much vitamin C as an orange. It also contains almost as much calcium as milk. Cauliflower also contains calcium.

The word broccoli comes from the Italian word, meaning shoots or small stalks. The word cauliflower comes from cole, another word for cabbage, and flower.

6D.1

Dear Ancestor

Just to say we're all OK
We'll live to see another day
I sometimes think the world's a mess
You must have felt the same, I guess
But life a thousand years ago
It could have been better, for all I know

Things must have been so different then

Not like now, in twenty ten
Things always seem to end in wars
Despite our science and all our laws
You can't have gone to school, I know
You won't have had the chance to go
You can't have known the world is round

With other oceans not yet found
You may have thought the world was flat

Or perhaps you never thought of that
Obviously, you won't read this
But maybe ignorance is bliss
So many things you didn't know
Back then, a thousand years ago

You must have been poor, most folks were
You can't have had much soup to stir
You might have been a peasant's wife

It can't have been an easy life
Best wishes to you, anyway
And thank you for the DNA
Love from down the family tree
Your loving descendant, little old me

Will someone think of me, d'you suppose
When I'm some thousand-year-old bones?

6D.2

Things must have been so different then

Not like now, in twenty ten
You can't have gone to school, I know
You won't have had the chance to go
You can't have known the world is round

You may have thought the world was flat

You might have been a peasant's wife

It can't have been an easy life

7**7A.1**

1 Russia is by far the largest country. The second largest country is not nearly as large as Russia.

2 The second biggest ocean is nowhere near as big as the Pacific. The Pacific is easily the biggest ocean.

3 Mallorca is far bigger than Ibiza. Ibiza isn't nearly as big as Mallorca.

4 Argentina is almost as long as Chile. Chile is slightly longer than Argentina.

5 The Amazon is slightly shorter than the Nile. The Amazon is almost as long as the Nile.

7B.1

Are you careful about packing?
Yes, I'm meticulous about it.

Are you careful about packing?
No, I'm quite laid back about it, actually.

7C.1

Woman Well, I'm going to describe the map of Colorado to you ...

Man Colorado – in the United States?

W Yeah, uh huh. Anyway, it's basically a rectangle, it's a bit wider from side to side than it is from top to bottom ...

M Right, so it's a horizontal rectangle, not a vertical rectangle?

W Yeah, so it's shaped like a computer screen, rather than a book, for example. Now, the Rocky Mountains form a line which goes from the top of the map to the bottom more or less half-way across the state ...

M A horizontal line, then?

W No, a vertical line, so it forms like a wall separating the east from the west, OK?

M Uh huh.

W Now, the Colorado River starts in the Rockies and flows westwards, so it forms a horizontal line about half-way up on the left hand side of the map.

M It flows westwards, you say?

W Uh huh, to the left of the map.

OK, now the last thing is Denver, which is the main city in the state.

M How do you spell that?

W D-E-N-V-E-R.

M Right, OK.

W OK, so Denver's a little to the east of the Rocky mountains, and a little more than half-way up.

M OK, so it's in the north-west of the state, then?

W No, the north-east of the state – it's to the east of the mountains.

M Oh, OK. I always get west and east mixed up ...

7D.1

Presenter There are still some people who aren't convinced that climate change is a reality, that it's all a big scare created by environmentalists to further their own political agenda, but there's one group of people who don't need to be convinced – they already know that the climate is changing. These are the Australian farmers. With Australia suffering one of the worst droughts on record, many farmers are seeing their farms turn into dust bowls. New South Wales farmer Rod Perry has changed his approach to farming to survive the change. He no longer runs so many thousands of merino sheep, but instead farms native trees and sells the seeds for land care projects. He no longer ruins the soil on his land by using massive amounts of chemicals and fertilizers. His farm is a model of sustainable farming methods, and an oasis in what is fast becoming almost a desert. I asked Mr Perry what made him change his approach to farming.

Rod Perry I think it was the big drought in 1982 that got me thinking, 'cause you know, I saw my 1000 acre farm, and it looked like the Sahara, and it was heart breaking really, so I promised myself that if the farm survived, I'd never let that happen again.

P After the 1982 drought, Mr Perry reduced the number of sheep on his farm, planted trees and stopped using so many chemicals on the land. He believes that many Australian farmers take the wrong approach.

R You've got to work with the land, not against it. When the first settlers came here, they thought they could farm it just like England, you know, cutting down all the trees, and a lot of farmers still think the same way, but you see, this isn't England, the climate's different. Yeah, OK, in good years, you can farm intensively like that, but the fact is, it's dry here – we've always had droughts, but they're getting more frequent, so we have to change the way we farm. Take a more balanced approach. Plant trees for example – they help to keep the soil healthy and reduce evaporation, and they help to prevent soil erosion in strong winds.

P I asked Mr Perry if it was easy to make the change to sustainable farming.

R It was hard at first. You have to make sacrifices in the short term, but in the long run, it's better because you've got healthier soil and you can farm without damaging the land, and you're in a better position to survive the changing climate.

maybe it's good just to look normal, you know, 'cause then people don't notice your appearance so much, they're not distracted by it so they just see you, and that's what really matters, isn't it?

Moir

Well, OK, I've had my head shaved, as you can see, and I do it because it's like, I think it feels good and it looks good, it's like, it gives you a great sense of escape, of freedom, I think people – women especially, they get so obsessed about their hair, and they spend hours and lots of cash on it, but I think it's like, they really hide behind it, sort of, anyway, maybe some people find it a bit shocking, but it's like, grow up – your head belongs to you, do what you want with it! I actually got my ears pierced quite recently, since I shaved my head, 'cause I think, like, earrings look great when you haven't got any hair to hide them, I haven't got any other piercings though. Maybe one day I will, I don't know.

Chandra

Well, I wear earrings a lot, and I've had my nose pierced, I mean these things are quite normal and acceptable in my country, and we often have tattoos as well, but they're temporary – they only last a few weeks – they're done with henna, on the hands for example, so I've got tattoos, yes, but I don't shave my hair off, not normally anyway – I mean, I've done it in the past, but I'd never shave my hair off just for no reason, or for fashion, in my country, shaving your hair off is seen as a new start, I mean, we sometimes have it done to celebrate the new year, so it's symbolic of that, but just for fashion, no, that's quite shocking for us, I mean hair is seen as a beautiful thing, especially for a woman, and I normally have long hair, as I do now.

8C.1

The man who's reading is wearing glasses.

The man, who's reading, is wearing glasses.

The box which is white contains a hat.

The box, which is white, contains a hat.

8C.2

The flowers that the young woman's holding are pink.

The man's briefcase, which is beside him, is brown.

The woman who is sitting at the end is a nurse.

The young mother, who's dressed in black, looks poor.

The girl, whose dress is blue, looks about six.

8C.3

David OK, so we've got to describe our pictures to each other, eh, so who starts ...

Maria Go ahead, you start.

D Right, OK, well, we can see a group of people sitting on a bus, eh, it's not in the present day, it's maybe sometime in the 19th century, 'cause they're all wearing old-fashioned clothes, you know, hats and big dresses ...

M And whereabouts do you think it is?

D It's probably London – the adverts in the bus are in English, in any case, and it's in a town, I mean, these look like city people, not country people ...

M So can you see buildings in the background?

D Well, no, there are trees – I think it's a park, actually, and there's a horse which is pulling a smart black carriage, eh, ... and I think it's raining, not sure, but anyway, two of the people who are sitting on the bus are carrying umbrellas.

M So how many people are there?

D Five adults, one child, and a baby. There's just one man, and he's reading a newspaper – he looks like a rich banker or something and he's wearing a smart suit and a top hat, eh, the woman who's sitting on the far left is a young mother with the baby in her arms and the child – a little girl – sitting next to her, and they seem to be quite poor, and then the woman who's sitting next to them, she looks quite rich – the dress she's wearing looks expensive, and then next to her is the rich banker, and next to him another young woman who's dressed all in white – perhaps it's a nurse's uniform or something, and then finally there is a young woman who's getting on the bus and she's holding a white box – I guess it's a hat box.

M Are any of these people talking to each other?

D No, no, they are all just sitting there staring out of the window or reading the paper or whatever. Eh, let's see Oh, that's strange – there's something right on the far left of the picture and it's sort of like an old woman who's sitting next to the young mother, but it's impossible because that's where the front wall of the bus is, I don't know, she looks like a ghost or something, I didn't even notice her at first ...

M So do you think it's a ghost?

D Don't know. Maybe the artist was going to paint a woman and then changed his mind ...

M Hmm – sounds strange. Right, well my picture's similar – it also shows some people on a bus ...

8D.1

Ania Do you watch much TV, Deepak?

Deepak Not really. I mean, there's lots of stuff to choose from with all the new channels and everything, but frankly, most of it's rubbish, isn't it?

A Well, yeah, OK, admittedly, there's a lot of rubbish, but there's some good stuff if you choose carefully, documentaries and things, don't you think so, Carla?

Carla Yeah, there are some good comedies, and there's sometimes a good film.

D Mmm

A Obviously, if you just flick through the channels, you'll probably not find anything interesting, but if you look at the TV guide and plan what you're going to watch ...

D Yeah, but the thing is, Ania,

unfortunately, even if you do find a good programme, it's cut to pieces by commercial breaks, and frankly, I can't stand the adverts ...

C Yeah, I know what you mean, Deepak, but I don't mind them so much – you can use the time to make a cup of tea or something.

D But, Carla, the adverts are every 15 minutes. I don't drink that much tea!

A Personally, I quite enjoy the adverts.

D I don't see how you could possibly enjoy the adverts.

A I think they're often quite imaginative and fun, you know, I mean, naturally, they're trying to sell you something, but you don't have to buy it, do you?

D They might be imaginative and fun the first time, but they're repeated so often – if you watch a film, you can end up seeing the same adverts five or six times. It drives you mad.

C Alright, Deepak, but basically, you have to accept adverts as the price for having free television broadcasting, don't you? – because obviously, it's the adverts that pay for the commercial channels. That's the way things work these days, like it or not.

D Personally, I'd rather have no adverts, even if I had to pay for the channel.

C What you could do is record the programme you want and then watch it later and fast forward through the adverts.

A Yeah, I often record stuff to watch later.

D Hmm, a lot of hassle, though, isn't it?

A You get used to it.

8D.2

Frankly, most of it's rubbish, isn't it? Admittedly, there's a lot of rubbish ... Obviously, if you just flick through the channels, you'll probably not find anything interesting.

Unfortunately, even if you do find a good programme, it's cut to pieces by commercial breaks.

Frankly, I can't stand the adverts.

Personally, I quite enjoy the adverts. Naturally, they're trying to sell you something.

Basically, you have to accept adverts as the price for having free television.

Obviously, it's the adverts that pay for the commercial channels.

Personally, I'd rather have no adverts.

9

9A.1

ambitious	thoughtful
cautious	creative
curious	decisive
confident	imaginative
conscientious	inventive
impulsive	organized
logical	responsible
realistic	sociable
sympathetic	supportive
tactful	talkative

9A.2

How I organize my life

OK, well, to be honest, I'm not a very organized sort of person, and I

think it's because I can't be bothered making plans, you know, I just don't have the patience ... Whenever I'm going to do something, I just do it, I don't waste time thinking about it – yeah, I know it's not always efficient – I sometimes forget important details, and at work, I always leave things to the last minute whenever I've got a deadline, so sometimes there's a mad panic to finish something, like, for tomorrow, but anyway, I think I work best that way, so ...

My way of working and thinking

I'm a very hands-on, practical person – I don't go in for abstract theories and that, like so if I want to learn something for example, I don't bother with studying, I think I learn much better by actually doing things – doesn't always work though – whenever I buy something for the house and I get it home, I can't be bothered to read the instructions, I just try and use it straight away and sometimes I get into trouble like that, eh, yeah, so a practical, fairly common sense sort of person – I'm not really what you'd call creative or imaginative I don't think.

How I relate to others

I think I'm very honest and straightforward with people, you know – whenever anybody asks me for advice or whatever, I say what I think and I don't try to save their feelings, if someone says, like, what do you think of my new jacket, if I think it's horrible, I'll say that, I mean, I think it's more helpful to be honest – but I guess some people would say I'm not very tactful, maybe, I don't know ...

My social life

I have quite a busy social life, I think, I'm a party animal and I like being out and about, meeting people, and whenever I'm on my own for too long I tend to get bored, so whenever I'm travelling on my own, I usually try to get talking to people, and I think that's good 'cause you learn a lot about a place when you talk to the locals and it's much more fun than getting your information from a guidebook or something, so yeah, I guess people would say I'm lively and sociable.

9B.1

I would have done the same. I wouldn't have done that.

I would have done the same. I wouldn't have done that.

9B.2

Man You know the actor, Anthony Hopkins?

Woman Yeah, from *Silence of the Lambs* and stuff, uh huh.

M Well, there's this story about him, that apparently, back in 1973 he was asked to appear in a film called *The Girl from Petrovka*, and it was based on a book by a writer called George Feifer.

W Never heard of it.

M No, me neither, but anyway, the thing is, so Anthony Hopkins was looking around the bookshops, you know, in London, in Charing Cross Road, trying to find a copy of the book, couldn't find it anywhere,

and he was, like, gave up, and he went down to the underground station at Leicester Square to take a train home and, quite by chance, he noticed a book lying on a bench, right, and he couldn't believe it – against all the odds, it turned out to be exactly the book he was looking for – *The Girl from Petrovka* by George Feifer.

W No way! What a coincidence!

M Yeah, if he hadn't decided to take the underground, or, like, if he'd been half an hour later, he'd never have found it. But there's more: the book was covered in notes – somebody had made handwritten comments in the text.

W Oh yeah? An old book like that, on a bench in the underground – if anybody else had found it, they probably would've thrown it in the nearest bin.

M Yeah, right. So anyway, sometime later, Anthony Hopkins actually met the author of the book in Vienna, like, in Austria, when he was making the film, and they got talking and everything, and the author, George Feifer said he'd lost his own annotated copy of the book – he'd lent it to a friend who'd lost it in London.

W What – so it was the same book?!

M Yeah, it just so happens that the book Hopkin's found was the author's own copy.

W That's incredible – what are the chances of that happening?

M I don't know, one in a million or something? Pretty amazing, huh?

W Yeah, sure is!

9C.1

- 1 If only I had a camera.
- 2 If only I'd had a camera.

- 1 I wish I'd kept a diary.
- 2 I wish I kept a diary.
- 1 I wish he arrived earlier.
- 2 I wish he'd arrived earlier.
- 1 If only you meant what you said.
- 2 If only you'd meant what you said.
- 1 I wish you'd read my emails.
- 2 I wish you read my emails.

9C.2

Peter Well, I suppose he's a nice boy really, but, well, how shall I put it – he's not exactly committed to his work, you know? I mean, I wish he'd at least pretend to do some work, but I was walking past his desk the other day and he was playing with a yoyo, just like that, and it's like, he wasn't embarrassed at all, he just goes, 'Hi Mr Parker' and carries on.

Frank What a nerve!

P Yeah, it drives me up the wall, that kind of cheeky attitude.

F I know exactly how you feel! I don't know how you put up with it. Can't you get rid of him?

P If only it were that easy ... and what really drives me mad is that I think he's a bad influence on Linda, 'cause he's always chatting to her and taking her away from her work ...

F Oh dear, what a shame – that's not good, is it?

P Not good at all.

F Hmm ...

P Actually, to be honest, I think he's

secretly in love with her – well, I can't blame him, she is very attractive. But the funny thing is, I think she rather fancies me, you know. She's forever coming to my desk, for example, to collect the stapler I borrowed from her or whatever, and I think it's just an excuse to be near me.

F Really? Do you think so? Look, I don't mean to be rude, Peter, but you've got to face up to it – You're not exactly Brad Pitt. You probably remind her of her dad.

P Oh, thank you very much, Frank!

F I'm sorry, but you know what I mean.

P ... Yeah! OK, fair enough, you're right of course. But anyway, Jamie's wasting his time – Linda will never fall for him. Girls nowadays go for young men with drive and ambition, not wasters like Jamie. I just wish he could see that.

F Hmm, yeah. Although, to be honest with you, Peter, I really don't know what girls nowadays go for – if only I did! I mean, you should see some of the young men my daughter goes out with ...

P Oh yeah – how is Cindy – has she found a job yet? ...

9E.1

Dear Mama, I cannot believe that I'm writing to you from England! Let me tell you how hard it was for Sebastian and me to say goodbye to all of you. We couldn't stop crying, even on the plane! It has helped being honest to Sebastian, though, explaining our own emotions to him. Now he's sees that we're all together, that this is an adventure for the whole family.

I want to keep a positive attitude, but it's not been easy. I can't avoid comparing everything here with our lives back in Mexico, starting with the weather. As I'm writing to you now I can see the rain pouring down on the garden. It's running in streams down the window. I wouldn't mind so much but do you know at what time it gets dark at this time of the year? At four o'clock! It's awful, because our bodies get confused and we feel like we want to go to bed.

It's not just the weather that's different here the schools, the houses and the way they drive are all foreign to me. At first I was frightened to take the car, but as I had to take Sebastian to school I was forced to drive, and actually, I did it very well! You would have been proud.

It's so different to be here mum. We are not tourists, but it helps very much to know that this is just for a short time. I love you and miss you very much. Your daughter, Alejandra.

9E.2

Hola Mama. This is a letter of celebration!!! Firstly, the weather is improving a bit! Also, Leonardo is happy with his work and Sebastian has settled nicely into his school. Oh but you should see his school uniform. He looks like a proper little English school boy with his blazer

and tie. I'm going to send you a photo with this letter.

I should mention how helpful our neighbour, Barbara, has been. She lives just across the street from us in a lovely old house with a stable door. She and her husband Cyril are retired now but they lived in southern Africa for 25 years and you can see artwork on the walls.

I honestly believe that she was sent from God, because she invited all the ladies of my road for a traditional cup of tea, to welcome me (very English!). She also took me to all the places I needed to know about, like the doctor, which is good because Leonardo's company gave us precious little information about this country. Barbara and Cyril really changed the idea that I had about the British – that they are very cold. Every time I need them, there they are!

One thing that does bother me about British culture is the food. I still can't find many Mexican ingredients. You can't get cactus leaves, or proper corn tortillas or many varieties of chilli. In Mexico I could choose from a hundred types of chilli. Here, I'm lucky if I see four.

In fact most people here think that our food is burritos and nachos! Any Mexican restaurants are really Tex-Mex. Oh, and you'll laugh at this, I asked the woman in the supermarket for green tomatoes last week and she look at me as if I was mad! Anyway, if I want authentic Mexican food, I have to cook it.

I've even started adapting some British dishes. It's easy. I just add a little chilli, or coriander and it gives it that Mexican kick. I think that my most successful creation is Mexican shepherd's pie. Love you, Alejandra.

9E.3

Hola Mama, I'm so excited! I'm going to start a business here in the UK! Can you believe it? The silver jewellery samples that I brought from Mexico were very well received, so we have spoken with a solicitor to help us to set up the company that will import Mexican jewellery into the UK. All the paperwork was finished in a day! I couldn't believe it! In Mexico it would have taken weeks.

It's like a dream come true, mum. I always wanted to work directly with the artisans in Mexico and to help them,

The basic idea is to hold silverware parties, a bit like old fashioned Tupperware parties. I invite friends over and show them things like necklaces, bracelets, brooches, that kind of thing.

The fact that it is a lot safer here in England also makes it possible for women to sell their jewellery in other people's houses. Can you imagine a woman driving safely around Mexico City with whole boxes of silver in her car?

If all goes well, I'll see you soon because I will need to come on another jewellery shopping trip! Love Alejandra

9E.4

Hola Mama. Well, what can I say? The telecommunications industry crisis finally caught up with us. Last week, Leonardo was made redundant. The company offered to relocate us back to Mexico. We always thought that this would be happy news, but, to our surprise, it was the opposite!

Then Leonardo was offered a position in a local company, so we were very confused and didn't know what to do. It has been one of the hardest decisions that we have ever taken as a family because accepting this job meant staying in Britain and not being able to be close to you and the family. Yet, it's a very good opportunity because at the moment, there aren't many jobs in his field, and, to be honest, we feel now more attached to the UK.

Anyway, I hope you are happy for me Mama, as I really think we are making the right decision. Your loving daughter, Alejandra

9E.5

Hola Mama. Today it's been seven years in the UK! Today Sebastian has lived half of his life in Mexico and the other half in the UK. We all feel now so much part of this land – half British and half Mexican. It's funny mum, because on the plane over, I cried for the things I would be leaving behind, my job, my house, my helpers, but despite the ups and downs here, without flying away from you I never would have started a business. Not in a million years. I never would have started designing jewellery. Never. Perhaps, it's good to have some of your luxury taken away because that's when you find out what you are truly capable of. Love and kisses, Alejandra.

10

10A.2

- 1 That doesn't mean we should ban them, does it?
- 2 The police won't know whether I'm listening or not, will they?
- 3 There should be a law against daydreaming too, shouldn't there?
- 4 If this new law can save lives, it's worth it, isn't it?
- 5 Pedestrians don't kill drivers, do they?
- 6 As far as I know, that's illegal, isn't it?

10A.3

Caroline Blank CDs are getting really expensive these days, aren't they? They used to be a lot cheaper ...

Tony Yeah, well that's because the government's put a tax on them. It's because people make illegal copies of music and stuff.

Olivia Mmm, I heard about that too. It gets me really angry.

T Well, I mean, the money goes to compensate the people who make the records and whatever, I don't know – I suppose that's fair enough, isn't it?

O Well, no, actually, I don't think it is. I don't use blank discs to make illegal copies, so why should I have to pay the tax?

- C What DO you use CDs for then?
 O I put my own stuff on them, stuff I've written myself.
 T Well, OK, the law isn't perfect, of course, but I guess most people use blank discs to make copies of music, don't they?
 O Well, I don't know, maybe they do, but that means I'm getting punished for a crime I haven't done, just 'cause lots of other people do it – that's not fair is it?
 C Yeah, I agree with you, actually, Olivia. The big artists and record companies get enough of our money. I mean, how many swimming pools and limousines do these guys need?
 T Hang on, hang on, you're only talking about the people right at the top, the mega-stars, but most of the people in the music industry have real problems staying in business, you know, and if all the small people go out of business, that's bad news for music, isn't it? Only the mega-stars will survive.
 C Well I think there must be a better way than forcing me to pay more for blank discs, though. I mean, I'm not exactly rolling in money – I have enough trouble getting to the end of the month as it is, without having to save the music industry!
 O So what do YOU use blank CDs for, Caroline? Do you make illegal copies, eh?
 C Aha, that's my little secret, Olivia!
 T You do, don't you? You see – that's my point, exactly! So you shouldn't worry about paying a little bit more for your CDs, should you?

10B.1

bought	although	rough
ought	through	cough
thought	enough	thorough

10B.2

Conversation 1

John Hello?

Eduardo Hi John. Look, I've got a bit of a problem. I've got locked out of the house.

- J Oh no – how did you do that?
 E Well, I just stepped outside for a moment and the door closed behind me.
 J Haven't any of your neighbours got a key?
 E No. I ought to have given them to someone, but I never got round to it ...
 J You could always climb in through a window, I guess.
 E No, there's only one open and it's too small to climb through.
 J Well, why don't you stay at my place tonight and we'll sort it out in the morning.
 E Yeah, but the thing is, I'm not dressed. I'm in my pyjamas ...
 J What were you doing going outside in your pyjamas?
 E Well, I was watching TV and they said there was an eclipse of the moon, so I went out to look, and I should have got dressed, I know, but ...
 J Lucky you took your phone out with you!
 E Yeah, well I was going to take a

photo of the eclipse, you see ...

- J Hmm, right. I'd better come round and fetch you. I'll be there in 20 minutes, alright?
 E Alright John. Thanks a lot! And can you bring something for me to wear?
 J Yeah, sure. See you soon.

Conversation 2

Fatima Hi Carol. Look, I've got a bit of a problem. I'm stuck at the shops and haven't got any money to get home.

Carol Oh no – how did that happen?

F Well, I spent the last of my cash on a new handbag, and then I went to the bank machine to get some more and it ate my card.

C It ate your card?

F Well, I couldn't remember my number, you see, so I tried three times, and on the last time, the machine said sorry, we cannot return your card, please contact your bank. I'm terrible at remembering numbers – I should have written it down somewhere really, but ...

C Hmm. Haven't you got any other cards on you?

F No.

C You could always try taking your new bag back to the shop to see if they'll give you the money back.

F I didn't get it from a shop, I got it from a street seller. There's no way he'll give me my money back. He's probably gone already.

C You shouldn't buy stuff from street sellers – there's no guarantee that it's good quality.

F Yeah, well, maybe not, but it's done now. Anyway, my problem right now is getting home ...

C I'm afraid I can't come and fetch you because I'm in the middle of painting the living room, but why don't you get a taxi here, and when you arrive, I'll come out and pay the fare.

F Oh will you? That's great! Thanks Carol. See you in about half an hour.

10C.1

Patient Hello.

Doctor Good morning. Would you like to lie down here and we'll take a look at that leg? Let's see – yes, it's obviously very bruised and swollen. How did it happen?

P Well, I was jogging and I put my foot in a hole in the pavement and I twisted my ankle, this was last night, and so I went home and put some ice on it.

D Ice. Uh huh. That's good.

P And anyway, I thought it might get better on it's own you see, but it's just getting more and more swollen and painful, so I was starting to get worried – I mean, I don't know, do you think it's broken or something?

D No, if it were broken, you wouldn't be able to move those toes. No, it's sprained. What we need to do is immobilize it, stop it from moving, so I'll put a bandage on it, and then you'll have to let it rest – try to keep it raised – rest your foot on a chair or something, and try to avoid walking on it, use it as little as possible, and you won't be able

to drive for a while – do you need to drive for work?

- P No, I'm a student.
 D Good, so just try to put your foot up whenever you can and maybe use a crutch to move about. Now, you can take a painkiller if you like – ibuprofen, for example, that will also help reduce the swelling.
 P Ibu ... Sorry, what was that?
 D Ibuprofen.
 P Do I need a prescription for that?
 D No, I could give you a prescription, but you can get it over the counter and it's cheaper that way ... I see you've cut your knee as well.
 P Yes, I fell on it.
 D I'll just have a look at that ... It's been bleeding quite a lot, hasn't it?
 P Yes, yes, it took ages to stop.
 D Hmm, it's quite deep, isn't it? I think we'll need to clean out the wound and put a couple of stitches in there. There we are. Now, if you'd like to come back in a few days and we'll have a look at it, remove the stitches and change the bandage. Have you had a tetanus injection recently?
 P Eh, I can't remember ...
 D Well, we'd better give you one just in case, so if you'll just roll your sleeve up a little there ... There we go, that's done. OK, so go home and rest your ankle, and see you in a few days.
 P OK, thank you. Bye.

10C.2

- a We'll take a look at that leg.
 b I put some ice on it.
 c I thought it might get better on it's own you see.

10C.3

- 1 Do you think it's broken or something?
- 2 Rest your foot on a chair or something.
- 3 You won't be able to drive for a while.
- 4 You can take a painkiller if you like.

10D.1

Roy When we think of accidents in the home, we often think of things which occur when we're doing a slightly unusual activity such as painting and decorating, but in fact the majority of accidents happen during day-to-day activities, and one of the most accident-prone locations is the kitchen. In fact, so many domestic accidents happen in the kitchen that it's worth reminding ourselves of the dangers from time to time. Today, we have health and safety specialist Martina Manson to give us her top 5 kitchen safety tips. Martina?

10D.2

Martina Yes, hello Roy. OK, well my first tip is this: treat electricity with respect. Electrical appliances always carry the risk of electrocution, and especially in the kitchen where there are usually quite a lot of them and there is running water and open flames. Make sure that cables are not located in places where they get so hot that the plastic will burn, and avoid handling electrical appliances with wet

hands. Keep appliances well away from the sink and pans of water. If you have children, put protective covers over your electric plug sockets.

OK, and my next tip is: Take care with hot liquids. Many accidents in the kitchen involve the victim being scalded by boiling water or oil, and often this is caused by accidentally knocking the handle of pans on the cooker – this is especially dangerous for children, who may grab a pan handle out of curiosity and spill the liquid over themselves. Consequently, it's always a good idea to turn pan handles inwards, away from the front of the cooker.

Third tip: Keep your kitchen knives sharp. Surprisingly enough, a sharp knife is less dangerous than a blunt one. A sharp knife cuts easily and cleanly. If a knife is so blunt that you have to press down really hard to cut with it, it can easily slip the wrong way and you can end up cutting yourself.

Tip number 4 is: Beware of falling objects. Many of the items which we store in the kitchen are heavy enough to cause serious injury if they fall on your head, so it's best to put your heaviest pans and dishes in a low cupboard rather than a high shelf. Glass objects are especially dangerous when they fall and break. If you break a glass, wrap the pieces in something before you put them in the bin, or somebody might get cut when handling the bin bag.

And my fifth and final tip: Treat gas with care. Make sure there is adequate ventilation. When there are a lot of gas appliances being used at the same time, there is a danger of carbon monoxide poisoning. Have your gas appliances checked regularly to make sure they are working correctly. Make sure the gas ignites immediately when you turn on a gas ring – don't leave it so long that you can smell the gas.



Roy Thank you Martina. I'll remember all that when I'm cooking dinner tonight. That was health and safety expert Martina Manson. And now over to the newsroom for the latest news and weather.

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