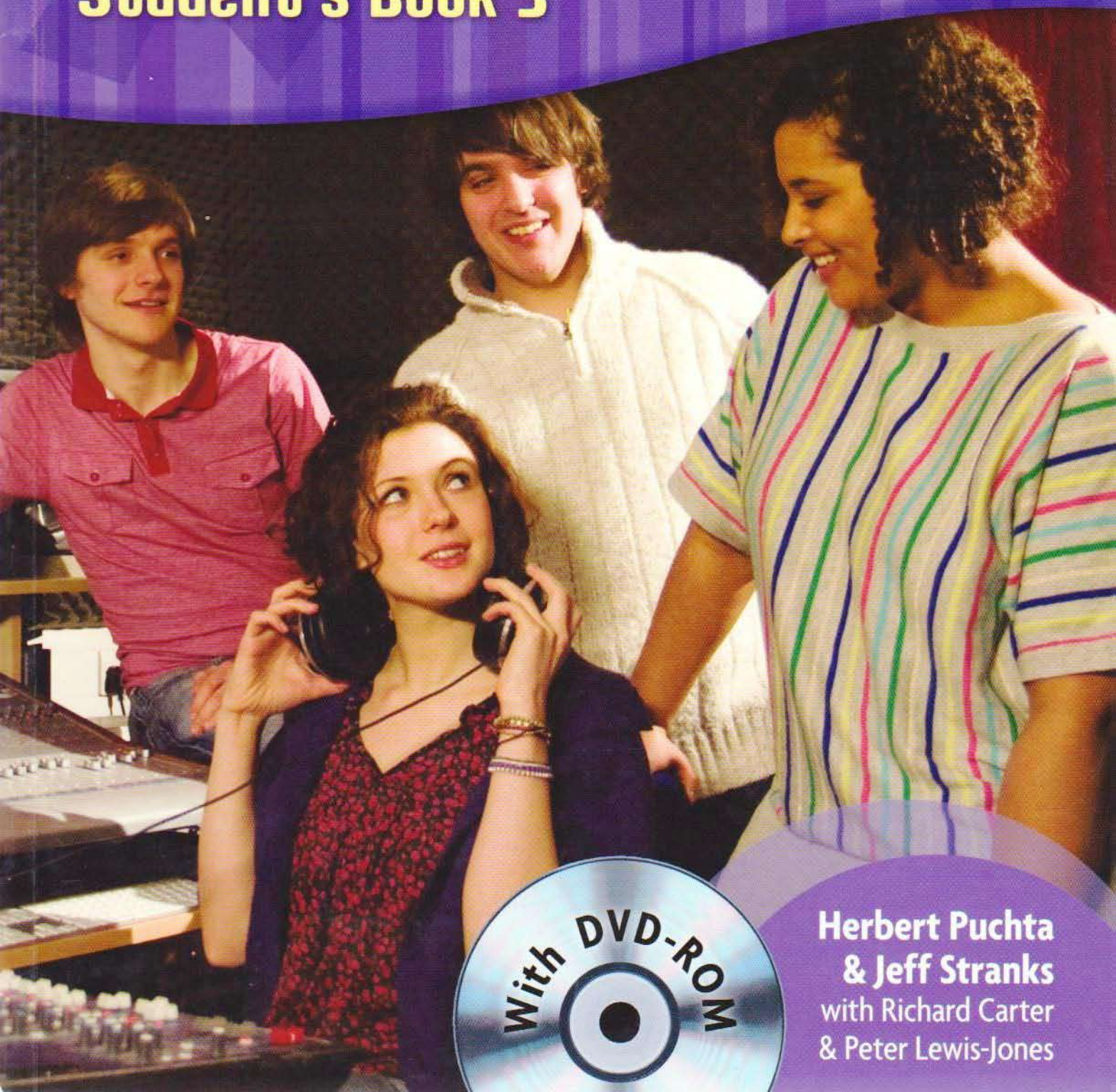


CAMBRIDGE

English in Mind

Second edition

Student's Book 3



**Herbert Puchta
& Jeff Stranks**
with Richard Carter
& Peter Lewis-Jones

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Unit	Grammar	Vocabulary	Pronunciation
1 Communication	Past simple vs. present perfect simple	Body language <i>say</i> and <i>tell</i> Vocabulary bank: collocations with <i>talk</i> and <i>speak</i>	Sentence stress
2 A true friend	Past simple vs. past continuous review Time conjunctions: <i>as / then / as soon as</i> Past simple vs. past perfect simple	Friends and enemies Everyday English Vocabulary bank: friends	Linking sounds
CHECK YOUR PROGRESS			
3 A working life	Present perfect simple vs. continuous review <i>had better / should / ought to</i>	Fields of work Jobs and work	/ɔ:/ short
4 Live forever!	Future predictions First conditional review: <i>if</i> and <i>unless</i>	Time conjunctions: <i>if/unless/when/until/ as soon as</i> Verbs with prepositions Vocabulary bank: verb + preposition combinations: <i>with/for/about</i>	Prepositions
CHECK YOUR PROGRESS			
5 Reality TV	<i>make / let / be allowed to</i> Modal verbs of obligation, prohibition and permission	Television Extreme adjectives and modifiers Vocabulary bank: extreme adjectives	/au/ <i>allowed</i>
6 Survival	Present passive and past passive review Present perfect passive Future passive Causative <i>have</i> (<i>have something done</i>)	<i>make</i> and <i>do</i> Everyday English Vocabulary bank: expressions with <i>make</i>	Stress pattern in <i>have something done</i>
CHECK YOUR PROGRESS			
7 Good and evil	Gerunds and infinitives	Noun suffixes Vocabulary bank: noun suffixes: <i>-ity/-ment/-ness/-ion/-ation</i>	Word stress
8 Be honest!	Second conditional review <i>I wish / If only</i> for present situations	Crimes Crime verbs Vocabulary bank: crime	<i>I wish ...</i> and <i>If only ...</i>
CHECK YOUR PROGRESS			
9 The truth is out there!	Linkers of contrast: <i>however / although / even though / in spite of / despite</i> Modal verbs of deduction (present)	Problems Vocabulary bank: problems	/əʊ/ <i>though</i>
10 Mysterious places	Modal verbs of deduction (past) Indirect questions	Phrasal verbs Everyday English Vocabulary bank: phrasal verbs: <i>up/into/down</i>	<i>have in must have / might have / can't have / couldn't have</i>
CHECK YOUR PROGRESS			
11 Love	Reported speech review Reported questions Reporting verbs	Appearance Personality Relationships	Intonation in reported questions
12 Regret	Third conditional <i>I wish / If only</i> for past situations <i>should / shouldn't have (done)</i>	Anger Vocabulary bank: anger	<i>should / shouldn't have</i>
CHECK YOUR PROGRESS			
13 Hopes and fears	Non-defining relative clauses Defining vs. non-defining relative clauses Definite, indefinite and zero article	Adjectives with prefixes Phrasal verbs with <i>through</i> Vocabulary bank: adjectives with negative prefixes	Pausing in non-defining relative clauses
14 Happiness	<i>be used to</i> Phrasal verbs	Expressions with <i>feel</i> Everyday English Vocabulary bank: expressions with <i>feel</i>	Stress in phrasal verbs
CHECK YOUR PROGRESS			

Speaking & Functions

Listening

Reading

Writing

Talking about impressive things you have done
Using body language
Using expressions with *say* and *tell*
Discussing animal communication

A text about methods of communication
A discussion about body language

Article: Talking without speaking
Culture in Mind: Talk to the animals

A composition about a person you have known for a long time

Predicting and retelling a story
Discussing loyalty
Last but not least: discussing meeting new people and making friends

A student retelling the story of Gelert

Story: Gelert: The faithful dog
Quiz: Are you a loyal friend?
Photostory: What friends are for

A story about two people meeting

Conversations with *How long ...?*
Giving advice
Job interview roleplay

A conversation about a job interview
A job interview

Teenagers' blog comments about work
Fiction in Mind: *The Book of Thoughts*

A letter of application

Talking about what makes people live longer
Discussing stressful situations
Last but not least: discussing future predictions

A radio show about longevity
Song: *Live forever*

Article: Who wants to live forever?

A composition about the future

Talking about reality TV and fame
Talking about rules at home
Describing films, holidays, books and websites

A radio show about fame

Article: Ever fancied being on TV?
Culture in Mind: Social networks

A report about a class survey

Talking about what will happen in the future
Last but not least: discussing proposals to changes in your town

A presentation about changes in a town

Article: Bees dying for a phone call?
Photostory: It's not really a choice

A formal letter to a newspaper

Finding out how well you know your partner
Talking about computer games

An interview about someone's favourite computer game

Summaries of famous English novels
Fiction in Mind: *The Water of Wanting*

A composition about the advantages and disadvantages of a chosen topic

Talking about telling lies
Talking about unlikely situations
Talking about things you wish you could change
Last but not least: discussing what you would do in different situations

Two people talking about lies they told
A radio show about teenage crime
Song: *I wish*

Questionnaire: Are you an honest person?
A text about a band

A blog comment about teenage crime

Comparing two versions of the same story
Talking about conspiracy theories
A class debate about strange creatures

A radio show about the Loch Ness Monster

A story about a UFO
Culture in Mind: Do they exist?

A story about a conspiracy theory

Discussing photographs of mysterious places
Asking indirect questions
Last but not least: telling a story

An interview about a mysterious place

Article: Mysterious Stones
Photostory: What do they do in there?

A story

Describing different people in your family

A woman talking about her favourite film

Story: A Service of love
Fiction in Mind: *Two lives*

A composition about a person who has taught you something important

Talking about a song
Last but not least: talking about mistaken identity

People talking about what they regret about their schooldays
Song: *No regrets*

A blog giving advice

A story about a time when you got angry

Talking about hopes and fears

A report about teenagers' worries and fears
People talking about their hopes and fears

Article: What are you afraid of?
Culture in Mind: ghost stories

A film review

Discussing happiness
Last but not least: a survey about happiness

A street survey about happiness

An article about the world's happiest country
Photostory: A tough decision

A poem about a perfect day

Welcome section A

- * Grammar: present simple vs. present continuous; question tags
- * Vocabulary: ages, the environment

1 Read and listen

- a** ▶ **CD1 T2** Read and listen to Beth's diary entry. What did she and her parents disagree about?



September 12th

Dear Diary

Big argument with my parents tonight. I told them I want to go on a march next weekend to support environmental protection - and what did they say? Did they say: 'Good for you, Beth'? Did they say: 'Brilliant - we're really proud of you'? No chance. Mum said: 'A march? But marches are really dangerous, aren't they?' And Dad said: 'You're a bit young, aren't you?' I gave him my look. 'Dad,' I said, 'I'm 15. I'm not a child. I can look after myself.' Dad said: 'I know you're 15. That makes you a teenager, doesn't it? Not an adult!' And he and Mum started laughing. Why? Don't ask me. So I stood up and said: 'Look. You've heard about global warming, haven't you? Well, it's happening now. Now! Responsible adults try to do something about problems, right? And this is a problem! I'm a young adult now and I'm trying to do something. OK? So I'll be on the march on Saturday.' Then I stood up and walked out of the room. Yay!

Now I'm sitting here in my bedroom. I can hear voices downstairs. Perhaps it's the TV, but actually I think it's my parents arguing. That's strange - they don't usually argue. Well, not with each other - only with me, of course!

b Answer the questions.

- 1 What is the march next weekend about?
- 2 What did Beth want her parents to say?
- 3 What reason does Beth give for wanting to go on the march?
- 4 Why does Beth think it is strange that her parents are arguing?

2 Present simple vs. present continuous

Complete the conversation. Use the correct form of the present simple or present continuous.

Isabelle: Hello?

Jamie: Hi Isabelle, it's me, Jamie.

Isabelle: Oh hi Jamie. Where
1 are you? (be)

Jamie: I'm in town.

Isabelle: And what 2 are you
doing? (do)

Jamie: Shopping. I 3 am
(look) for a new pair of
trainers. But I can't find any
good ones.

Isabelle: Try that shop in
Princes Street. They
4 sell (sell) really cool
trainers there.

Jamie: Which shop? Oh, yes,
I 5 know (know) it. It's
called *Best Foot Forward*,
isn't it?

Isabelle: That's right. My friend
Alan sometimes 6 works
(work) there at weekends.

Jamie: Really? Well, today's
Saturday. Perhaps he
7 is working (work) there
today.

Isabelle: Hmm, well, I'm not
sure. But go and see.

Jamie: I 8 am going (go) there
right now! Thanks for your
help, Isabelle.

Isabelle: No problem, Jamie!
Bye!


Welcome section B


- * Grammar: ways of talking about the future; gerund vs. infinitive
- * Vocabulary: music, medicine and health


1 Read and listen


- a** ▶ **CD 15** Read and listen to the messages. Why is it important for Andy that Nadia plays on Saturday?





 Andy, I don't think I'll be able to play on Saturday night – sorry. **Nadia**


 What??!! Why not, Nadia? We need you. It's an important night and we can't get another trumpet player before then. And no one in the band can learn to play the trumpet in three days! **Andy**


 I'm in bed with a cold and a temperature. No way can I play the trumpet right now. **Nadia**

 Well it's only Wednesday. Surely you'll be better on Saturday? **Andy**


 Perhaps, but I can't practise at the moment, obviously. My throat hurts too much. So I've decided to stay in bed. **Nadia**


 Well are you doing anything about your cold? Are you taking any medicine? Perhaps your doctor can give you an injection. **Andy**


 Hey Andy, thanks for the understanding. I'm ill here! I don't enjoy having a temperature, you know. I can't stand lying here and doing nothing! **Nadia**

 OK, sorry – but you have to play on Saturday. Some people from a recording company are coming. They're looking for new jazz bands like us. It's our big chance! **Andy**

 What? Really? **Nadia**

 Yes, really. If they think we're good enough, they might offer us a record deal! **Andy**

 OK, I promise to try. I'll do everything I can to get better. I hate being ill and I don't want to let you down. I'm going to get better! Let's chat again tomorrow. **Nadia**

 OK. Thanks a lot. Get well soon, OK? I mean it! **Andy**

- b** Mark the sentences *T* (true) or *F* (false). Correct the false statements.

- Nadia is the trumpet player in a band. *T*
- There are two days to go before the band plays.
- Nadia's got a sore throat.
- Nadia thinks Andy is being very understanding.
- A record company wants new jazz bands.

2 Ways of talking about the future

- a** Look at the pictures and **circle** the correct words.



- 1 We'll have / We're having a party next Saturday – do you want to come?



- 2 The sky's getting darker – I think *it's raining* / *it's going to rain*.



- 3 It's possible that in 50 years there *won't be* / *aren't going to be* any tigers in the world.



4 I won't study / I'm not going to study medicine – I want to be an actor now.



5 I've got an appointment with the doctor – I'm seeing / I'll see her at 10 o'clock tomorrow.



6 Thanks Annie. I'll give / I'm giving it back to you tomorrow – promise!

b Complete the sentences with the correct future form. Use the word at the end to help you. For arrangement use present continuous; for prediction use *will/won't*; for intention use *going to*.

- I've got a date with Phil tonight – I'm meeting (meet) him at 8 o'clock.
arrangement
- I've missed my bus, so I (walk) home.
intention
- In 2099, it (be) impossible to tell the difference between people and robots.
prediction
- I think someone (break) the 100m running record at the next Olympics.
prediction
- My parents (visit) my uncle and aunt next weekend. arrangement
- My friend Megan (study) languages at university when she leaves school. intention
- My parents (not give) me a new computer for my birthday – no way! prediction
- Sorry, I can't meet you this afternoon – I (play) squash with Joe. arrangement
- OK, I've finished my homework – now I (watch) some TV. intention

3 Gerund vs. infinitive

Circle the correct words.

- My sister hates speaking / to speak foreign languages.
- My friend Tom's really kind. He enjoys to help / helping other people with their problems.
- The homework was really difficult, so my mum offered helping / to help me.
- I can't stand washing / to wash my hair!
- We missed the train, so we decided to wait / waiting for the next one.
- Mum's car is really dirty, so we've promised washing / to wash it for her tomorrow.
- I'm not in a hurry, so I don't mind to wait / waiting for another fifteen minutes.
- My holiday in the USA was great. I learned to play / playing American football!

4 Medicine and health

Complete the sentences with the words in the box. There are two words you will not use.

epidemic pain hurt temperature patient ambulance surgeon cold sore injection

- There's been a bad accident. Please send an ambulance, quickly!
- Be careful, or you'll fall off your bike and yourself.
- I feel awful – I've got a of 39 °!
- Doctor, I've got a really bad in my shoulder.
- The dentist gave me an, and I didn't feel anything after that.
- Can I see Doctor Smith please? I'm a – my name is Gore.
- I can't really speak right now – my throat's very so I don't want to talk.
- My aunt's going to have an operation next week, but the says everything will be OK.

Welcome section C

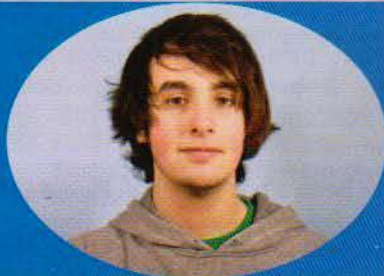
- * Grammar: Present perfect with *for* and *since*; comparatives and superlatives
- * Vocabulary: British English vs. American English, homes

1 Read and listen

a Read and listen to the interview with Pietro, an Italian student. Match the questions with the answers. Write A–E in the boxes.

- A Do you miss your family and friends?
- B Is there anything about England that surprises you?
- C How long have you been here, Pietro?
- D How long do you think you'll stay?
- E Have you had problems with the language?

b ▶ **CD 16** Listen and check your answers.



What do you think about England?

- 1 Since the beginning of the summer. I've just finished an English course to prepare for my Proficiency exam. My speaking's good, but I have to work hard on my reading and writing!
- 2 Yes, of course I do. But some people have come to visit me. Actually, my mother is visiting me right now. She's been here for two weeks. I think she's making sure that I'm eating properly!
- 3 Well, yes, one thing. It's amazing how important houses and homes are to British people! My host family lives in a semi-detached house with a garden at the back, and they spend all their time and money on the house or the garden. At the weekend, everyone near here cuts the grass in their garden. It's incredible!
- 4 Yes – quite a few. The English I learned in Italy was mostly American English – so when a guy here asked me one day if I wanted a lift home, I was a bit confused! I mean, I know that 'lift' in British English is what the Americans call an elevator – but I didn't know that 'a lift' can also mean 'a ride'. And the accent here! It's cool – but it's the strangest thing I've ever heard, too!
- 5 I don't know. I haven't really thought about it. Six months? A year? Maybe if I like it, I'll never leave! Well, no, that's another joke – I mean, one day I'll go home to Italy, I'm sure of that. But only after I've passed the Proficiency exam!

2 Present perfect simple with *for* and *since*

a For each sentence below, two endings are possible and one is not. Cross out the ending that is not possible.

1	My life has changed since ...	more than a month.	I went to Spain.	I met her.
2	I haven't seen him for ...	two weeks.	a long time.	I was born.
3	I've had this photo for ...	the first time I saw you.	the last six weeks.	years.
4	We haven't spoken since ...	as long as I can remember.	Frankie's party.	last Friday.
5	We've lived here for ...	over fifteen years.	most of my life.	1998.
6	I've loved sport since ...	the first time I played football.	a long time.	I was a child.

b Write questions with *How long ...?*

- 1 you / know your best friend?
- 2 you / like your favourite band?
- 3 you / live in your house?

c Ask a partner your questions from Exercise 2b.

3 Comparatives and superlatives

Complete the text. Write the correct form of the adjective in brackets, and add any extra words needed.

Paris or London? A lot of British people love Paris, and a lot of French people love London. We asked people who know both cities to give us their opinion.

Jean-Pierre:

I love both places, but I think Paris is a lot ¹ *more beautiful* (beautiful) than London. And of course the weather is a lot ² (good) in Paris too!



Amy:

For me, there's no question – London is the ³ (great) city in the world. I mean, Paris is lovely, the people there are great – but Paris isn't ⁴ (exciting) as London.



Alan:

Wow, that's a hard question. I love both places. I don't think Paris is ⁵ (attractive) as London but London is just ⁶ (interesting) as Paris. And the two cities are ⁷ (expensive) as each other, so it's hard to choose. But in the end ... yes, Paris, I guess.

Françoise:

I prefer Paris – sorry, but it's true! It's the ⁸ (beautiful) city in the world, and they have the ⁹ (good) food in the world there, too. I don't think London is ¹⁰ (interesting) as Paris – I mean, for things like shops and museums and history, Paris wins every time.

4 British vs. American English

Add the vowels to complete the American English words. Then match them with the British English words.

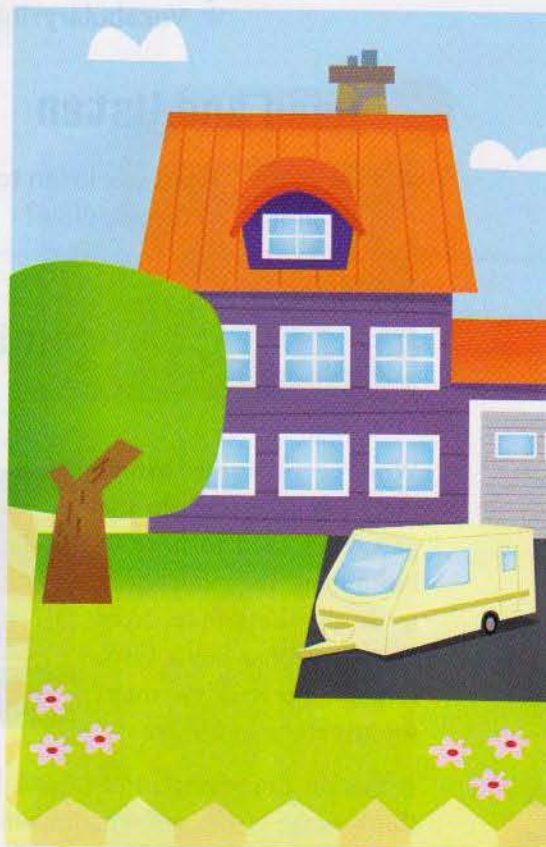
British English

American English

- | | |
|----------------|--------------------|
| 1 biscuits | a) _ l _ v _ t _ r |
| 2 flat | b) s _ d _ w _ lk |
| 3 football | c) c o o k i e s |
| 4 lift | d) c _ ndy |
| 5 lorry | e) g _ rb _ g _ |
| 6 pavement | f) p _ nts |
| 7 rubbish | g) s _ bw _ y |
| 8 sweets | h) s _ cc _ r |
| 9 trousers | i) _ p _ rtm _ nt |
| 10 underground | j) tr _ ck |

5 Homes

a Look at the picture and complete the text.



I live in a block of ¹ *flats* Our place is on the first ² – I'm happy about that, because if the lift isn't working, I can walk up the ³ Our place is all right, but I really like my grandparents' place – it's a ⁴ house, with lots of space around it, and they've got a big ⁵ , big enough for two cars. There's a ⁶ at the back, with grass and a tree and flowers, and a wooden ⁷ all the way round it. It's really nice – but unfortunately, my grandparents have got a ⁸ that they use when they go on holiday, and they keep it in the garden – it looks really ugly!

b Listen and check your answers.

Welcome section D

- * Grammar: *used to*; *mustn't* vs. *don't have to*
- * Vocabulary: Information technology, noun suffixes

1 Read and listen

- a** ▶ **CD 118** Read and listen to the article.
What is 'it' in the headline?

It's **legal** – but is it right?

When people wanted to find their way to a place in the past, they used to have to buy a map. They don't have to do that any more. Now they can either buy a GPS, or go online and find maps for just about anywhere.



Is this an improvement? Perhaps, but some people think some of the online companies are going too far, because they have been sending out cars with photographic equipment on their roofs, to photograph every street and house in the country.

One of these cars arrived on a Wednesday morning in the quiet English village of Broughton. The camera was on a metre-high pole on top of the car and could see over walls and into people's gardens. Some of the villagers came and stood around the car, and asked the driver and photographer to go away. Journalists quickly arrived on the scene, and soon the event was news all over the country.

Of course, the online company in question claims that it is simply collecting information that people on the internet want. But Broughton residents feel differently.

'We used to have privacy in this country – now companies just come and take photographs of our homes without even asking,' said one resident. 'It's not right. We mustn't let this happen. We mustn't lose our right to live privately.'

There is, of course, no law to prevent people from taking photographs of houses, so the residents cannot go to court. But many people are asking the question: 'OK, it's legal, but is it right?' This is a question that won't go away very ...

- b** Read the article again. Answer the questions.

- 1 What did people do in the past to find their way to places?
- 2 What do people do now to find their way to places?
- 3 Why do some people think online companies are going too far'?
- 4 What did the villagers of Broughton want the driver and photographer to do?
- 5 Who else appeared in the village?
- 6 Why was one resident of Broughton not happy about the photographs?
- 7 Why can't the people who live in the village go to court?

2 **used to**

Complete the sentences. Use the present simple for one verb, and the correct form of *used to* with the other verb.

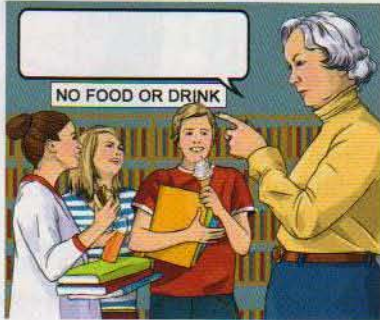
be x3 go x3 like x2 read sell
smoke think work x2 want walk

- 1 I used to walk to school when I was a kid, but now I go by bike.
- 2 My father worked in a bank, but now he works for a car hire company.
- 3 That shop was terrible, but two years ago it was really nice things.
- 4 We went to Spain for our holidays now, but we are going to Italy.
- 5 I wasn't a good singer any more, but I was the best singer in my school.
- 6 My mum read that magazine every week, but now she isn't it's boring.
- 7 I was living in a flat, but now I really want to live in a house.
- 8 People used to smoke in restaurants in Britain, but now they are outside to smoke.

3 **mustn't vs. don't have to**

Complete the sentences with the phrases in the box.

We mustn't be You mustn't play ~~You mustn't eat~~
 You don't have to eat We don't have to be You don't have to play



1 This is a library.
 You mustn't eat in here.



2 _____ it if you
 don't like it.



3 _____ with
 matches.



4 _____ if you
 don't want to.



5 _____ late!



6 _____ nervous
 – it's only a test.

4 **Information technology**

Complete the nouns and verbs with the words from the box.

board word drive
 stick lead pad slot
 on load work

- 1 a keyboard
- 2 a CD _____
- 3 a memory _____
- 4 to down _____
- 5 to log _____
- 6 a pass _____
- 7 a power _____
- 8 a net _____
- 9 a touch _____
- 10 a USB _____

5 **Noun suffixes**

Write the correct form of the word in brackets.

- 1 Did you get an invitation to Sarah's party next week? (invite)
- 2 The best thing about swimming is that you don't need much _____ (equip)
- 3 She works for the local newspaper – she's a _____ (journal)
- 4 Sorry, there are no tickets left – but try again tomorrow, we might get a _____ (cancel)
- 5 You can only eat in that restaurant if you make a _____ about two weeks before. (reserve)
- 6 He's still quite ill, but the doctors think there'll be some _____ soon. (improve)
- 7 My brother works as a _____ in a hotel in London. (reception)
- 8 He studied hotel _____ at university. (manage)
- 9 He hopes that one day he'll be the _____ of a hotel somewhere. (manage)
- 10 I don't watch football on TV any more – I just don't think it's very good _____ (entertain)

- * Past simple vs. present perfect simple
- * Vocabulary: body language, say and tell

1 Speak and Listen

a Work with a partner. Think about the three methods of communication you use the most. Discuss the advantages and disadvantages of each one.

b ▶ **CD 1 T9** Listen to someone talking about methods of communication. Which of the following are NOT mentioned?

body language braille
phone calls sign language
telepathy Morse code

c Which of the methods of communication in Exercise 1b do you think is most effective? Discuss your ideas with your partner.

2 Read and listen

a Discuss these questions.

- 1 Do you know anyone who has a twin brother or sister?
- 2 Do you think twins have any special ways of communicating?

b Read the article quickly and answer these questions.

- 1 What methods of communication between twins are mentioned?
- 2 What happens to some twins when their brother or sister has a bad experience?



Talking without speaking



¹ Parents of twins often say their children are a little unusual or a bit special. But according to 16-year-old twin Gerald Scott, there are ways in which some sets of twins are quite amazing.

'My twin, Owen, and I have had a very special bond since we were ⁵ born. When we were very small, we had our own language. Our mum says we used to talk to each other using our own special language. We knew what we were saying but nobody else understood. Even our mother didn't understand us! As we've got older, we've started using telepathy to communicate. Sometimes we don't need to speak at all; ¹⁰ we just use our minds. We can somehow send messages to each other even when we aren't in the same place. I know it sounds weird, but I've always known if Owen was in trouble. Once he had a bad fall in rugby – he broke his leg and when it happened, I got this terrible pain in my leg.'

¹⁵ Although it sounds strange, telepathy between twins isn't so unusual. There has been a lot of research that has proved that some twins have this ability. One experiment involved eight-year-old Richard Powles and his twin, Damien. First, they were put in separate, sound-proof rooms, and Damien was wired up to a machine that measured his responses.

²⁰ Richard was then asked to put his arm into freezing cold water. At the exact moment he put his arm into the water, Damien's responses went wild. And it was the same whenever anything scary or surprising happened to Richard – his brother in the other room reacted too.

There have been cases between celebrity twins too. Actor Ashley

²⁵ Olsen tells us that, even when they are far apart, she knows when her twin sister, Mary-Kate, is going through a difficult time or when she isn't happy. So, maybe it's true – maybe some twins don't need words at all to speak to each other.

c ▶ **CD 1 T10** Read the article again and listen. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 Only their mother could understand Gerald and Owen's special language when they were small.
- 2 Gerald and Owen can communicate even if they are in different places.
- 3 According to the text, it is rare to hear of telepathy between twins.
- 4 Damien wasn't able to see Richard or hear anything he said during the experiment.
- 5 Ashley Olsen has experienced telepathic communication with her twin.

Discussion box

- 1 Lots of people think telepathy is not possible. What's your view?
- 2 What would be good (or not so good) about being telepathic?
- 3 What new ways might we use to communicate with each other in the future?

3 Grammar

* Past simple vs. present perfect simple

- a** Look at the examples from the text. Which of the sentences are in the past simple, and which are in the present perfect simple?

Owen and I **have had** a special bond between us since we were born.

Once he **had** a bad fall in rugby.

One experiment **involved** eight-year-old Richard Powles and his twin, Damien.

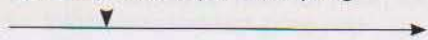
There **have been** cases between celebrity twins too.

- b** Find other examples in the text. Underline examples in the past simple. Circle examples in the present perfect simple.

- c** Complete the rule. Write *past simple* or *present perfect simple*.

RULE: We use the to talk about events in the past which are separate from now (the moment of speaking).
We use the to connect the past and now (the moment of speaking).

He **broke his leg** and when it happened, I got this terrible pain in my leg.



Owen and I **have had** a special bond between us since we were born.

* Time expressions

- d** Complete the rule. Write *past simple* or *present perfect simple*.

RULE: We use the with expressions such as *last week, a year ago, in June, yesterday* (referring to time completely in the past).

We often use the with *for* and *since* (the period of time is from the past to now).

We usually use the with *just, already* and *yet* (words that have a link with now).

We often use the with *ever* and *never* (referring to any time up to now).

- e** Complete the text. Use the correct form of the past simple or the present perfect simple.

Petra Dawes ¹ *left* (leave) school six months ago. But she ² (not go) straight on to university after the holidays like a lot of her schoolmates. In September she ³ (do) something she had wanted to do for some time. She ⁴ (take) a gap year. Since then, she ⁵ (travel) to three different countries and ⁶ (spend) between two and four weeks in each one. She ⁷ (not learn) three new languages though, because all the countries are French-speaking! But she ⁸ (start) to learn some Italian, because Italy is her next stop – and she can't wait! 'I ⁹ always (want) to see Italy. It's a country I ¹⁰ never (visit), so I'm incredibly excited about it!'

4 Speak

Imagine you've just done something really impressive. Tell a partner. Your partner quickly invents something that he or she did before that was even more impressive.

Think about pop stars, famous actors, extreme sports, exciting travel destinations, etc.



A: I've just met Jay-Z.

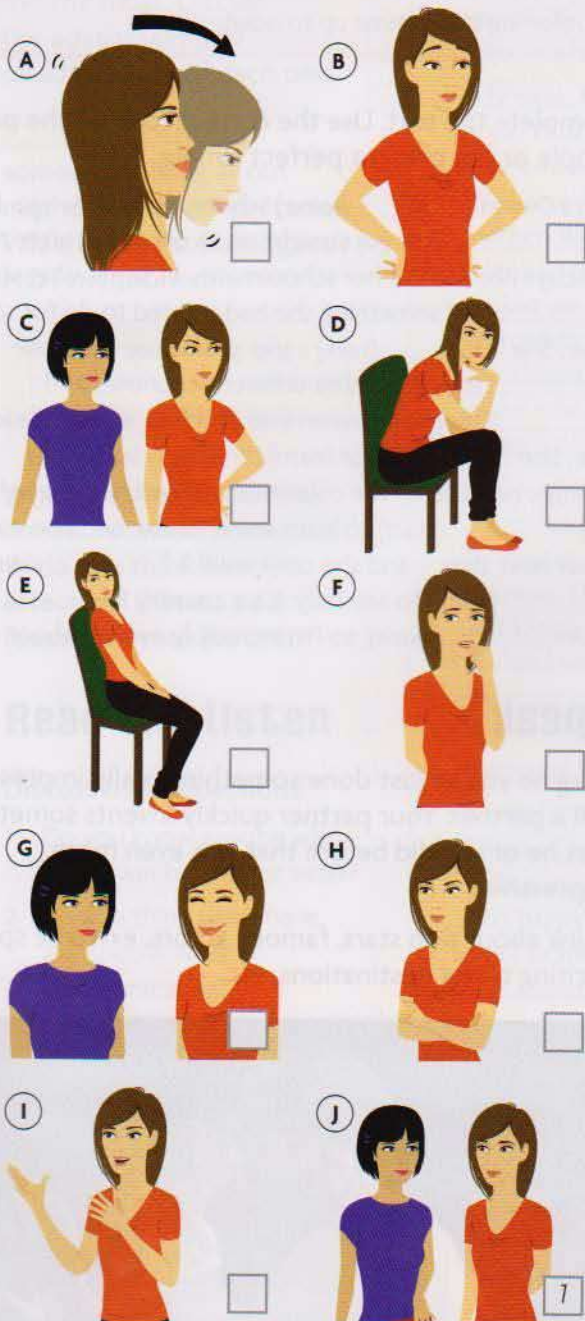
B: Oh, really? He invited me to a gig last year, but I couldn't go.

5 Listening and vocabulary

* Body language

a ▶ **CD1 T11** Match the words with the pictures. Then listen, check and repeat.

- | | |
|-----------------------------|------------------|
| 1 make eye contact | 2 fold your arms |
| 3 lean forward | 4 sit back |
| 5 avoid eye contact | 6 gesture |
| 7 raise your eyebrows | 8 look nervous |
| 9 give someone a warm smile | 10 nod your head |



b Work with a partner. Tick (✓) the things in Exercise 5a that help communication and cross (✗) the ones that do not help communication.

c ▶ **CD1 T12** Listen to Oliver and Francesca doing a quiz about body language. **Circle** the correct answer a, b or c.

- Everyone uses body language:
 - intentionally.
 - without knowing it.
 - when they want to read someone's mind.
- Francesca thinks that when people fold their arms, they are feeling:
 - happy.
 - bored.
 - defensive.
- Oliver says that arm folding can also be a sign of:
 - feeling cold.
 - being annoyed.
 - wanting to protect somebody.
- Oliver is surprised:
 - that 90% of communication is done through body language.
 - that body language isn't more reliable.
 - that speaking is as important as body language.
- Mirroring is a sign that:
 - you are boring people.
 - someone likes you.
 - someone thinks they are similar to you.
- The eyebrow flash is:
 - something that people choose to do.
 - something you can only do when smiling.
 - done all over the world.

6 Speak

a Work with a partner.

Student A: Choose one of the topics in the box. Talk to your partner about it for one minute.

Student B: Use body language to show that you are a good listener. Swap roles.

something you bought recently
an interesting film your favourite place
your plans for next weekend

b Now do the same thing with the other two topics, but this time be a bad listener.

c What difference did your body language make to communication?

7 Vocabulary

* say and tell

a Complete the sentences from the conversation in Exercise 5c. Use the correct form of *say* or *tell*.

- 1 Someone's body language *tells* you how they are feeling.
- 2 When someone crosses their arms, it _____ us they want to protect themselves.
- 3 About 90 percent of what we _____ isn't spoken. We communicate a lot through our body language.
- 4 Can you _____ me what it means?
- 5 A: What automatic gesture do people do when they meet someone they like?
B: Well, I'd _____ they smile.
- 6 The quiz _____ we do the 'eyebrow flash' when we see someone we like.

b Complete the sentences. Use the correct form of *say* and the words in the box.

it out loud thank you sorry it again ~~goodbye~~

- 1 Don't leave until you have *said goodbye*.
- 2 When someone has done something for you, you should _____.
- 3 When you have hurt someone, you can make it better by _____.
- 4 When you say what you're thinking so that people can hear, you _____.
- 5 If someone didn't hear you, it helps to _____.

c Complete the sentences. Use the correct form of *tell* and the words in the box.

a lie a joke a secret the truth off the difference

- 1 My friend *told* me *a joke* yesterday – it was very funny, but now I can't remember it!
- 2 One day when I was little, I _____ my parents _____ and they were very angry.
- 3 Can you _____ between an American accent and a British accent?
- 4 My teacher was so angry with me. She really _____ me _____.
- 5 He says he's won medals for tennis, but I don't think he's _____.
- 6 I'm going to _____ you _____. Do you promise not to tell anyone else?

Vocabulary bank Turn to page 112.

Get it right! Turn to page 118.

8 Speak

Work with a partner.

Student A: Complete the questions with *say* or *tell*. Then ask your partner the questions.

Student B: Turn to page 126.

- 1 Did your parents always make you _____ 'please' and 'thank you' when you were younger?
- 2 How many times have you _____ 'I love you'?
- 3 Can you _____ me a funny joke?
- 4 Can you _____ what you did on your last three birthdays?
- 5 When was the last time you _____ a lie, and what was it?

9 Pronunciation

* Sentence stress

CD 113 Turn to page 110.

10 Read and listen

- a Before reading the text, think about two methods of communication that animals use.
- b Read the text quickly to see if any of your ideas are mentioned.

Talk to the Animals

Only humans speak using words. But all species in the animal kingdom can communicate in one way or another. Maybe you have heard about the way bees dance around to send messages to each other and the way dogs bark in different ways to give warnings, to be friendly or to be playful.

But did you know about infrasonic communication used by elephants? This is how it works:

Humans hear low sounds like the bass notes in music or thunder rumbling in the sky. But we don't hear sounds lower than these. However, animals such as elephants and hippos can hear much lower sounds than humans can. And what's more, they can make sounds in that range as well, and they use them to communicate with each other. This is known as *infrasound*.

Another amazing thing about infrasound is that it travels over several kilometres. Sounds which have a higher pitch, like the ones people can hear, don't travel well through walls, leaves, trees, and so on, which is why we can't hear sounds from more than 100 metres away. But



infrasound is much 'stronger', and things like grass and trees have no effect on it. Therefore it can travel much further. Elephants can hear infrasonic calls from four kilometres away!

There have been reports of people watching herds of elephants feeding or resting and then the elephants suddenly all charged off for no reason at all. They obviously heard a warning call from a long way away, but the people didn't hear a sound. In places like a zoo or wildlife park where you can get nearer to animals, it is a bit easier to sense when infrasonic sounds are made. When you stand near mother elephants with their babies in a zoo you may notice a slight rumbling in the air every few minutes – not loud or strong, but clearly noticeable. This is infrasonic communication – the mother elephants 'talking' to their babies!

C ▶ CDIT4 Read the text again and listen. Circle the correct answer, a, b or c.

- 1 The writer mentions bees and dogs ...
 - a because they want to learn how they communicate.
 - b as examples of animal communication.
 - c because they use infrasonic communication.
- 2 Humans can hear ...
 - a lower sounds than elephants can.
 - b sounds that travel long distances.
 - c sounds with higher pitch.
- 3 Things like trees ...
 - a cause problems for low sounds.
 - b cause problems for high sounds.
 - c don't affect sounds at all.
- 4 In places like zoos ...
 - a humans can sense when infrasonic sounds are being made.
 - b elephants don't need to make infrasonic sounds.
 - c it is easier than in wildlife parks to sense when elephants use infrasonic sounds.

d Match the words from the text with their meaning.

- | | |
|---|--|
| 1 animal kingdom | 5 range |
| a all the living creatures in the world | a the limits between which something is possible |
| b all living creatures that can communicate | b the inside of something |
| 2 warning | 6 pitch |
| a a friendly greeting | a the time a sound lasts |
| b a message about danger | b the level of a sound |
| 3 bass | 7 charge off |
| a very low | a move away slowly |
| b very high | b run away quickly |
| 4 rumble | 8 notice |
| a to make long, low sounds | a think about |
| b to move quickly and noisily | b sense |

e Use the words from Exercise 10d to complete the sentences.

- | | |
|--|--|
| 1 I can't believe you didn't
that the alarm bell rang. | 4 He was so angry that he
without saying goodbye. |
| 2 Elephants give a to other
elephants if they are in danger of attack. | 5 Animals aren't the only members of the
..... Humans are too! |
| 3 Kids can choose from a wide
of activities at this school – ballet, guitar, etc. | 6 I can't hear the elephants. The
..... is too low for my ears. |

11 **Speak**

Discuss these questions in small groups.

- 1 Why is it important for animals to be able to communicate?
- 2 What difference would it make to the world if animals were able to speak our language?

12 **Write**

- a** Read Kylie's composition about a person she has known for a long time. Do they see each other now?
- b** Kylie uses two tenses in her composition. Which are they? Underline them in different colours.
- c** Think of a person you have known for a long time. Write about when you first met them and about some things you did together. Use Kylie's composition to help you. Write 120–150 words.

My friend Rebecca

I have known my friend Rebecca for a long time. We first met at a friend's birthday party five years ago. We found out that we both liked techno and Green Day, so I invited Rebecca over to my place. We listened to music together and soon became best friends.

Three years ago, Rebecca's parents invited me to go on holiday with them! It was great. We spent three wonderful weeks in a little cottage in Ireland. Rebecca and I loved walking along the beautiful beach. We took a lot of photos and had a lot of fun.

Two years ago I spent a week in hospital and Rebecca came to see me every day. But then, last year, Rebecca's father changed his job, and they moved to another town. Since then we haven't seen each other very much, but we've talked on the phone and we've written emails to each other.

For your portfolio

- * Past simple vs. past continuous review
- * Past simple vs. past perfect simple

- * Time conjunctions
- * Vocabulary: friends and enemies

1 Speak and read

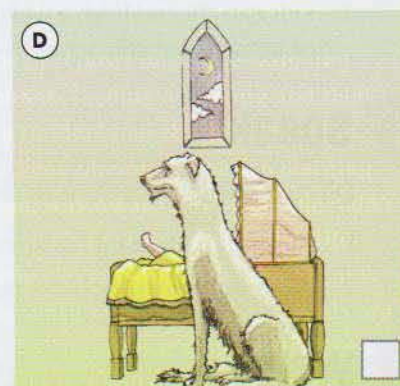
a How many stories, films, TV programmes or cartoons do you know that involve dogs or other animals?

b Match the phrases with the pictures. Write 1–5 in the boxes.

- 1 A dog watching over a cot
- 2 A horse galloping
- 3 A dog whimpering
- 4 Someone swinging a sword.
- 5 A dog greeting his master

c Work with a partner. Look at the pictures again and put them in order to tell the first part of a story.

d ▶ **CD1 T15** Read and listen to the story. Check your ideas from Exercise 1c.



GELERT - The faithful dog

Prince Llewellyn was out hunting on his horse in the Welsh countryside. Back home, his newborn son was sleeping as Gelert, his faithful dog, watched over him. While the Prince and his men were riding through the forest, they heard loud barking coming from the direction of the house. The Prince had a terrible feeling. He turned his horse around and galloped quickly home.

When Prince Llewellyn walked through the door, Gelert was waiting for him. As soon as he saw his master, the dog jumped up to greet him with a huge smile on his face. The Prince looked at Gelert. Something wasn't right. When he looked closer he saw blood dripping from the dog's mouth and fur. Llewellyn ran into his son's bedroom. The cot was empty. The white sheets were covered in blood. The Prince didn't think twice. He took his sword and swung it at the dog. Gelert looked at his master as if he didn't understand. Then with a final whimper, he lay down and died.

e What do you think happened next? How do you think the story ends?

2 Grammar

* Past simple vs. past continuous review

- a** Look at these two sentences from the story. Which verbs are in the past simple? Which verbs are in the past continuous?

While the Prince and his men **were riding** through the forest, they **heard** loud barking coming from the direction of the house.

When Prince Llewellyn **walked** through the door, Gelert **was waiting** for him.

- b** Complete the rule. Write *past simple*, *past continuous*, *when*, and *while*.

RULE: We use the for an action that happened at one moment in the past. We often use with this tense.

We use the for a background action or description in the past. We often use with this tense.

- c** Complete the sentences with the correct form of the verbs.

- My brother was climbing a tree when he fell and broke his leg. (climb, fall).
- When my parents home, we a DVD. (come, watch)
- Jordan while my sister some homework. (phone, do)
- While I tennis, a ball me in the eye. (play, hit)
- Kimberley the web when she a great new site. (surf, find)
- While we on the beach, it to rain. (walk, start)

* Time conjunctions: *as* / *then* / *as soon as*

- d** We often use *as*, *then* and *as soon as* when we are talking about the past. Look at these sentences from the story, then complete the box using the words in bold.

Then Gelert lay down and died.

His newborn son was sleeping *as* Gelert watched over him.

As soon as he saw his master, the dog jumped up to greet him.

..... = at the same time
 = at exactly the same moment
 = the next moment

- e** Combine the sentences to make a story, using the word in brackets. You may need to change the order of the sentence halves.

- I left the cinema. I started walking home. (then)
I left the cinema, then I started walking home.
- I heard a strange noise. I was walking. (while)
- I looked up. Something hit me on the head. (as)
- The thing hit me. Everything went black. (as soon as)
- I was lying in a hospital bed. I woke up. (when)
- I rang the bell. A nurse came to talk to me. (as soon as)
- The nurse was talking to me. I fell in love with her. (while)

- f** Complete the conversation with the correct form of the verbs.

Alan: Hey Dylan. I hear you played your first concert last night. How was it?

Dylan: It was OK. The audience ¹ liked (like) it, I think. But we ² (have) some problems!

Alan: Really? What ³ (happen)?

Dylan: Well, as I ⁴ (sing) the fourth song, all the lights suddenly ⁵ (go) out!

Alan: Oh no! What ⁶ you (do)?

Dylan: The audience sat in the dark and I carried on singing!

Alan: Wow! Well done – that was pretty cool of you.

Dylan: Oh, that was nothing. As soon as the lights ⁷ (come) back on, I realised my microphone ⁸ (not work)! So while the guys ⁹ (fix) the microphone, the band played on, and when it was fixed I ¹⁰ (start) singing again. No problem!

Alan: No problem? Well, I hope all your concerts aren't like that.

Dylan: Yeah – me too!

3 Speak and read

a Work with a partner. Retell the first part of the story of Gelert.

b ▶ CD1 T16 Read and listen to the second part of the story. What mistake has Llewellyn made?

4 Listen

▶ CD1 T17 Listen to a girl telling the story of Gelert. Write the five things that are different from the story you read.

As Prince Llewellyn looked at his dead dog on the floor he knew that he had done something wrong. He looked around the room and he saw that there had been a fight. There were clothes and broken dishes on the floor. There was a lot more blood too. And then he heard the sound of a baby crying. The noise was coming from under the cot. The Prince slowly lifted it up. There was his baby son, alive and well. On the floor behind the cot he saw the body of a dead wolf. And then the Prince realised. Gelert hadn't killed his son – he had hidden the baby and killed the wolf. Prince Llewellyn was heartbroken. He organised a great ceremony to bury the dog that had saved his son's life. He visited the grave every day until he died.



5 Grammar

* Past simple vs. past perfect simple

a Look at these two sentences from the story. Answer the questions.

He looked around the room and he saw that there had been a fight.

He organised a great ceremony to bury the dog that had saved his son's life.

- 1 Did the fight happen when Llewellyn looked around the room or before?
- 2 What happened first – Llewellyn organised the ceremony or Gelert saved the baby's life?

b Find other examples of the past perfect simple in the story in Exercise 3b, and underline them. Then complete the rule.

RULE: We use the to talk about an event that took place at a particular time in the past.

We use the when we need to make it clear that an event took place before another past event.

c Complete the sentences with the verbs in brackets. One must be in the past perfect simple.

- 1 When Mike at the station, the train (arrive, leave)
- 2 The programme when Tessa on the TV. (finish, turn)
- 3 When they home, the dog their steak. (get, eat)
- 4 Everybody home when they to the party. (go, get)

d Complete the text with the correct form of the verbs in brackets.

Hidesaburō Ueno was a professor at the University of Tokyo. Every morning his faithful dog Hachikō ¹ *said* (say) goodbye to his master at the front door and every evening the dog ² (go) to Shibuya Station to welcome his master home. One day Professor Ueno ³ (not return) on the usual train. He ⁴ (have) a heart attack at work and died.

Friends of the Professor ⁵ (take) the dog to their house to look after him. On the first day when they ⁶ (arrive) home from work they ⁷ (find) Hachikō was missing. He ⁸ (escape) and gone to the station where he ⁹ (meet) his master so many times. The next day and the day after that Hachikō ¹⁰ (do) the same thing. In fact, he continued to meet his master for the next ten years until he finally died too.

Get it right! Turn to page 118.



6 Read and speak

- a** Read the questionnaire and answer the questions.
- b** Count how many a, b and c answers you have and check your score on page 126. Do you agree with it?
- c** Work with a partner. Compare your answers to the questionnaire.

7 Vocabulary

* Friends and enemies

Choose the best meaning for the underlined expressions from the questionnaire.

- 1 let your friend down
a hit b disappoint
- 2 get on well with someone
a argue a lot
b have a good relationship with
- 3 stick up for your friend
a support b laugh at
- 4 fall out with your friend
a stop being friends with
b have a fight with
- 5 tell on your friend
a talk to
b tell someone that your friend did something wrong
- 6 stand by your friend
a don't speak to
b be loyal to

Vocabulary bank Turn to page 112.

8 Pronunciation

* Linking sounds

▶ CD1 T18 Turn to page 110.

9 Speak

Think of another question to test how loyal people are. Work in pairs or small groups and discuss your questions. Use the vocabulary from Exercise 7.

Are you a loyal friend?

Try this quiz and see.

1 You've promised to meet a friend to go shopping, but another friend has just phoned to invite you to do something better.

Do you:

- a** let your first friend down and not go shopping?
- b** keep to your original arrangement and go shopping?
- c** phone the first friend and explain the situation? You get on well with them, so they will understand.



2 People are saying that your friend cheated in a test. Do you:

- a** not speak to your friend the next time you see them?
- b** stick up for your friend by saying that they would never do anything like that?
- c** tell your friend and ask them to explain what happened?

3 Your friend asks you to lie to their mum about where they were last night. Do you:

- a** tell their mum the truth – you can't lie to your friend's mum?
- b** lie for them, of course?
- c** ask them why and then decide if you agree with their reasons?



4 Your friend completely forgets your birthday. Do you:

- a** fall out with your friend – that's the last time you'll speak to them!
- b** realise that your friend is probably worried about something else and not make a fuss about it?
- c** wait until the next day and then ask your friend why they forgot it?

5 Your friend has broken one of the school computers. People think it was you. Do you:

- a** tell on your friend, so that they get into trouble, not you?
- b** just say you did it and stand by your friend? They would do the same for you.
- c** do your best to explain it wasn't you, and hope no one finds out that it was your friend?



What friends are for

10 Read and listen

a ▶ **CD1 T19** Who has given Laura flowers and why? Read, listen and check your ideas.

1



Amy: Hey Laura, I've just got a really exciting email.

Laura: What about?

Amy: It's from RapMan's agent. He's going to play a show in town next month and they're inviting someone from the station to go and interview him. They're also throwing in a ticket to the show.

Laura: Wow, I suppose you're going to take that story then.

Amy: Well, of course I'd love to, but it's on the 16th. That's my mum's birthday and we always go out for dinner somewhere.

Laura: I'll do it.

Amy: Oh, all right. Are you a fan?

Laura: Not especially, but this is too big a story to pass up on! Imagine how many listeners we'll get for this one.

Amy: OK, then. It's yours.

2



Tom: Hi Laura. You look pretty pleased with yourself.

Laura: As a matter of fact, I am. Amy's just given me the best news story.

Tom: Yeah? So what is it?

Laura: Can you keep a secret?

Tom: I'll try.

Laura: RapMan's in town and I've got a free ticket to his show. And I'm going to interview him! Amy asked me and I said yes.

Tom: RapMan? How could you, Laura?

Laura: What? Why?

Tom: Well, Nick's his biggest fan. He's got all his CDs, posters all over his wall.

Laura: That's news to me.

Tom: Well it's true. I'm sure he'll be going to the show. But if he knew you were going to meet the man himself, he'd be totally envious.

Laura: But he's bound to find out. I'm doing the interview for the radio! I need to talk to him.

Tom: Yes – and the sooner the better!

3



Tom: Wow. Who's the secret admirer, then?

Laura: What?

Tom: The flowers. Who gave you the flowers?

Laura: Oh, don't be silly. They're from Nick. To say thank you.

Tom: For letting him do the RapMan interview?

Laura: That's right. Did you hear the show? Nick did a much better job of it than I would have.

Tom: Yeah, it was great. And Laura? It was cool of you to let him do it.

Laura: Well, that's what friends are for.

b Answer the questions.

- 1 Why doesn't Amy go to the Rapman concert and do the interview?
- 2 Why does Tom say: 'How could you, Laura?'
- 3 Did Laura know that Nick likes Rapman?
- 4 Why does Laura need to talk to Nick?
- 5 What is Tom and Laura's opinion of Nick's report?

11 **Everyday English**

a Find the expressions 1–6 in the story. Who says them? Match them to the meanings a–f.



- | | |
|----------------------------|---|
| 1 Not especially, ... | a I didn't know that – and I'm surprised. |
| 2 ..., then. | b That wasn't a good thing to do/say. |
| 3 As a matter of fact, ... | c Not really, ... |
| 4 How could you? | d It's important to do it now – don't wait! |
| 5 That's news to me. | e The fact is, ... |
| 6 The sooner the better. | f ... in that case. |

b Complete the dialogue with expressions 1–6 from Exercise 11a.



Paula: Hi Jenny. Where are you going?
Jenny: Hi Paula. I'm going to watch a football match.
Paula: Oh. You like football, ¹ then ?
Jenny: ² _____, but it's the inter-schools competition and my brother Andy's playing, so I'm going along to support him.
Paula: Andy plays football? ³ _____. I thought he only liked tennis.
Jenny: No, he plays football a bit too. But he's not a good footballer at all. ⁴ _____, he's awful!
Paula: Jenny! ⁵ _____ ?
Jenny: Sorry, it's true! But he could be a really good tennis player. I think he should stop playing football and concentrate on tennis – and ⁶ _____. Anyway – bye, Paula. Must go or I'll be late for the game!

Discussion box

- 1 Do you think Laura was right to give the tickets and interview to Nick?
- 2 Give an example of your own when you wanted to say 'That's what friends are for!'

12 **Improvisation**

Work in pairs. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 11a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Nick and Nick's mother or father.

Situation: at home, Nick's room

Basic idea: Nick is doing some homework but is having some problems. His mum/dad asks him how he's getting on.

13 **Making Waves**

DVD Episode 1



a 1 Nick, Laura, Amy and Tom are journalists for the school radio station. What kind of stories do you think they report?

2 Do you have a school radio station or magazine? If not, would you like one?

b Match the words with their definitions.

- | | | |
|-----------------------|-------------------------------------|---|
| 1 to broadcast | <input checked="" type="checkbox"/> | d |
| 2 follow a story | <input type="checkbox"/> | |
| 3 run a story | <input type="checkbox"/> | |
| 4 set up an interview | <input type="checkbox"/> | |
| 5 reporter | <input type="checkbox"/> | |
| 6 breaking news | <input type="checkbox"/> | |

- a to find out about some news and watch what happens next
- b to arrange a meeting with someone so you can ask them questions
- c someone who finds news stories
- d this is what a radio station does
- e a story that has only just happened
- f to report a news item

c Watch Episode 1. Who is Amy angry with, and why? Is Nick a good friend to Tom?

14 Write

a Read the story. Where did Adam and Jessica meet? What happened to Jessica?

For your portfolio



Jessica and Adam met five years ago. She was working in London¹. One day she saw him². He was a university student, but was doing a summer job³. He had come to the place where she was working⁴.

As Adam was leaving, he left a little message next to Jessica's computer⁵. Jessica phoned him⁶ and they met the same evening. Adam and Jessica liked each other a lot⁷. One day a terrible thing happened. Jessica was run over by a car⁸. She was badly hurt. Six months later Jessica was OK again. Adam had helped her a lot⁹.



b Answer the questions about Jessica and Adam using your own ideas.

- 1 What was she working as?
a programmer for an IT company
- 2 Where did she see him?
- 3 What was he working as?
- 4 Where exactly was she working?
- 5 What did the message say?
- 6 When did she phone him?
- 7 What did they like about each other?
- 8 What was she doing at that moment?
- 9 How had Adam helped her?

c Rewrite the story in 120–150 words. Use your answers in Exercise 14b to make the story more interesting. Remember to use linking words like *when* and *while*.

15 Last but not least: more speaking

a Read the first line of each dialogue and match them with the situations in the box.

Online An introduction by a friend At a social or sports club At a party

- 1 I don't really know anyone here. I came with my brother but he went home ages ago.
- 2 Excuse me, is this the right room for the chess club?
- 3 Hi Sam95. U r right – Beyonce's much better than Rihanna.
- 4 Laura, this is my best friend Anna. I know you two are going to get on really well.

b What are the advantages and disadvantages of meeting people in the situations in Exercise 15a?

c What other places are good for meeting new people and making friends?

d Talk about friends you have who aren't from your school. Talk about:

- where you met them.
- what your first impressions were.
- why you became friends.
- what it is that you like about them.

Check your progress

1 Grammar

a Complete the sentences. Use the correct form of the past simple or present perfect simple.

- I 've never had (never have) a surprise party.
- I _____ (leave) school last June.
- Why _____ you _____ (not tell) me yesterday?
- I still _____ (not send) an email to Dave. I'll do it now.
- How long _____ she _____ (have) that piercing? It looks new.
- _____ you _____ (go) to the cinema last night? 5

b Complete the story. Use the correct form of the past simple or past continuous.

A few years ago, when I ¹ was (be) a student, I ² _____ (arrange) to meet a friend who ³ _____ (visit) London for a weekend. Unfortunately, I ⁴ _____ (forget) to ask him one very important thing – the full name and address of his hotel. I ⁵ _____ (not have) any way to contact him, so I just ⁶ _____ (decide) to look for him in the busiest street in the city! What ⁷ _____ I _____ (think)? Anyway, I ⁸ _____ (begin) to give up when – you've guessed it – I ⁹ _____ (look) up and ¹⁰ _____ (see) my friend. He ¹¹ _____ (walk) straight towards me, with a big smile on his face. 10

c Complete the sentences. Use the correct form of the past simple and past perfect.

- That was (be) the first time I had met (meet) her.
- We _____ (not be) hungry because we _____ (eat) lunch already.
- Everyone _____ (go) to bed when I _____ (get) home.
- We _____ (arrive) late but luckily the film _____ (not start).
- They _____ (take) my plate away but I _____ (not finish) eating!
- _____ Jon _____ (see) the film before? Yes – he _____ (see) it last week. 10

2 Vocabulary

a Complete the sentences with the verbs in the box.

gesture lean make nod
give look fold

- Why is he gesturing at you like that? Have you done something wrong?
- If you can't hear me, you could _____ forward a little.
- Just _____ your head if it's too painful to talk.
- Do I _____ nervous? I feel terrified!
- I've been trying to _____ eye contact with her for ages, but she's not looking this way.
- _____ him a warm smile and everything will be fine.
- When you _____ your arms, does it mean you're upset with me? 6

b Complete the sentences with the correct form of *say* or *tell*.

- Have you ever told a joke where no one laughed?
- She never _____ goodbye when she leaves the house.
- I can't _____ the difference between these computers.
- I crashed my bike into the wall and my dad really _____ me off.
- It's never too late to _____ sorry.
- He didn't even _____ thank you for the present. 5

How did you do?

Check your score.

Total score			
36	Very good	OK	Not very good
Grammar	20 – 25	14 – 19	less than 14
Vocabulary	8 – 11	5 – 7	less than 5

3

A working life

- * Present perfect simple vs. continuous review
- * *had better / should / ought to*
- * Vocabulary: fields of work, jobs and work

1 Vocabulary

* Fields of work

- a** Match the fields of work in the box with the pictures.

- 1 public service
- 2 education
- 3 entertainment
- 4 health care
- 5 IT and media
- 6 legal
- 7 finance
- 8 management



- b** Name two jobs for each of the fields of work in Exercise 1a.

2 Read and listen

- a** Read the blog comments. Which fields do the teenagers want to work in when they're older?

- b** **▶ CD1 T20** Read the texts again, and listen. Underline the false statement about each person.

- 1 Abi *hates working at Burger Barn / meets different kinds of people in her job / doesn't want to work at Burger Barn when she's older.*
- 2 Connor *cycles and delivers newspapers / can afford his own things / is leaving the shop soon.*
- 3 Tamanna *works for free / wants to do volunteer legal work / believes volunteering will help her to get a paid job.*

Discussion box

- 1 What are the best part-time jobs in the place where you live?
- 2 What jobs do you think will exist in fifty years that don't exist now?

What part-time job do you do now? What do you want to do in the future? Leave your comment here!

I've been working at Burger Barn for two months. I thought I'd hate it, but it's been really good. I've learned a lot about how to work with all kinds of people I would never normally meet. And I'm not as shy as I was. I don't think I want to work there forever, but it's given me some ideas about how to run a business. Maybe I'll do business studies when I go to college.



Abi, 15, from York

I've been doing a paper round since last year. I have to get up pretty early so that people can read the news with their breakfast, but I do the round on my bike, so it doesn't take too long. The money isn't great, but I've bought myself a computer with it. They've asked me to work in the shop in the holidays, so that'll be more money. I'm not sure what I want to do in the future. I'm getting good with my computer, so maybe something like programming.



Connor, 14, from Dublin

I've been volunteering at a care home for elderly people on Saturday mornings. Some of my friends think I'm mad, doing a job for no pay, but I really like it. I think that in a few months, I'll try to get a paid part-time job in a solicitor's office because I want to be a lawyer in the future. There's a lot of competition for part-time jobs, but I think my volunteering will look good on my CV.



Tamanna, 16, from London

3 Grammar

* Present perfect simple vs. continuous review

- a** How do we form the present perfect simple and continuous? Read the examples and then complete the rule with *simple* or *continuous*.

I've been working at Burger Barn for two months.
I've learned a lot about how to work with all kinds of people.
I've been doing a paper round since last year.
I've bought myself a computer.

RULE: We use the present perfect to focus on the result of an action. We may also use it to say how often we have done something.

We use the present perfect to focus on an action that started in the past and that may or may not be completed. We may also use it to say how long it is from the start of the action to now.

- b** Find other examples of the present perfect in the text and underline them.
- c** Complete the sentences with the verbs in the box.

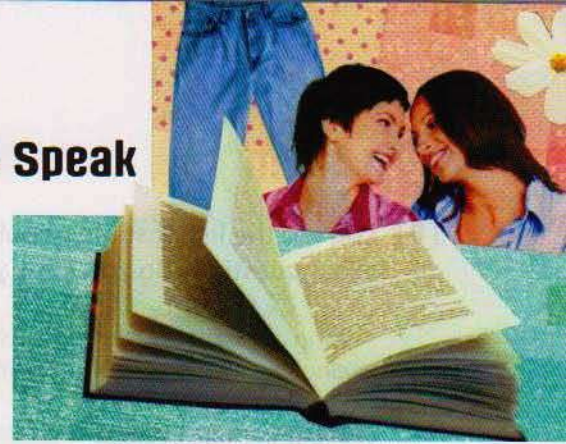
written been playing read
 been reading played been writing

- I'm not surprised the players are tired – they've played four matches this week.
- My sister's five text messages since breakfast – I wonder who they're to?
- My fingers hurt! I've emails all morning.
- I've this page three times already, but I still don't understand it.
- Can we stop now? We've this game for more than an hour, and I'm bored!
- I've this book for hours, and I'm still only on page 5.

- d** Match the questions with the replies. Complete the sentences with the correct form of the verbs in brackets.

- | | |
|--|--|
| 1 Do you want a chocolate? | a Not very well. I still (not finish). |
| 2 Why's your sister so angry? | b No thanks, I 've eaten (eat) four today already! |
| 3 Do you want to watch <i>Iron Man</i> ? | c Wait a minute. you (clean) your room? |
| 4 Why's your father so tired? | d Only a little. She (not learn) it for very long. |
| 5 Is it alright if I go out now, Mum? | e She (argue) with her boyfriend all day. |
| 6 Does your sister speak French? | f I don't know. he (work) in the garden? |
| 7 How's the homework going? | g OK. Can you believe I (never see) it? |

4 Speak



Work with a partner. Take turns to start a new conversation.

Tell your partner about:

- your favourite piece of clothing
- something you are learning/ studying
- the place where you live
- a book you are reading
- a good friend of yours who is not in your class

Your partner asks you questions:

- How long ...? (have it)*
How long ...? (learn/study it)
How long ...? (live there)
How long ...? (read it)
How long ...? (know them)



LOOK!

have (= possess) and *know* are not normally used in the continuous form.

I have known her for three years.
 (Not: *I have been knowing her for three years.*)

5 Pronunciation

* /ɔ:/ short

▶ CDI T21 and T22 Turn to page 110.

6 Listen

- a** Look at the list of some popular part-time jobs for teenagers in the UK and the USA. What questions do you think you might have to answer at an interview for these jobs?

shop assistant supermarket shelf stacker babysitter waiter
cinema usher barista petsitter video game tester homework tutor



- b** ▶ **CD1 T23** Listen to the conversation between Chloe and Ryan. What job did Ryan have an interview for? Do you think he got the job?

- c** ▶ **CD1 T23** Listen again. Which questions did Ryan have to answer in his interview? Tick (✓) the ones you hear.

- | | |
|--|--------------------------|
| 1 How did you hear about the job? | <input type="checkbox"/> |
| 2 Did you see our advertisement? | <input type="checkbox"/> |
| 3 What experience do you have? | <input type="checkbox"/> |
| 4 What hours can you work? | <input type="checkbox"/> |
| 5 Can you speak another language? | <input type="checkbox"/> |
| 6 Why do you want to work for us? | <input type="checkbox"/> |
| 7 How much money do you want to earn? | <input type="checkbox"/> |
| 8 Can you fill in an application form? | <input type="checkbox"/> |

- d** ▶ **CD1 T23** How did Ryan answer the questions? Listen again to check.

LOOK!

You'd better = You had better
(Not: You would better)
The negative is had better not.

- b** Complete the sentences with the correct form of *should*, *ought to* or *had better*.

- I've got an exam tomorrow. I think I'd better get a good night's sleep.
- Your hair looks terrible – you to go to the hairdresser's.
- Listen, it's really late. I think we leave soon.
- I'm not surprised she's angry – you talk to people in that way!
- OK, you can borrow my camera – but you'd lose it!
- If you want a good career, you to work harder at school!

- c** Work with a partner. Decide what answers Ryan from Exercise 6b should give next time he has an interview.

7 Grammar

* *had better* / *should* / *ought to*

- a** Look at the examples from the conversation in Exercise 6b, then complete the rule using the words in bold.

- You **should** be more serious at an interview.
- I said I was useless in the mornings, so they'd **better** give me afternoons ...
- You **ought to** go back and say sorry.

RULE: We use or to give general advice and opinions. They have a similar meaning.
We use to give advice for a specific situation. There is the idea that there will be a problem if the advice is not followed. It is always used in the past form.

8 Speak

Work with a partner. Take turns giving your partner advice. Student B: turn to page 126.

Student A: Ask your partner for advice about these problems.

You have a big test tomorrow and you haven't studied for it.

You borrowed a DVD from a friend, but you sat on it and broke it by accident.

You don't want to go on holiday with your parents this year.

Now think of your own problem.

9 Vocabulary

* Jobs and work

- a** ▶ **CD1 T24** Match the definitions 1–10 with the words and expressions a–j. Then listen, check and repeat.

- 1 to write a letter to ask for a job
- 2 a person who works for a company
- 3 a person or company that gives people a job
- 4 to have a job for 35–40 hours a week
- 5 to have a job for a few hours a week
- 6 official records showing you have finished a training course or you have skills
- 7 to say that you want to leave a job
- 8 the money you get paid every month for doing your job
- 9 a person who is learning how to do a job
- 10 not having a job / out of work

- a work full-time
- b unemployed
- c work part-time
- d trainee
- e resign
- f salary
- g employee
- h apply for a job
- i qualifications
- j employer

- b** Complete the questions using expressions from Exercise 9a.

- 1 A: Is your job *full-time* ?
B: Yes, I work 40 hours a week.
- 2 A: Is he still ?
B: Yes, he has been out of work for two years.
- 3 A: Are you on a good ?
B: Not really. I only get £400 a month.
- 4 A: Why did you this job?
B: Because I thought it seemed really interesting.
- 5 A: Why did he ?
B: Because he found a better job with another company.
- 6 A: Is your job ?
B: Yes, I only work twelve hours a week.
- 7 A: How many have you got?
B: More than 400. And they're doing a good job.
- 8 A: Do you have any ?
B: Yes, I passed my teaching exams in 2009.
- 9 A: Who was your last ?
B: I worked for British Airways.
- 10 A: Did you work here first as a ?
B: Yes. They give you a year to learn how to do the job.

10 Listen

- ▶ **CD1 T25** Listen to the job interview and make notes under the headings.

Job wanted	Experience
Current job	Qualifications

11 Speak

Work with a partner. Choose one of the jobs from the advertisements and roleplay a job interview. One of you is the interviewer, the other wants the job. Use language from Exercise 9. Then choose a different job and swap roles. Think about:

- reasons for application (Why / apply?)
- qualifications (What kind of qualifications / have?)
- work experience (What kind of work experience / have?)
- expected salary (What salary / expect?)

New TV show

requires animal trainer

Rock band looking for singer

Youth Representative

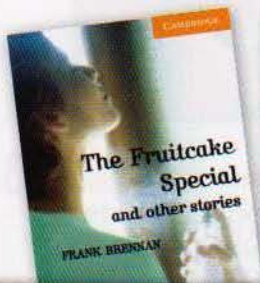
Local government wants to hear what

Writers needed for online arts magazine

Get it right! Turn to page 118.

12 Read and listen

- Think of four reasons why someone might not be happy in their job.
- Read the extract. Chester is not completely happy in his job. Why not?



The Book of Thoughts by Frank Brennan

The story so far:

Chester is a young man with a good job in Singapore. But Chester doesn't know who he can trust at work, and he needs to know. Then one day he stops at an antique book store on his way home ...

Chester was feeling more tired than usual after a hard day at the office. He had joined the company only two years before. He had come straight from university then, but now he was a junior manager in one of the biggest companies in Singapore. It was an important position to have and meant lots of extra work.

He could understand the jealousy that some of the other workers might feel against the 'new boy', as they still called him. He had risen quickly in the company. Many of them, however, had been there for years doing the same job. He could understand how bad feelings towards him might lie behind their smiles.

But it didn't make life any easier.

He needed people whose advice he could trust when he had to make difficult decisions. He had to be sure that the bad feelings of the other workers didn't get in the way of the important business decisions he had to make. He knew he would never become a manager unless he could be sure of people.

Then there was Dorothy. [...]

Ah, Dorothy!

Take today, for example. He had been given some new figures to check and he had asked Dorothy to read some of the details to him while he took notes. It was not until she

had left that he realised that he had not written notes at all. Instead he had written Dorothy's name several times. He was too embarrassed to ask Dorothy for the details again, so he had to look them up in the office of old Mr Shaw.

Mr Shaw was always known for being in a bad mood and he was no different this time. He didn't like having to stay late to check figures for some junior manager. He didn't like it at all.

Chester hated it when he made mistakes. It didn't look good. But it didn't happen often.

He decided he would walk home instead of taking the train. It was late in the evening but he felt he needed the walk to clear his thoughts after a busy day. Anyway, it would be a little punishment for being so stupid earlier on. He decided that he would eat at the shopping centre near his home. [...]

As he walked towards his favourite Chinese restaurant, he saw that the lights were still on in an old antique shop. [...] There were boxes of old books piled outside the shop. [...]

There was one small, old book that he noticed at once. It looked much older than the rest of the books. He picked it up.

'Take it!' said a voice behind him.

C ▶ CD1 T26 Read the extract again and listen. Answer the questions.

- Why does Chester think that other people in the company have 'bad feelings' towards him?
- Why is it important for Chester to 'be sure of people'?
- How does Chester feel about Dorothy?
- Why doesn't Chester like making mistakes?
- Why does Chester decide to walk home?

d The book in the antique shop has special powers. What can the book do, do you think? (Think about the title of the story!)

Discussion box

What do you think is the most important thing for someone to be happy in their job?

13 Write

a Read Sophie's job application. What job is she applying for?

b Read the letter again and answer the questions.

- 1 Where does Sophie write her name, and where does she write her address?
- 2 Where does she put the date?
- 3 How does she start the main part of the letter? What do you write if you know the name of the person you are writing to, for example *Richard Clark* or *Deborah Jenkins*?
- 4 In which paragraph does she say what her reason for writing is?
- 5 How does she organise her reasons for believing that she is the right person for the job?
- 6 How does she end the letter? What do you write if you know the name of the person you are writing to?



HR Department
e-Style
Romsey Street
Birmingham B60 3DH

123 South Street
Rochester
Kent ME8 7BY
Tel: 01889 389456
solake@freespace.co.uk

23 June, 2010

Dear Sir

I read your advertisement for a web designer in yesterday's *Times* and would like to apply. I enclose my CV as requested. I think there are several reasons why I might be the right person for the job.

First of all, I have always been fascinated by technology. I got my first computer when I was eight, and I have been interested in the internet since then. I created my own website at the age of 14, and since then I have been designing websites for my friends.

Secondly, I believe I have the right qualifications. I have taken several courses in IT, including specialist courses in Java and Flash. I was an assistant for a web design studio for six weeks during the summer holidays. I have been working part-time for the same studio since then, as well as being a student.

Lastly, I would like to stress that I would love to work in a team with other people who have more experience than me. I would love to improve my skills through learning from others. I am very willing to work hard, and I do not mind working overtime.

I can be contacted by phone or email for an interview. I look forward to hearing from you.

Yours faithfully

Sophie Lake

Sophie Lake

c Write a letter of application for one of the jobs in Exercise 11. Remember to say which job you are applying for and where you saw the advertisement. Use Sophie's letter to help you. Write 120–150 words.

* Future predictions

* First conditional review: *if* and *unless*

* Vocabulary: time conjunctions, verbs with prepositions

1 Read and speak

a Ray Kurzweil is one of 18 great modern thinkers who are trying to solve some of the world's biggest challenges. Here are some of the problems they are considering.

- 1 making solar energy much cheaper
- 2 getting clean water to everyone
- 3 improving towns and cities
- 4 developing virtual reality technology
- 5 improving health care and medicine

Put them in order of importance for you.

b Read the text. Which of the problems in Exercise 1a does it mention?

c Match the titles with the paragraphs. Write A–E in the boxes. There is one title you won't use.

- A Medical advances
- B Fun in the future
- C Who wants to live forever?
- D Bigger and better brains
- E Solutions to the Earth's problems

d ▶ **CD1 T27** Listen and check your answers.

- 1 If Ray Kurzweil is right, this is a question we'll have to ask ourselves in the near future. Kurzweil is an inventor and futurist with some interesting ideas on how humans will soon be able to live much longer than the average 78 years they do now.
- 2 The first challenge is how to stop our bodies from getting old and dying. Kurzweil doesn't see this as a problem. With gene technology we'll soon be able to 'turn off' genes that cause ageing and disease. This technology is getting cheaper and advancing at an incredible rate. Kurzweil believes that from every year after 2023, we'll be adding more than a year to the average life expectancy. He also expects that within the next 20 years, we will have 'nanobots' in our blood. These tiny robots will automatically keep our bodies healthy and free from diseases by finding damaged cells and destroying them.
- 3 Of course, if we're all going to live longer, then there are going to be more of us on this already overcrowded Earth. Many people think there are likely to be problems with resources such as food and energy. Kurzweil doesn't agree. He says that the same technologies used to increase our life expectancy will also be used to help with food production and energy needs. For example, he says, sunlight can potentially give us 10,000 times more energy than we currently use. We just need to develop the technology to capture it and make it cheaper. There are also new technologies that can recycle water extremely cheaply. This means that dirty water can be made clean again at a very low cost. When you consider that 80% of disease in the developing world is because of dirty water, you can see how this technology might help change the world.
- 4 But what are we going to do with all this extra time? Won't we all get bored? Again Kurzweil says 'no'. For a start, we won't be stuck in old bodies. We'll stay young for years. This will mean we'll be able to experiment with many more things than we can now. We'll also see huge developments in virtual reality technology that will keep us entertained for years.

The future according to Ray Kurzweil looks good – and we might just be around to see it.

Discussion box

- 1 If you were one of the 18 great thinkers, which problems would you discuss?
- 2 Imagine you are going to live to the age of 200. What are you going to do to stop yourself from getting bored?

Password:

Login



2 Grammar

* Future predictions

a Look at the text on page 32 and complete the sentences.

- Many people think there be problems with resources such as food and energy.
- For a start, we be stuck in old bodies.
- Huge developments in virtual reality technology keep us entertained for years.
- The future according to Ray Kurzweil looks good and we just be around to see it.

b Complete the list with the words in the box.

will will probably isn't likely to won't
might not probably won't is likely to might

100% ↑ The chance of something happening ↓ 0%	1	..... <i>will</i>
	2	.....
	3	..... <i>might</i>
	4	.....
	5	..... <i>isn't likely to</i>
	6	.....

c Decide if the speaker in these situations is sure or not sure. Write 'll / won't / might / or might not.

- A: I'm going to Disneyland in Paris next week.
 B: Oh, you love it. I went there last year and it was wonderful.
- A: Are you coming to the party tonight?
 B: Actually, I I want to, but I have to get up early tomorrow. Ask me again later.
- A: Do you know where you're going for your holidays next year?
 B: We go to South Africa. We haven't really decided yet, though.
- A: Can I have the last piece of pizza?
 B: If you do, there be any left for your brother!

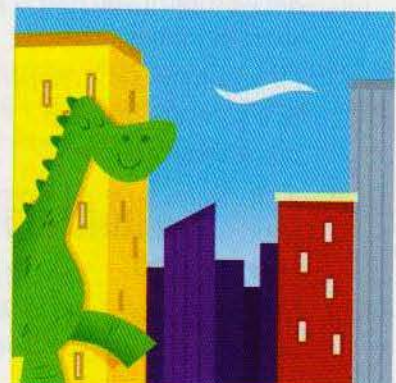
d Rewrite the sentences using the word in brackets.

- She's always late so she's not likely to arrive before nine. (probably)
She probably won't arrive before nine.
- He'll get to the tennis final but he probably won't win. (likely)
- Tomorrow's a holiday so the traffic is likely to be bad. (probably)
- He hasn't studied at all so he'll probably fail the test. (likely)
- The weather forecast says it's not likely to rain tomorrow. (probably)

e Work with a partner and make predictions about these subjects.



- Scientists will bring dinosaurs back to life.
 A: *That isn't likely to happen.*
 B: *I think it might happen.*
- Men will give birth to babies.
- Your country will win the next World Cup.
- We'll discover life on other planets.
- You'll pass the end-of-year exams.
- You'll get married before you're 20.
- You'll find the perfect partner.
- You'll have four or more children.



3 Listen and speak

- a** How old is the oldest person you know?
- b** Look at the items in the box. Say which things you think help people to live longer, and which things don't help. Explain why to a partner.



doing exercise being optimistic
 having a pet relaxing
 choosing the right partner
 happiness eating well
 money laughter sleep
 learning new things friendship

- c** ▶ **CD1 T28** Listen to the first part of a radio show about longevity with people talking about what they think will help them to live longer. Which items in the box are mentioned?

4 Grammar

*** First conditional review: if and unless**

- a** ▶ **CD1 T28** Listen again and **circle** the correct words in the sentences.
- You'll always be / You always are* worried, *if you'll be / you are* short of money.
 - I'll hopefully live / I hopefully live* to a good age, *if I keep / I'll keep* doing these exercises.
 - If I'll always have / I always have* good friends around me, *I'll live / I live* to be 100.
 - Unless you look / will look* for the good things in life, *you'll never be / you are never* happy.

- b** Read the rule and **circle** the correct words.

RULE:

- In these sentences, both verbs refer to actions or events in the present / in the present or future.
- The verb tense after the words *if* or *unless* is present simple / a future form.
- The verb tense in the other clause is present simple / a future form.

- c** Complete the sentences with the verbs in the box.

'll email leave won't call 'll fall
 won't get aren't want want

- You *'ll fall* if you careful.
- Unless we the house right now, we there for the start of the film.
- I you the photos if you
- I you at the weekend – unless you me to.

- d** Make sentences from these words.

- if / you go near that dog / bite you*
If you go near that dog, it'll bite you.
- unless / come and eat your pizza now / not be any left*
- if / you are tired / I do the washing-up*
- unless / slow down / crash the car*
- if / buy you a new bike / pass all your exams*

5 Listen

▶ **CD1 T29** Listen to the second part of the radio show, and **circle** the correct answer a, b or c.

- Jeanne Louise Calment holds the world record for
 a being the oldest living person. b being the oldest Frenchwoman. c having the longest life.
- The previous oldest person was
 a 112. b 118. c 120.
- She didn't have a very stressful life because
 a she had plenty of money. b her husband helped her a lot. c she was very active.
- Jeanne Louise Calment believed that chocolate
 a wasn't healthy. b helped her to live longer. c didn't harm her.
- The presenter believes the real reason why Jeanne Louise lived so long was because she
 a came from a good family. b enjoyed chocolate. c loved her life.

6 Vocabulary

* Time conjunctions: *if / unless / when / until / as soon as*

a Complete the sentences with the words in the box.

unless if when until as soon as

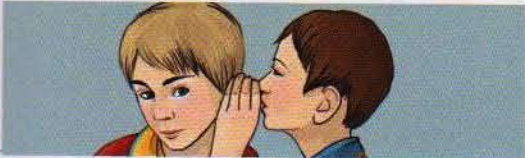
- 1 She was still riding a bike *when* she was 100.
- 2 Most doctors agree that you start smoking, you're creating future health problems.
- 3 He never did any exercise his doctor told him to.
- 4 your parents and grandparents live to be old, you're more likely to have a long life yourself.
- 5 you're happy with your life, you probably won't want to live until you're 100.

b Circle the correct words.

- 1 A: We'll be here all night *when / unless* you do something
B: There's nothing I can do. We'll stay here *until / if* someone rescues us.



- 2 A: I want to keep it a secret. *If / As soon as* you see Joey, don't tell him anything.
B: OK, I won't say anything *unless / as soon as* you change your mind.



- 3 A: Have you heard? Sarah's going to leave her boyfriend *as soon as / until* he gets back from holiday.
B: No way! He's going to be so upset *when / if* he finds out.



- 4 A: Can you ask him to phone me, please? I'll be in my office *if / until* 5.30.
B: Certainly! I'll tell him *as soon as / unless* he comes back from lunch.



* Verbs with prepositions

c Complete these causes of stress using *with, for* or *about*.

- 1 arguing your parents
- 2 revising exams
- 3 thinking what to wear
- 4 worrying life

d Complete the sentences. Use a verb and preposition from Exercise 6c.

- 1 I got into trouble today. It wasn't a good idea to the teacher!
- 2 She's always happy and smiling – she never seems to anything!
- 3 Sorry, I can't come out tonight. There's a test tomorrow and I need to it.
- 4 It's time to plan the party. We need to who to invite!

Vocabulary bank Turn to page 113.

Get it right! Turn to page 118.

7 Speak

a Work with a partner. Discuss how stressful the things in Exercise 6c are. Give each one a mark from 0 (not at all) to 5 (extremely).

b In groups, discuss what you find stressful in life. Give each other ideas on how to make these things less stressful.

8 Pronunciation

* Prepositions

▶ CD1 T30 Turn to page 110.

9 Listen and speak

- a** You are going to listen to a song called *Live Forever*. Discuss with a partner ways in which it might be possible for a rock star to 'live forever'. Think of famous dead pop stars to support your ideas.
- b** ▶ **CD 131** Listen to the song. Eight words are wrong. Write the correct words.

[1] Maybe ^(a)I don't really want to know

How your garden grows

Cos ^(b)I just want to try

Lately did you ever feel the shame

In the morning rain

As it soaks you to the bone?

[2] Maybe I just want to fly

I want to live I don't want to cry

Maybe I just want to sing

Maybe I just don't belong

Maybe you're the same as me

^(c)We see things they'll never see

^(d)You and I are gonna live forever

Repeat 1

Maybe I will never be

All the people that I want to be

^(e)Now is not the time to die

Now's the time to find out why

^(f)I think you're the same as them

We see things they'll never see

You and I are gonna live forever

Repeat 1 + 2

c Read this interpretation of the song and match the points (1–6) with the lines from the song (a–f).

I think this song shows perfectly what it's like to be a teenager:

1 They don't think they will ever die.

d

2 They like to try out new things. —

3 They aren't interested in older people's lives. —

4 They don't waste time with regrets. —

5 They like to feel they are the same as their friends. —

6 They think they know more about the world than older people. —

d Discuss the questions in pairs.

Do you agree with the points made about teenagers in Exercise 9c?

What do you think the song is about? Use lines from the song to support your ideas.

Did you know?

Live Forever was the third single that Oasis released from their first album *Definitely Maybe* and it was the song that helped them become one of the world's biggest bands. It was their first top ten hit in the UK and reached number two in the US. The song was written by guitarist Noel Gallagher as a response to the pessimistic attitude of grunge bands that were popular at the time, such as Nirvana and Pearl Jam. Noel wrote the song before he was in the band and when he played it to his brother Liam, he liked it so much he invited Noel to join his band. Noel left Oasis in 2009 after an argument with Liam at a music festival in France.



10 Write

- a** Read the text quickly to find out if the writer agrees or disagrees with the scientists.

Will computers ever be more intelligent than people?

(a) Scientists claim that, in 50 years' time, there will be computers that are as intelligent as, or even more intelligent than, humans. This is a fascinating idea, but I don't believe it will really happen.

(b) It's true that computer scientists have made some fantastic inventions over the last few years. They have implanted tiny chips in people's brains to help patients with Parkinson's disease. They have developed computers that can understand many things that people say, and can give a meaningful answer most of the time. They have built computers that have enormous memory capacities.

(c) But human intelligence is more than having a good memory. It may be possible to build computers that can remember a lot more than the best human brain. But humans can do a lot more. They laugh and cry, they enjoy a good film or an interesting book.

(d) In conclusion, I would say that in 50 years' time, we will probably have computers that can do all sorts of things that today we cannot even dream of. But I believe human intelligence will always be higher than artificial intelligence.

- b** Read the composition again. Which paragraph:

- 1 develops one side of the argument?
- 2 gives the opposing argument?
- 3 sums up the writer's main ideas?
- 4 says what the writer is writing about?

- c** What is the purpose of the underlined sentences in the composition?

- d** Write your own composition about one of the following topics.

Will there still be schools and teachers in the future?

Will it be possible to live forever?

Write 120–150 words. Use the organisation of the composition in Exercise 10a to help you.



11 Last but not least: more speaking

- a** When do you think these things will happen? Number the predictions 1–4.

- 1 Sometime in the near future.
- 2 Sometime in the next fifty years.
- 3 One day but not in my lifetime.
- 4 Never.

- a There will be no more wars.
- b People will go on holiday to Mars.
- c Aliens will live with humans on Earth.
- d People will live to an average age of 120.
- e Time travel will be common.
- f There will be underwater cities.

- b** Compare your ideas with a partner. Then think of one prediction for each of the time frames in Exercise 11a and discuss your ideas in class.

Check your progress

1 Grammar

a Complete the sentences. Use the correct form of the present perfect simple or continuous.

- Sorry! How long have you been waiting (wait) for me?
- I (write) ten emails this morning.
- you (see) my keys anywhere?
- I (not learn) Japanese very long, but I know lots of words already.
- Have you looked outside? It (snow) for the last hour.
- I (not rent) any movies for a month. 5

b Complete the sentences. Use the correct form of the first conditional.

- It won't work (not work) unless you switch (switch) it on!
- I (call) you as soon as I (get) home.
- If you (not come) inside now, you (miss) the programme.
- They (not let) you in if you (not be) over 18. 3

c Rewrite the sentences using the word in brackets.

- It's really cold, but I don't think it will snow. (likely) It's really cold, but it isn't likely to snow.
- Maybe I'll stay in tonight. (might) I
- I don't think I'll finish this today. (probably) I
- He'll probably be hungry when he gets home. (likely) He

2 Vocabulary

a Complete the sentences with words about work.

- When you haven't got a job, you're unemployed.
- Someone who works for a newspaper, for instance, works in the field.
- If you work, you do about 40 hours a week.
- A degree certificate is an example of a
- If you are paid for singing, dancing, acting or being funny, you work in
- Doctors and nurses work in
- You if you decide to leave a job.
- The gives you a job.
- If your business is money, you work in
- What your teacher gives you is 9

b Circle the correct word.

- I'll tell you as soon as / until I know
- I can't borrow the car when / unless Dad changes his mind.
- Please stay until / unless the film is over.
- Oh no! Mum will be really angry if / when she gets home.
- Unless / If it's really cold, we won't have the picnic. 4

c Complete the sentences with *about*, *for* or *with*.

- Don't argue with me! I'm always right.
- Don't worry life – just be happy!
- I'm thinking what present to buy.
- Are you getting ready the match?
- Shouldn't you be revising your exam? 4

How did you do?

Check your score.

Total score			
<input type="text"/> 28	Very good	OK	Not very good
Grammar	7–11	3–6	less than 3
Vocabulary	13–17	9–12	less than 9

* *make / let / be allowed to*

* Modal verbs of obligation, prohibition and permission

* Vocabulary: television, extreme adjectives and modifiers, making new friends

1 Speak and read

a What do you watch on TV, and what do you watch on a PC?

b What are the most popular reality TV shows in your country? What kind of things do people do on these shows?

c Read the text quickly. Are any of your ideas mentioned?

d ▶ **CD1 T32** Read the text again and listen. Answer the questions.

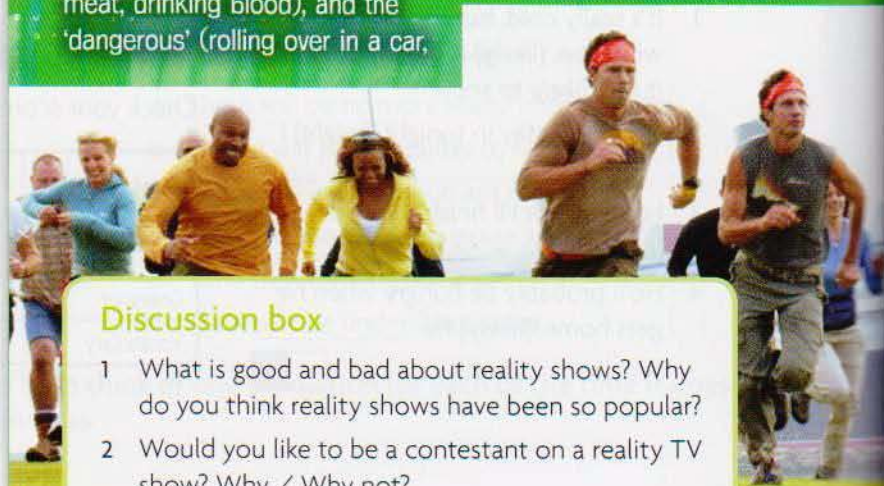
- Which of these are not mentioned as prizes?
 - money
 - a big house
 - a theatre role
 - a job
 - a restaurant
- According to the text, which of these activities do participants in *The Amazing Race* not do?
 - take flights
 - do puzzles
 - control animals
 - work in teams
 - dance
- Which of these is not a reason for the popularity of *The Amazing Race*, according to the text?
 - There are a lot of surprises.
 - Some teams have bad arguments.
 - The team members don't know each other well.
 - The contestants' reactions to problems are realistic.
 - The teams face stressful situations.

Ever fancied being on TV?

The good news is that there's probably a show for you. You could sing and dance to get a part in a musical. You could become an apprentice footballer at a top club, or an apprentice business executive. If you can cook, you might win your own restaurant, or you could invent something amazing and get rich. If you don't actually know how to do anything, you could just let viewers watch you live in a big house, and hope you are voted the most popular resident. There are more exciting shows, though. How about a race around the world for \$1 million? In the US show *The Amazing Race*, eleven pairs of contestants race around the world and have to complete different tasks on the way. These include the 'ordinary' (playing volleyball, gathering sheep), the 'personal' (getting tattooed, shaving your head), the 'disgusting' (eating two kilos of meat, drinking blood), and the 'dangerous' (rolling over in a car,

bungee jumping). The pairs are allowed to decide how to get to their destinations – by car, train, boat, plane or bus – but they are not allowed to ask for help or use mobile phones.

This kind of show is not exactly new, so what makes us keep watching? Well, what is different about *The Amazing Race* is that the participants know each other. There are married couples, dating couples, ex-couples, best friends and family members. Just like in real life, people who are close argue and get frustrated with each other when they are stressed. This is what makes the show successful. The contestants (and sometimes the producers) don't know exactly what's going to happen next. Some pairs really come together in these situations, while others completely fall apart. Which is all a little more real than most 'reality' shows.



Discussion box

- What is good and bad about reality shows? Why do you think reality shows have been so popular?
- Would you like to be a contestant on a reality TV show? Why / Why not?

2 Grammar

* make / let / be allowed to

a Look at the text on page 40 and complete the sentences.

- 1 You could just
you live in a big house.
- 2 The pairs
how to get to their destinations.
- 3 They
..... help or use mobile
phones.
- 4 So what
watching?

b Circle the correct option to complete the rule.

RULE: We use *be allowed to* to talk about *obligation / permission*.

We use *not be allowed to* to talk about *prohibition / obligation*.

We use *let* to talk about *obligation / permission*.

We use *make* to talk about *obligation / permission*.

c Complete the sentences with the correct form of *make*, *let* or *be allowed to*.

- 1 At school, we *are* not
..... *allowed to* take our mobile
phones into the classroom.
- 2 your teachers
..... you study hard?
- 3 I never people use
my things without asking me first.
- 4 When I lend things to my brother, I
always him promise
to look after them!
- 5 you
use your mum's car?
- 6 I go to bed later at
the weekend.
- 7 Joanna's bought a new CD, and
yesterday she me
borrow it.
- 8 Last Saturday, my parents
..... me go shopping
with them – it was really boring!

3 Speak

Work in pairs. Ask and answer questions about the rules you have at home. Talk about:

doing housework times you can come home
homework watching TV friends visiting you
listening to music in your room using the phone
eating at the table with your family

- A: *Are you allowed to listen to music in your room?*
B: *Yeah, but after 11 o'clock at night they make me use headphones. Do your parents make you ...?*

4 Vocabulary

* Television

Complete the text with the words in the box.

series contestant celebrities
presenter viewing figures episode
audience viewers sitcoms show

Did you know that the popular quiz ¹ *show*
Who Wants to be a Millionaire? started on British TV?
Each week, the ² asks questions on
general knowledge, and the ³ has to
answer them to try to win a million pounds. There is an
⁴ in the TV studio, and the programme
gets millions of ⁵ at home too.
Detective ⁶ are also very popular in
Britain, and so are soap operas. A soap opera tells
a story about ordinary people, and there is usually
something dramatic in each ⁷
⁸ like *Friends* also tell a story, but are
much funnier than soaps. They usually get very high
⁹ , sometimes 10 million people or
more. The stars often become ¹⁰



5 Pronunciation

* /au/ allowed

▶ CD1 T33 and T34 Turn to page 110.

6 Listen and speak

- a** You are going to listen to a radio show about fame. Look at some of the questions from the radio show. Discuss possible answers with a partner.
- 1 What percentage of teens say they want to be famous?
 - 2 What do you want to be famous for?
 - 3 Why don't you want to be famous?
 - 4 Do you agree that fame brings problems?

- b** ▶ **CD1 T35** Listen to the radio show. How do the speakers answer the questions in Exercise 6a?

U Got What It Takes?

Come and audition for your place in the nation's biggest talent show. Singers, dancers, musicians ...

all welcome!

- c** ▶ **CD1 T35** Listen again. Mark the sentences **T** (true), **F** (false) or **?** (not enough information).

- 1 Heather does not understand why someone would not want to be famous.
- 2 A lot of teenagers told Chris Taylor that they didn't care what they were famous for.
- 3 Jake thinks that people who win reality TV shows deserve to be famous.
- 4 Jake does not like Britney Spears.
- 5 Heather doesn't think it is hard to deal with the problems of fame.
- 6 Chris thinks people who become famous quickly stay famous for longer.

- d** Work with a partner.

- 1 Make a list of ways people can become famous.
- 2 What should people do (or not do) if they want to stay famous?

7 Grammar

* Modal verbs of obligation, prohibition and permission

- a** Look at these examples from the radio show in Exercise 6b.

*They think you **don't have to** have a reason.*

*They think they **can** do anything they want.*

*Teenagers **mustn't** think that becoming famous is easy.*

*You **have to** practise a lot.*

Match the words in bold with their meaning.

- 1 something is allowed
- 2 it is very important not to do something
- 3 something isn't necessary
- 4 something is necessary

- b** Match the sentences with the pictures. Write 1–6 in the boxes.



- 1 You can wash your hands in there.
- 2 You have to turn off your phone in here.
- 3 Great! We don't have to pay.
- 4 Sorry, you can't go on this ride.
- 5 You mustn't leave your seat yet.
- 6 You must be over 18 to get in.

- c** Complete the sentences with a modal verb.

- 1 Hurry up – we mustn't be late!
- 2 Listen everybody – you finish your project by next week. No excuses!
- 3 Your computer's broken? Don't worry – you use mine.
- 4 It's Anna's birthday on Friday – I remember to buy a present for her.
- 5 This is an exam, so sorry – you use your dictionary.
- 6 If you got all of this exercise correct, you do the homework – you can relax instead!

8 Vocabulary

* Extreme adjectives and modifiers

- a** Look at these sentences from the radio show in Exercise 6b. What do *fantastic*, *huge* and *awful* mean?

I'm an absolutely fantastic singer!

Britney Spears is a huge star, right?

I'd hate that – it must be really awful.

- b** Match the adjectives 1–10 with the extreme adjectives a–j.

- | | |
|---------------|---|
| 1 big | a great/fantastic/
wonderful/
excellent/brilliant |
| 2 small | b enormous/huge |
| 3 tired | c boiling |
| 4 hot | d exhausted |
| 5 cold | e tiny |
| 6 good | f starving |
| 7 hungry | g awful/terrible |
| 8 bad | h fascinating |
| 9 interesting | i hilarious |
| 10 funny | j freezing |

- c** Here are some more sentences from the radio show.

People are waiting for you to do something really stupid.

Well, firstly, I think Jake and Heather are absolutely right about the problems of fame.

For most people it takes a lot of very hard work ...

Look at these examples of adjectives with the modifiers *really*, *very* and *absolutely*. Some you can use together and some you can't. Write a tick (✓) or a cross (✗) beside each one.

- | | | | |
|-----------------------|--------------------------|---------------------------|--------------------------|
| <i>really good</i> | <input type="checkbox"/> | <i>very hot</i> | <input type="checkbox"/> |
| <i>really great</i> | <input type="checkbox"/> | <i>very boiling</i> | <input type="checkbox"/> |
| <i>really hot</i> | <input type="checkbox"/> | <i>absolutely good</i> | <input type="checkbox"/> |
| <i>really boiling</i> | <input type="checkbox"/> | <i>absolutely great</i> | <input type="checkbox"/> |
| <i>very good</i> | <input type="checkbox"/> | <i>absolutely hot</i> | <input type="checkbox"/> |
| <i>very great</i> | <input type="checkbox"/> | <i>absolutely boiling</i> | <input type="checkbox"/> |

I love the *Twilight* books – they're fascinating.

- d** Complete the sentences with one of the adjectives in Exercise 8b. There may be more than one answer.

- I burned my hand. That water was absolutely boiling.
- Let's go and get some food – I'm very
- I stayed up all night working. I'm really
- My puppy is only a week old. It's still really
- Can I close the window? It's really in here.
- She told us an absolutely story.
- That joke is very
- I hated that programme. It was really

Vocabulary bank Turn to page 113.

9 Speak

Work with a partner. Talk about these topics using the vocabulary from Exercise 8.

films you've seen holidays you've been on
books you've read websites you've used

The special effects in *Avatar* are absolutely fantastic.



We were really exhausted after a great holiday in London.



I saw a really awful singer on the internet. It was absolutely hilarious!



10 Read and speak

- a** Look at the websites on this page. Do you use any of them? Why are they so popular? What are the problems of using these sites?

Social TV networks

TV is so 20th century! More and more young people are using online social networks like **mySpace** and **facebook.com**, popular in many different countries. But they're not the only ones. People love ... **friendster** in Indonesia and Malaysia, **orkut** in Brazil, Japan and India, **vkontakte** in Russia, **skyrock** in France, **51.com** in China, **perfspot** in Iran, **cyworld** in South Korea, **bebo** in Ireland and New Zealand, **badoo** in Uruguay.



http://www.vancouver.youropinion.org

Home About Profiles Match Join!

A yearbook is a tradition of high school life in the United States. The book contains the name, picture, and signature of each student in your final year, so that you can remember who you went to school with. Fifteen-year-old New Jersey schoolgirl Catherine Cook and her brother David, 16, wanted more than this. They thought: 'We don't really know our classmates from just a picture, so why not have a yearbook online? You could learn about people's musical tastes, the movies they like, and so on.'

Catherine thought of the name (myYearbook.com), the slogan and the logo, with its two smiley faces. To advertise the site, Catherine and David wore T-shirts with the site logo on it to school and soon hundreds of their schoolmates had registered. She spent many evenings talking on the phone to programmers in India, and collecting ideas from her schoolmates. Then her older brother Geoff came up with the money to start up the website.

MyYearbook users can join in the fun by sending instant messages and 'collecting' friends. They can bond with each other by watching the same clips from films and TV programmes, and by sharing music, photos, homework and study guides. Some teens feel that they don't fit in at school, but can make friends more easily online. Chatting online helps some shy people not to feel left out.

On the site, members can also earn 'Lunch Money', a virtual currency, by completing activities on the site, or they can buy it with real cash. They can then spend their Lunch Money on virtual gifts, or donate it to charities in the myYearbook 'causes' programme. Lunch Money donations have saved 0.3km² of rainforest, cleaned up 1 million kg of CO₂, sent 22,000 books to Africa, and bought 20,000 kg of rice for people without enough food.

Running the website did not stop Catherine and David from completing their schoolwork successfully, and going on to university, where they still managed to put in 50 hours a week developing the site.

- b** Work with a partner. How much do you know about your schoolmates? Will you remember everybody after you leave school? What information would you like to know about them? How could you get it?

- c** Read about myYearbook.com. Are any of your ideas from Exercise 10b mentioned?

- d** ▶ CD1 T36 Read the text again and listen. Answer the questions.

- 1 Why do US high schools have a yearbook?
- 2 How did Catherine attract her schoolmates to the website?
- 3 Is Lunch Money real or not real, or can it be both?
- 4 Did the Cooks go to university, or work full-time on the website?

11 Vocabulary

* Making new friends

a Match the underlined expressions from the text on page 44 with the definitions a–d.

- | | |
|---|--|
| 1 Users can <u>join in</u> the fun by sending instant messages. | a feel comfortable in a group |
| 2 They can <u>bond with</u> each other by watching clips from films. | b be outside a group you want to be in |
| 3 Some teens feel that they don't <u>fit in</u> at school. | c make a close connection with |
| 4 Chatting online helps some shy people not to <u>feel left out</u> . | d be/feel part of |

b Work with a partner. Complete the questions with an expression from Exercise 11a. Then ask and answer the questions.

- 1 Do you feel like you with all the different groups in your school?
- 2 Are there times when you because you can't do something your friends can do?
- 3 If you see friends playing a sport, do you right away or wait for them to ask you to play?
- 4 Do you have any good friends now that you didn't when you first met?

Get it right! Turn to page 118.

12 Write

a Ayşe, a student from Turkey, interviewed her classmates about their life. Read her report and put the headings in the correct place.

Conclusion Introduction Findings

b Work with a partner. What questions do you think Ayşe asked?

c Interview your friends and write a similar report. Use the expressions in *italic* to help you. Write 120–180 words.

1

The aim of this report is to present information about my friends. I interviewed fifteen friends by telephone, online and in person about free time activities, music and parents.

2

Free time The majority of my friends like hanging out on the beach, in the park or at the mall. *More than half* my friends go shopping every weekend. *About one in four* prefer playing basketball to football, which is *the most popular* sport. *Three out of five* go online at least five times a week, but only *about a quarter* use instant messaging. *Forty percent* play computer games every day.

Music Among my friends, *about half* usually listen to songs in English. *The other half* prefer Turkish music. *None of them* say they don't listen to any music.

Parents *Most of* my friends say that their parents allow them to stay up later than 9 pm. *Only a small number* say that their parents make them stay home to do homework at weekends.

3

The most surprising aspect of the report for me is that *a large number* don't use instant messaging. I was also surprised to find out that it is *quite common* for my friends' parents to let them stay up late.

- * Present passive and past passive review
- * Present perfect passive
- * Future passive

- * Causative *have* (*have something done*)
- * Vocabulary: *make* and *do*

1 Read and listen

a Look at the pictures and answer the questions.

- 1 In groups, discuss the possible relationship between the four photos.
- 2 What do you think the text is about?

b Read the text quickly to check your ideas.

Bees dying for a phone call?

1 Mobile phones are one of the most useful inventions of the last 50 years, but not everything that is said about them is good. Mobiles are frequently blamed for a number of things, from thumb injuries and headaches to house fires. One theory even blames mobile phones for the disappearance of bees!

2 The theory is that the bees' navigation systems are damaged by the radiation that is given off by mobile phones. Bees have a built-in system a bit like GPS and this helps them find their way back to their hive. But recently, thousands of bees have failed to find their way home. It is believed they are dying far from their hives.

3 The problem was first noticed by beekeepers in America and is a lot more complicated than it at first seems. The important thing about bees is that most of the crops in many countries of the world are pollinated by them. Without bees, the crops can't continue to grow. Many beekeepers in America and Europe have reported losing between 50 and 70 percent of their bees. Jim Piper, a London beekeeper, was recently asked how the problem was affecting him. 'My business has been ruined by this,' he explained. 'Twenty-nine of my forty hives are now empty.'

4 Nobody has proved that this theory is true but it's a fact that bees are disappearing in very large numbers. And we can't manage without them. Einstein said that if all our bees disappeared, man would only live for four more years! The situation needs to be evaluated by the world's best scientists. If the mobile phone theory is correct, we need to do something about it immediately – before it's too late.

c Match the titles with the paragraphs. Write the letters in the boxes. There is one title you will not use.

- A It's time to act!
- B Bees are losing their way
- C Four years in a scientist's life
- D No bees – no food
- E A strange idea

d ▶ **CD2 T37** Read the text again and listen. Answer the questions.

- 1 Why are mobile phones believed to be harmful to bees?
- 2 Who were the first people to notice the problem?
- 3 What has ruined Jim Piper's business?
- 4 There is no proof for the mobile phone theory, but what can we say for sure about bees?

Discussion box

- 1 What other problems are mobile phones causing?
- 2 Think of some other common animals and insects. How would the world be affected if they disappeared?

2 Grammar

* Present passive and past passive review

- a** Look at the sentences from the article on page 46. Write *present simple passive* or *past simple passive* in the spaces.

Not everything that is said about them is good.

The problem was first noticed by beekeepers in America.

- b** Find more examples of the passive in the text on page 46. Then complete the rule. Use *by*, *to be* and *past participle*.

RULE: We form the passive with a form of the verb and the
We use the preposition to say who or what does the action, but only if this is important.

- c** Complete the sentences with the correct form of the verbs in brackets.

- | | |
|---|---|
| 1 The importance of bees <u>is appreciated</u>
(appreciate) by many farmers. | 5 any farmers
(interview) about the problem? |
| 2 Hundreds of bees (find)
dead hundreds of metres from their hives. | 6 Quite a lot (know) about
how bees navigate back to the hive. |
| 3 Those hives (not own) by
us now; we sold them. | 7 The theory (believe) to be
crazy at first. |
| 4 It looks as if a lot of problems
..... (cause) by mobile phones. | 8 all crops
(pollinate) by bees? |

3 Listen

- a** Grace and Mark both live in a city in the UK. There is a plan to build a new Olympic water sports centre in their city. Look at the picture. Who likes the plan? Who doesn't like it?

- b** ▶ CD2 T38 Listen to Grace and Mark. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- | | |
|--|--------------------------|
| 1 Grace forgot to bring the plans with her to the meeting. | <input type="checkbox"/> |
| 2 Grace is worried that some wild birds will lose their homes. | <input type="checkbox"/> |
| 3 Grace says that the new centre will include a play area for children. | <input type="checkbox"/> |
| 4 Grace believes there will be many new long-term jobs if the centre is built. | <input type="checkbox"/> |
| 5 Mark explains that the centre will be on unused land. | <input type="checkbox"/> |
| 6 Mark agrees the centre will create problems for the birds. | <input type="checkbox"/> |
| 7 Mark is sure the centre will be a good thing for the city. | <input type="checkbox"/> |

- c** Do you agree with Mark or Grace? Why?



4 Vocabulary

* make and do

a ▶ CD2 T38 Complete the sentences from Exercise 3 with the correct form of *make* or *do*. Then listen again and check.

- Thanks for making the effort to come to tonight's meeting.
- That will a mess of our beautiful park.
- The Games will lots of money.
- Temporary jobs won't much of a difference anyway.
- I'm not here to trouble.
- Let's our best to stop the plans right now!
- There's no way I want to fun of anything that's been said so far.
- The centre will actually some good.
- We should all the right thing.
- You know it sense.

b Put the phrases in the correct column. What other examples can you think of?

	make	do
a difference	<i>a difference</i>	
our best		
money		
fun of (someone)		
trouble		
sense		
some good		
the effort		
a mess		
the right thing		

c Work with a partner. Take turns to make sentences about yourself and your family and friends using the phrases in Exercise 5b.

My dad always makes a mess when he cooks.

Vocabulary bank Turn to page 114.

Get it right! Turn to page 118.

5 Grammar

* Present perfect passive

a Complete the sentences with the phrases in the box. Then complete the rule.

have you been told
haven't been given have been sent

- I here by the local campaign committee.
- You a clear picture.
- about the plans for new gardens all around the centre?

RULE: We form the present perfect passive with the present perfect form of the verb + the

b Complete the sentences with the correct form of the verbs in brackets. Use the present perfect passive and past simple passive.

- Town planners were criticised (criticise) last week for not listening to the wishes of local people.
- In 1908, the Olympic Games (hold) here for the first time.
- Do you know how many new hotels (build) here since the 1970s?
- A lot of money (make) from the building of the new airport runway.
- Members of the planning committee (ask) some difficult questions at the meeting last week.
- many wild birds (see) here since they redeveloped the area?
- The event (organise) extremely well and everything went off without any problems.
- The centre (not visit) by as many people as we expected.

★ Future passive

- c** Complete the sentences with the verbs in the box.

won't be damaged
will be destroyed will be lost

- The area which is home to the swans and ducks
- Huge play areas forever.
- As for the birds, their habitat at all.

- d** Look at the sentences in Exercise 6a and complete the rule.

RULE: We form the future passive with or
+ *be* + *the*

- e** Complete the text with the future passive form of the verbs in brackets.

New Bobby Moore Sports Centre

The town council has announced that a new sports centre¹ (build) over the next five years.

A competition² (hold) for the design of the sports centre, but the name of the competition winner³ (not announce) until the end of next year. The site for the new building⁴ (choose) next month. After that, the decision about which company will actually build the sports centre⁵ (make) by the town council.

6 Speak

Work with a partner and discuss the topics in the box. What things do you think will happen with each one in the future?

space exploration computers
your town language learning

- A: *I think life will be found on other planets.*
B: *Perhaps computer chips will be put inside our bodies.*

7 Grammar

★ Causative *have* (*have something done*)

- a** Look at the examples. In each sentence, who is the subject? Do we know who does the action?

We need to have the situation evaluated.

We haven't had the kitchen decorated yet.

Have you had your computer fixed?

- b** Complete the rule with *us* and *someone*.

RULE: We often use causative *have* when we arrange for to do something for (often as a service).

- c** Tom never does anything himself. Complete the sentences with the correct form of causative *have*.

- He never washes his car himself. He always has it
- He doesn't cut the grass in his garden. He
- He never makes his own breakfast. He

- d** Make sentences that are true for you using *have (something) done* and the words from the box.

pierce ears dye hair
shave head tattoo body

- Lots of my friends
- None of my friends
- My parents wouldn't allow me to
- I would love to
- I would hate to
- My parents don't want me to

- e** Work in small groups. Share and discuss your sentences from Exercise 8d.

8 Pronunciation

★ Stress pattern in *have something done*

▶ CD2 T39 Turn to page 110.

It's not really a choice

9 Read and listen

- a** ▶ CD1 T40 Nick and Amy interview the man in the photo for a programme.
What do you think the programme is about? Read, listen and check your ideas.



- Duncan: Spare some change, you guys?
Amy: Yeah sure – here you are.
Duncan: Thanks, love. I appreciate it.
Nick: That's not such a good idea. You're just encouraging him.
Amy: What on earth are you talking about? I mean, he's not here because he wants to be, is he? I really don't think it's a choice.
Nick: I'm not so sure. Why don't we ask him? In fact, we could do a programme about homeless people, maybe.
Amy: Not a bad idea. Excuse me. We're from Fairbank school and we do a radio programme. Any chance we could interview you?

Duncan: Well, no, I'm not doing this because I enjoy it. I mean, it isn't fun, after all.

Amy: That's what I thought. So how come you haven't got a place to live?

Duncan: Well, before this I was living in a shared house with some other people but then I lost my job, so couldn't pay the rent. Simple as that.

Amy: Do you sleep out here?

Duncan: Sometimes. Not in winter though. Too cold. So there's a shelter I go to, a place where I can get a warm meal and a bed for the night. But I've only been in this situation for less than a year, so only one winter without a roof, you know? And last winter wasn't too bad so I didn't need the shelter much.

Amy: You survived OK?

Duncan: Yeah. That's all it is, though – surviving. All I need's a job – then I can get out of this. It's just that, when you've got no home and no money, who's going to give you a job?

Amy: So, you're stuck?

Duncan: More or less, yeah.

Laura: So the programme went down well.

Nick: Looks like it. And I must admit – he's a nice guy and I felt pretty sorry for him.

Amy: Well you don't need to any more. I just got some news. The principal heard the interview and he's offered him a job as assistant cleaner, here in the school.

Tom: Cool.



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

- 1 Amy and Nick give Duncan some money.
- 2 Nick suggests making a programme about Duncan.
- 3 Duncan has been living on the street for a long time.
- 4 Duncan never sleeps on the street.
- 5 Duncan thinks that what he needs is a job.
- 6 The principal gave Duncan a job because he felt sorry for him.

10 Everyday English

a Find the expressions 1–6 in the story. Who says them? Match them to the meanings a–f.

- | | |
|-----------------------|---|
| 1 What on earth ... ? | a ... if you think about it |
| 2 Any chance ... ? | b used to add more information to a statement |
| 3 ... , after all. | c Is it possible ... ? |
| 4 I mean. | d very nearly; in a way |
| 5 How come ... ? | e used to add surprise or anger to a question |
| 6 More or less, ... | f What's the reason ... ? |

b Complete the dialogues with expressions 1–6 from Exercise 10a.

- 1 A: I'm going to Jake's party on Saturday. And you?
B: I didn't know Jake was having a party. How come he told you but not me?
- 2 A: Do you like Pink?
B: No, she's OK, but I prefer dance music.
- 3 A: So, are you going to help Lucy?
B: Yes, I am. She's my best friend,
- 4 A: Do you speak German?
B: – I mean, I can read some German but I'm not very good at speaking it.
- 5 A: James – is that thing on your arm?
B: It's my new tattoo. I guess you don't like it, eh?
- 6 A: Where's your History book, Mike?
B: I've left it at home. I could borrow yours?

Discussion box

- 1 Are there people in your country who ask for money in the street? If so, who are they? If not, why not?
- 2 If someone gives money to, for example, a homeless person like Duncan, are they helping them? Think of reasons/arguments to answer Yes or No to this question.

11 Improvisation

Work in pairs. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 11a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Tom and Amy

Situation: At school, in the radio station studio

Basic idea: Tom promised to get an interview ready for today, but he hasn't done it.

12 Making Waves DVD Episode 2



- a**
- 1 What do you think these people are protesting about?
 - 2 Do you think protests like this work? Why/Why not?
 - 3 Have you ever been on a protest?

b Complete the news report with the words in the box

confronted cut down
removed protesters
playground activist

On Thursday ¹ protesters led by local ² Linda Crane, ³ contractors sent to ⁴ trees in Fairbank Fields. Other residents want the trees to be ⁵ to make way for the new ⁶

c Watch Episode 2. Does the protest work?

13 Write

- a** Read Hilary Riley's letter to a newspaper. Why is she writing? What is she worried about?
- b** Read the letter again and answer the questions.
- 1 What useful phrase does Hilary use to state what she is worried about?
 - 2 Underline the topic sentence in each paragraph. How does she support the idea expressed in the topic sentence?
 - 3 What does she suggest in her conclusion?
- c** Imagine you are either Grace or Mark in Exercise 3. Write a letter to a newspaper about the water sports centre plan. Use Hilary's letter to help you. Write 120–150 words. Follow this plan:

- In the first paragraph, state your reason for writing.
- In the next few paragraphs, develop your ideas. Remember to use topic sentences.
- To conclude, state what you think should happen / should be done.

14 Last but not least: more speaking

- a** Read the proposals. Imagine that they are about your town. How would you feel about each one? Give each statement a number from 1 (very angry) to 4 (not at all angry).
- The town council wants to turn the local park into a large shopping centre.
 - The police want to ban anyone under 18 from being in town after 10 pm.
 - The town council has refused permission for a free music festival.
 - The town council want to sell the town football team to a billionaire who will increase ticket prices by 50%.
- b** Compare ideas with a partner. Discuss why (or why not) these proposals would worry you.
- c** Work in groups. Choose one of the proposals that you all feel strongly about and decide on a campaign against it. Think about:
- ways you can draw attention to the issue.
 - action you can take to try and stop the proposal.
 - people you could ask to help you with your campaign.
 - a possible compromise.

Dear Sir

I am writing to express my concern about the plans to build a motorway near our village.

Haldersham is one of the loveliest villages in England. It is peaceful and quiet, and it is situated in a very attractive valley. There are also several beautiful countryside walks in the surroundings.

Most of the people who live in Haldersham have moved here from other places, often from London. They have bought houses here to live in a place far away from the noise and the stress of the big city. They paid a lot of money for their houses, but they knew they would get a high quality of life for it.

If the planned motorway is built, life in Haldersham will change dramatically. There will be a lot of noise, and nobody will want to go on the walks. House prices will certainly go down, because nobody will want to buy houses in a place close to a motorway. Haldersham will become an ugly place.

I don't think any of the residents of our beautiful village want that. So, let's all tell the politicians who support the motorway plans what we think about them!

Yours faithfully

Hilary Riley

Hilary Riley

Check your progress

1 Grammar

a Complete the sentences. Use modal verbs of permission, obligation and prohibition.

- 1 My teacher caught me sleeping in class and I had to stay behind after class.
- 2 It's a really big secret, OK? You tell anyone.
- 3 I come to your party. Mum says I'm not allowed to.
- 4 you wear a uniform to school?
- 5 I'm not completely stupid, you know. You explain *everything* to me!

4

b Complete the paragraph. Use the correct form of the past simple passive or the present perfect passive.

The radio was invented (invent) at the beginning of the 20th century. In the First World War, radios ¹ (use) to communicate with soldiers. Since the 1960s, many radio signals ² (send) into outer space. So far, no answers ³ (receive) from other planets. It's possible that the signals have arrived on other planets, but the messages ⁴ (not understand).

4

c Complete the paragraph. Use the correct future passive form of the verbs in the box.

send examine not answer
explore bring find

The planet Mars ¹ will be explored during the next few years. Special robot vehicles ² to investigate the planet's surface. It is possible that rocks and dust from Mars ³ back to Earth when the vehicles return. These rocks ⁴ to find out if it is possible to live on Mars. The questions about the Red Planet ⁵ for a very long time.

4

e Rewrite the sentences, using the correct form of causative *have*.

- 1 Someone repaired my bike for me last week. I had my bike repaired last week.
- 2 Someone cuts Mr Hart's hair every month. Mr Hart
- 3 Someone has repaired my laptop. I
- 4 Someone is going to install cable TV for us tomorrow. We're

3

2 Vocabulary

a Complete the sentences with the extreme adjective.

- 1 I'm not just hungry, I'm starving.
- 2 It's not small, it's
- 3 Cold? I'm absolutely
- 4 It was more than interesting – it was
- 5 That's funny. Actually, it's
- 6 Are you tired too? I'm absolutely

5


b Circle the correct verb.

- 1 It makes / *does* sense to go to bed early the night before an exam.
- 2 Yesterday I *did* / made a big effort and got up early!
- 3 You failed the exam? Don't worry, I'm sure you *did* / made your best.
- 4 He wants to *do* / make a lot of money.
- 5 Drink this. It'll make / *do* you good.
- 6 It really *makes* / does a big difference when you type more slowly.

5

How did you do?

Check your score.

Total score			
<input type="text" value="25"/>	Very good	OK	Not very good
Grammar	12 – 15	7 – 11	less than 7
Vocabulary	8 – 10	5 – 7	less than 5

- * Gerunds and infinitives
- * Vocabulary: noun suffixes

1 Read and listen

- a** Read the texts quickly and match them with the pictures. Which story would you read first?

1 JANE EYRE

by Charlotte Brontë

Jane, an orphan, is sent to live with her kind uncle, but he soon dies. Jane can't stand living with her evil aunt. At the age of ten, she is sent away to a boarding school with a cruel headmaster. Later she becomes a teacher at the school but decides to leave and becomes a governess at Thornfield Manor, a big house in the countryside. Here she meets the moody but fascinating Mr. Rochester – a man with a dark secret that will bring them close to disaster.

2 DRACULA

by Bram Stoker

Lawyer Jonathan Harker travels to Count Dracula's castle in Eastern Europe to take the Count some papers to sign for a house he wants to buy in England. The Count is charming at first, but as time goes by, Jonathan discovers some strange things. Why does the Count avoid seeing Jonathan during the day, and why does he have no reflection in the mirror? How can he crawl down the wall like an animal? The Count leaves Jonathan as a prisoner and disappears. In England, Jonathan's fiancée is followed by a large, mysterious 'wolf'. The wolf has jumped off a ship from Eastern Europe.

3 LORD OF THE FLIES

by William Golding

A group of schoolboys survive when their plane crashes on an island. Ralph becomes the leader, and the boys work together to build a shelter and gather food and water to stay alive. Jack takes charge of a group hunting animals. Some of the younger children say they have been chased by a strange beast. Jack promises to kill the beast, but Ralph wants to concentrate on getting off the island. Some boys go with Jack, and the others stay with Ralph. Here begins a classic battle of good versus evil.

4 THE HOBBIT

by J.R.R. Tolkien

Bilbo Baggins enjoys living an ordinary life. This changes forever when Gandalf the Wizard persuades him to join a band of dwarves. They go on an adventure to get back a lost kingdom and treasure. Bilbo meets many characters, both good and evil, along the way. Gollum, a nasty creature, traps Bilbo in a cave, but offers to free him if he can solve a riddle. Bilbo manages to escape after he finds Gollum's magic ring. This makes him invisible.



- b** Read the texts again and listen. Answer the questions. There may be more than one possible answer.

- Who:
 - becomes an animal hunter?
 - goes on a treasure hunt?
 - is a prisoner?
 - escapes?
- What do you think:
 - Mr. Rochester's secret is?
 - the mysterious 'wolf' is?
 - happens to Jack and Ralph?
 - happens to Gollum's ring?

Discussion box

Choose one of the stories and make suggestions about what you think happens next.

2 Grammar

* Gerunds and infinitives

a Look at the sentences from the texts on page 54. The missing verbs are followed by a verb in the *-ing* form (a gerund). Complete the sentences with the correct forms of the verbs.

- Jane living with her evil aunt.
- Why does the Count seeing Jonathan during the day?
- Bilbo Baggins living an ordinary life.

b The missing verbs in these sentences are followed by *to* + infinitive. Complete the sentences with the correct forms of the verbs. Use the texts on page 54 to help you.

- Jane to leave the school.
- Count Dracula to buy a house in England.
- Jack to kill the beast.
- Gollum to free Bilbo if he can solve a riddle.

c Read the rule and **circle** the correct words.

RULE: The verbs *enjoy*, *(don't) mind*, *(can't) stand*, *imagine*, *feel like*, *suggest*, *practise*, *miss* and *avoid* are all followed by *to* + infinitive / a gerund.

The verbs *hope*, *promise*, *learn*, *expect*, *decide*, *afford*, *offer*, *choose* and *want* are followed by *to* + infinitive / a gerund.

d Complete the text with the correct form of the verbs in the box.

move cross go hear sing see have shout

A few years ago, we lived in a house by the sea but then my parents suggested ¹ *moving* to another house, in the town centre. So we moved.

It was OK living in the city – I enjoyed ² to the shopping centre near my new home, for example, and I didn't mind ³ other houses from my window – but I couldn't stand ⁴ all those busy streets! Sometimes I felt like ⁵ at the drivers of all those cars!

I always loved living by the sea, and I missed ⁶ the sound of the waves outside our old house. Sometimes I imagined ⁷ a house of my own, on the beach, where I could live alone and practise ⁸ without annoying anyone!

e Complete the sentences with the correct form of a verb from box A and a verb from box B. Make any necessary changes to the verb tenses.

A
hope offer
~~choose~~ learn
(not) expect
afford decide
promise

B
do call
live help
lend ~~stay~~
play buy

- I can't believe you *chose to stay* at home rather than come to the party with us.
- After a lot of thought, I you my MP3 player – but just for one night!
- When I'm older, I in New York or San Francisco.
- My brother me with my homework last night.
- My sister tennis – and she's making good progress!
- I'm amazed at my exam results – I so well!
- I can't any computer games this month. I've got no money left!
- You me last night, but you didn't! I left my phone on all night waiting for you.

3 Speak

a Work with a partner. How well do you know them? Take a guess and complete the sentences for them.

For your next birthday, you hope ...

At the weekend, you really enjoy ...

For your next holiday, you want ...

When you can, you avoid ...

If you move away from this town, you will miss ...

b Compare ideas with your partner.

4 Speak and listen

a Do you or your friends play any of the games in the pictures? How much time do you spend each week playing computer games?

b Use the words in the box to describe your favourite game.

puzzles to solve realistic graphics sound strategy characters manoeuvres story

c ▶ CD2 T3 Listen to Sarah talking about her favourite game. Answer the questions.

- 1 Is her favourite game new or old?
- 2 What school subject is she studying because of the game?
- 3 What does the main character (the Prince) need to do to win the game?

d ▶ CD2 T3 Listen again and complete the summary.

1 The game first appeared in ¹....., and has since been made into a ²..... Sarah borrowed the game from her ³..... The game and the film have the same ⁴....., but the story is ⁵..... For example, in the game, the Prince hasn't got a ⁶..... Sarah especially likes the background ⁷....., the interesting ⁸....., the amazing ⁹....., and the way you can control ¹⁰.....



b Look at these common ways of making nouns from verbs and adjectives:

-ation -ion -ness -ment -ence -ity

imagine → imagination enjoy → enjoyment
protect → protection different → difference
kind → kindness possible → possibility

Make nouns from these verbs and adjectives.

- | | |
|-------------|-----------|
| 1 agree | 5 prepare |
| 2 prefer | 6 popular |
| 3 react | 7 relax |
| 4 entertain | 8 happy |

c Complete the sentences with nouns from Exercise 5b.

- 1 Listening to music, for me, is the best kind of relaxation that there is.
- 2 Madonna is still a very successful singer. Her is enormous.
- 3 If you haven't got much time, make a fruit salad. It doesn't need a lot of
- 4 My father wanted to buy that car, but he couldn't come to an about the price with the owner.
- 5 I was surprised by her when I told her about the plan.
- 6 What did people do for before TV?

5 Vocabulary

* Noun suffixes

a Circle the incorrect word in these sentences from Exercise 4. Which one is the noun?

- 1 The story is a bit *different* / *difference* from the film.
- 2 I wanted to see what the *different* / *difference* was.

Vocabulary bank Turn to page 114.

6 Pronunciation

* Word stress

▶ CD2 T4 Turn to page 110.

7 Grammar

* Verbs with gerunds or infinitives

- a** Look at the sentences from Exercise 4, then read and complete the rule with *different* or *no difference*.

I love to look at the amazing background graphics.

I love solving the interesting puzzles.

I remember playing it when it came out in 2003.

You have to remember to jump at the right time.

RULE: The verb *love* can be followed by a gerund or infinitive, with in meaning. The verbs *like*, *hate*, *prefer*, *begin* and *start* follow the same rule as *love*.

The verb *remember* can also be followed by a gerund or infinitive – but the meaning is

I remember paying (= I paid and now I remember that.)

You have to remember to jump (= you have to remember and then you jump.)

The verb *stop* also changes its meaning, e.g. *I stopped eating chocolate six months ago.* (= I ate chocolate until six months ago but then I stopped.)

I was in town shopping, and I stopped to eat a sandwich. (= I stopped and then I ate a sandwich.)

- b** Circle the correct words in the sentences.

- 1 I remember to *meet* / *meeting* Ellie at a party a few months ago.
- 2 Don't worry – I'll remember to *give* / *giving* you the book back.
- 3 Please stop to *make* / *making* so much noise! I want to go to sleep!
- 4 It was really hot in the car, so we stopped to *buy* / *buying* some ice creams.

Get it right! Turn to page 118.

- c** Complete the sentences with the correct form of the verbs in brackets. There may be more than one correct answer.

- 1 I love *playing* (play) games on my PC when I get home from school.
- 2 He's a nice guy, but he never stops (talk) about football!
- 3 Did you remember (email) your sister?
- 4 Have you started (read) your new *Twilight* book yet?
- 5 Do you prefer (watch) horror films or comedies?
- 6 I don't remember (rent) this DVD before. Are you sure we've seen it?
- 7 I really hate (do) homework when it's sunny outside.
- 8 I'm really hungry. Can we stop (get) a sandwich?



LOOK!

would like / *would love* / *would hate* / *would prefer* are always followed by the infinitive.

I would like to go to the cinema.

8 Speak

- a** Work with a partner. Student B: Turn to page 126.

Student A: On a piece of paper, write something:

- you must remember to do next week.
- you like doing when you want to relax.
- you started doing a couple of years ago.
- you hate doing.

walking to school

- b** Look at what your partner wrote, and try to guess why. Have a conversation using verbs from Exercise 7 to help you.

A: 'Walking to school.' Is that something you hate doing?

B: No, it's something I started doing a couple of years ago. I stopped cycling and started walking to school.

Fiction in mind

9 Read and listen

- a** These scientists all do something that causes problems. Do you know any of them? What can you say about them?

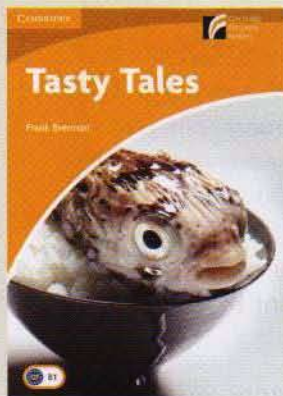
Frankenstein Dr Jekyll and Mr Hyde The Hulk

The Water of Wanting

a short story from *Tasty Tales*, by Frank Brennan

The story so far:

Jean Pascal is a research scientist for a big company that makes chemicals to put in foods – additives. He has made a liquid that he calls *WOW* – ‘water of wanting’ – that you can add to drinks or food. Jean is in the office of his manager, Charles, to tell him about the liquid.



Jean looked a little uncomfortable, but he lifted up his eyes and looked into Charles's worried face and began, ‘WOW is a liquid which you can't see and you can't smell, a liquid which is – in itself – completely harmless.’ Jean could see Charles nodding his head and smiling widely. ‘In carefully measured amounts, it can make a person prefer one kind of drink over another –’

‘Hey, Jean!’ Charles cried out. ‘That's brilliant! Just what we wanted!’

‘I haven't finished, Charles ...’

Charles apologised, still nodding his head, and Jean continued.

‘However, if these amounts are exceeded ... I mean, if we put too much *WOW* into a product, people will want the product so much that it becomes really dangerous. The person will eat or drink until they are dead. The person has to have the product – they have no choice.’

For a moment, Charles stopped smiling. ‘So what you're saying is: if we add too much *WOW* to something, it's going to make it dangerous?’

‘That's right.’

‘But, if the amounts are right, we can use *WOW* safely, right?’

‘Well, yes, but –’

‘No problem then!’ Charles laughed. ‘I'm sure it'll be perfectly OK, Jean. I'll make sure everyone understands.’

‘No, Charles,’ Jean said, more impatiently this time. ‘Let me explain. I've been doing some thinking about this lately –’

‘You certainly have, Mr Clever!’ said Charles. ‘[...] We're going to make millions on this one, Jean. Millions!’

‘Charles!’ Jean raised his voice. ‘Let me explain more clearly. *WOW* is dangerous! If it's used in the wrong amounts, it can make people crazy ... crazy with a need for ... for anything they eat or drink. And then they won't want to eat or drink anything else at all! [...]’

‘Well,’ Charles replied, more calmly now, ‘I see your point now, Jean. We have to be careful with these things.’

‘At first,’ Jean said, ‘I was excited by the idea of helping people to eat good food. There are too many fat people these days; I wanted to help with the problems.’

‘Oh, yes!’ Charles said. ‘Of course!’

‘Yes, well,’ Jean replied [...], ‘I realise now that I was playing with fire. It'll be better if the research is put away and forgotten about. It's too dangerous and just too ... too *wrong*. You can see that now, can't you, Charles?’

b ▶ CD2 T5 Read the extract and listen. Mark the sentences *T* (true), *F* (false) or *NI* (no information).

- 1 The right amount of *WOW* in a drink makes people want more of the drink.
- 2 *WOW* could be used to make people buy more of anything, not just food and drink.
- 3 Jean says that *WOW* can be dangerous if too much of it is used.
- 4 Too much *WOW* in a product will make people want to eat or drink only that product.
- 5 Charles says he's going to make millions of bottles of *WOW*.
- 6 Jean thought that *WOW* could be used to help people with problems.
- 7 Charles now thinks that using *WOW* would be wrong.

c Here are three things that could happen next in the story. Which one do you think is correct?

- 1 Charles kills Jean and starts to sell *WOW*, and he makes a lot of money.
- 2 Charles decides to make and sell *WOW* but doesn't tell Jean.
- 3 Charles decides that *WOW* is too dangerous to sell, so Jean starts selling it secretly.

Discussion box

- 1 What do you think Jean should do?
- 2 Do you think it's possible for something like *WOW* to be invented? Why (not)?

10 Write

a Read the composition about eating fast food and answer the questions.

- 1 Which paragraph talks about the advantages of eating fast food? What are the advantages?
- 2 Which paragraph talks about the disadvantages of fast food? What are they?
- 3 Does the writer think that eating fast food is a good or bad idea?

b Which of the underlined words in the text are used to introduce:

- 1 the conclusion?
- 2 another point supporting the previous ideas?
- 3 the opposite side of an argument?
- 4 the consequence of an action?

What are the **advantages** and **disadvantages** of eating fast food?

Many people do not have time to eat home-cooked food. Because of our non-stop modern lifestyle, fast food is popular almost everywhere. In most cities, it is not difficult to find hamburgers, pizza, or fried chicken.



Eating fast food helps working people and students to get back to work as quickly as possible. In addition, many love the look, smell and taste of it. Perhaps the greatest advantage is the price. It is often cheaper than other kinds of restaurant food.

On the other hand, many people feel that fast food is unhealthy because it contains a lot of artificial ingredients. In fact, some even think that it is addictive because of these ingredients, and also because fast food companies advertise so much. They blame fast food for making people much fatter than before.

To sum up, there are both advantages and disadvantages to fast food. I believe that it can be a good thing, as long as people do not eat it too often, eat plenty of fruit and vegetables, and also do plenty of exercise to keep in shape.

c Write a composition about one of the following topics. Use the composition on fast food to help you. Remember to use topic sentences. Write 120–180 words.

What are the advantages and disadvantages of:

- using the internet?
- playing computer games?
- mobile phones?

* Second conditional review

* *I wish / If only* for present situations

* Vocabulary: crimes, crime verbs

1 Speak and listen

- a** Work with a partner. Look at the pictures and discuss what you think is happening.
- b** ▶ **CD1 T6** Listen to Phil and Anna telling two stories. Do they mention your ideas from Exercise 1a? Did Phil and Anna regret the lies they told?
- c** Work with a partner. Discuss the questions.
- Which of the lies they told was worse, in your opinion? Why?
 - Have you ever told a lie that got you into trouble? Tell your partner about it.



Story 1



Story 2

2 Read

Work with a partner. Ask the questions in the questionnaire and tick (✓) your partner's answers. Look at the bottom of the page and calculate your partner's total. Then tell your partner the result.

ARE YOU AN HONEST PERSON? Try our questionnaire – and answer truthfully!

- If you saw some money in the street, would you:
 - pick it up and hand it in to the police?
 - walk past and leave the money where it was?
 - pick it up and spend it right away?
- Suppose your best friend has a new boy/girlfriend who you don't like. Would you:
 - not say anything but avoid going out with your friend when their new boy/girlfriend was around?
 - pretend to like the new partner? The relationship probably won't last forever.
 - tell your friend how you feel?
- If you borrowed your brother's MP3 player and broke it accidentally, would you:
 - say someone else had broken it?
 - explain and offer to replace it?
 - give it back and say you knew nothing about it when your brother asked?
- Imagine you have applied for a job. At the interview you are asked if you have any experience of this kind of work. You don't, but you really want the job. Would you:
 - say that you have no experience but are a quick learner?
 - say that you have plenty of experience?
 - say that you have some experience but that you think you might need some training?
- Imagine you saw a friend from school in a shop putting sweets in their pocket. Would you:
 - tell the shop assistant?
 - tell the person to put the sweets back?
 - not do anything?

Answers
Results
 1 04 02 00 Less than 8 points: You aren't really very honest. Do your friends lend you things? Probably not. Maybe you should ask yourself why.
 2 02 00 04 Friends lend you things? Probably not. Maybe you should ask yourself why.
 3 02 04 00 13–8 points: You're often honest. You are the type of person who doesn't want to hurt their friends, so maybe you sometimes lie to be kind.
 4 04 00 02 13–8 points: You're often honest. You are the type of person who doesn't want to hurt their friends, so maybe you sometimes lie to be kind.
 5 02 04 00 More than 13 points: Well done – you're perfect! But be careful: you don't hurt your friends by being too honest!

3 Grammar

* Second conditional review

- a** Look at the example. Is it about something real or is it imaginary?

If you saw some money in the street, would you pick it up and spend it right away?

- b** Complete the rule with *could*, *past*, *might* and *would*.

RULE: We use *if* with the tense (to introduce the condition), and + the infinitive (to show the consequence) when we want to show that a situation is unreal or unlikely.

It is also possible to use (for possibility and ability) or (for uncertainty) in place of *would* (for certainty).

If a friend was in trouble and I had to tell a lie to help them, I might lie again.

- c** Complete the sentences using the correct form of the second conditional. There may be more than one possible answer.

- 1 If you *found* (find) a watch in the street, what would you do with it?
- 2 I (send) her a postcard if I knew her address.
- 3 If I had more money, I (go out) more.
- 4 If you (not go) to bed late every night, you might not be so tired.
- 5 What you (do) if you won £1 million?
- 6 I wouldn't need a car if I (live) in the city.
- 7 If Steve sent Vicky a Valentine's card, she (keep) it forever!
- 8 If I (go) to Brazil, I could learn Portuguese.

* First conditional vs. second conditional

- d** Look at the examples. Which is first conditional? Which is second conditional? Which situation is more likely to happen?

If my dad gave me a new car, I'd be really happy.

If my dad gives me a new car, I'll be really happy.

- e** Match and complete the sentences.

- | | |
|---|--|
| 1 If I get married next year,
If I got married next year, | a I wouldn't go to university.
b my parents will be very surprised. |
| 2 If I have any money this weekend,
If I had any money this weekend, | a I'll ...
b I'd ... |
| 3 If I get a good job when I leave school,
If I got a good job when I left school, | a I would ...
b I'll ... |

4 Speak

Complete the questions and add two more questions. Then ask your partner.

- 1 If you could go anywhere in the world, where ...?
- 2 Suppose you could meet anyone in the world. Who ...?
- 3 Imagine you met your sporting hero. What ...?
- 4 Say you could change one thing about yourself. What ...?

5 Listening and vocabulary

* Crimes

a ▶ CD2 T7 Match the words with the pictures. Then listen, check and repeat.

- 1 burglary 4 shoplifting
2 joyriding 5 pick-pocketing
3 arson 6 vandalism

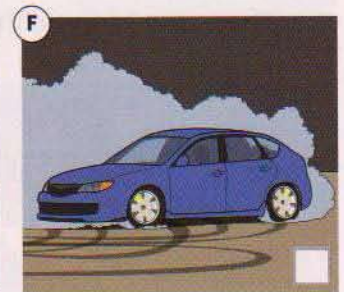
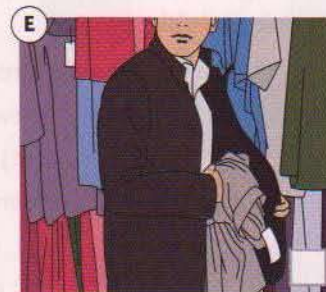


b ▶ CD2 T8 Listen to the radio show and tick (✓) the crimes in Exercise 1a that are mentioned.

c ▶ CD2 T8 Listen again and complete the table with the words in the box.

burglary excitement money
shoplifting arson clothes

	Crime	Reason
Dan	money
Kerry
Alex



d ▶ CD2 T8 Work with a partner and answer the questions. Then listen again and check.

- Where did Dan first steal from?
- What did Dan have to do as a punishment?
- What did Kerry's mum make her do?
- What does Kerry do now?
- What did Alex burn down?
- How did Alex feel when the shed exploded?

6 Speaking and vocabulary

* Crime verbs

a Complete the text using the correct form of the verbs in the box.

break do (x2) commit (x2) pay get (x3) send put

Most teenagers ¹ *get* into trouble sometimes. But there's a big difference between ² something wrong like staying out too late, and ³ a crime. The rise in teenage crime is a serious problem for our society. When a young person ⁴ the law and ⁵ away with it, they are likely to repeat the crime. Therefore, when a teenager ⁶ caught we must do everything to show them that crime is wrong. ⁷ them to prison is not the answer – they will only meet more experienced criminals there. Most of them don't have the money to ⁸ a fine. One good option is to ⁹ them on probation. This means they have a period of time when they must not ¹⁰ any more crimes. If they do, they will be sent to prison. But the best punishment is getting them to ¹¹ community service – for example, picking up litter off the streets. This is the best way of teaching them that they have a responsibility to society.

b What four types of punishment are mentioned in the text?

c Work with a partner and discuss the questions.

- Who do you usually get in trouble with and why?
- What small things do people do every day that are actually breaking the law, for example, dropping litter?
- What punishments do you think are best for young offenders?

Vocabulary bank

Turn to page 115.

7 Grammar

* I wish / If only

- a** Look at these examples from the radio show in Exercise 5b.

I wish I could turn the clock back.

If only I had the same things as other kids.

- 1 In the first sentence, does the person think they can change what happened in the past?
- 2 In the second sentence, does the speaker have the same things as other kids?
- 3 What tense is used after *I wish* and *If only*?



8 Speak

- a** Work with a partner. Look at the photograph and write five thoughts the person in the photo might have. Start with *I wish ...* or *If only ...*

If only I could sit down.

- b** Look at the topics in the box. What would you like to be different about each of these things? Work with a partner and discuss your answers.

the area you live in your free time your school
holidays TV the environment your country

- A: *Do you wish there were more sports facilities in your area?*
B: *Yes, I do. And I wish there were other places for young people to go too.*
- A: *Do you ever think 'if only there was more to do at the weekends'?*
B: *Yes, I do, and I often think, 'if only I lived closer to the sea!'*

9 Pronunciation

* I wish ... and If only ...

▶ CD2 T9 Turn to page 110.

LOOK!

These sentences have similar meanings.
I wish / If only I could dance as well as you means I would like to dance as well as you.

I wish / If only I danced as well as you means I can't dance as well as you and I regret this.

- b** Complete the sentences using the correct form of the verbs in the box.

be (x2) not have know
play understand

1 If only I understood Maths.

2 If only I was as intelligent as Tom Jacobs.

3 I wish I didn't have so much homework tonight.

4 If only I could talk how to talk to girls.

Ryan

Tom

5 I wish I was as good-looking as Ryan Brown.

6 I wish I could play football as well as Ryan Brown.

10 Listen and speak

- a** Look at the picture. Work with a partner to think of three ways to finish the boy's sentence.



I wish ...

I wish (Semisonic)

- | | |
|-----------------------------------|--|
| ¹ I wish I could be | <input type="checkbox"/> always wrong |
| ² I wish I could see | <input checked="" type="checkbox"/> anyone but the one that I am now |
| ³ I wish I could do | <input type="checkbox"/> I knew |
| ⁴ No matter how | <input type="checkbox"/> any scene but the one I hang around |
| ⁵ Something is | <input type="checkbox"/> I try to sing along |
| ⁶ What I wish | <input type="checkbox"/> anything but the things I always do |
| ⁷ I wish I could drive | <input type="checkbox"/> more like someone you wish that I could be |
| ⁸ I wish I could ride | <input type="checkbox"/> I change it anyway |
| ⁹ I wish I could be | <input type="checkbox"/> in the back seat you're riding in today |
| ¹⁰ No matter how | <input type="checkbox"/> if you really want me |
| ¹¹ You won't even say | <input checked="" type="checkbox"/> in the car that you drive around the Bay |

Chorus

- | | |
|---|--|
| ¹² I can try to | <input type="checkbox"/> my knees for you |
| ¹³ Get down on | <input type="checkbox"/> seas for you |
| ¹⁴ Go outside and | <input type="checkbox"/> the trees for you |
| ¹⁵ Cross the high | <input type="checkbox"/> for you |
| ¹⁶ Whatever you | <input type="checkbox"/> breeze for you |
| ¹⁷ I can climb | <input type="checkbox"/> that I can never do |
| ¹⁸ Twist in the | <input type="checkbox"/> in me for you |
| ¹⁹ But there's one thing | <input type="checkbox"/> freeze for you |
| ²⁰ I can't believe | <input checked="" type="checkbox"/> please you |
| ²¹ I can't believe | <input type="checkbox"/> need me to |
| ²² I wish I could turn into | <input type="checkbox"/> be myself |
| ²³ I wish I could make | <input type="checkbox"/> whether you really know what you need |
| ²⁴ I wish I could know | <input type="checkbox"/> you'd want me |
| ²⁵ If I could only | <input checked="" type="checkbox"/> somebody far, far away |
| ²⁶ I wouldn't | <input type="checkbox"/> be somebody else |
| ²⁷ And maybe | <input type="checkbox"/> myself satisfactory in every way |

Chorus

- b** ▶ CD2 T10 Listen to the song. Are any of your ideas from Exercise 10a mentioned?

- c** Look at the lyrics of the song. Match the two parts of the sentences.

- d** ▶ CD2 T10 Listen again and check your answers.

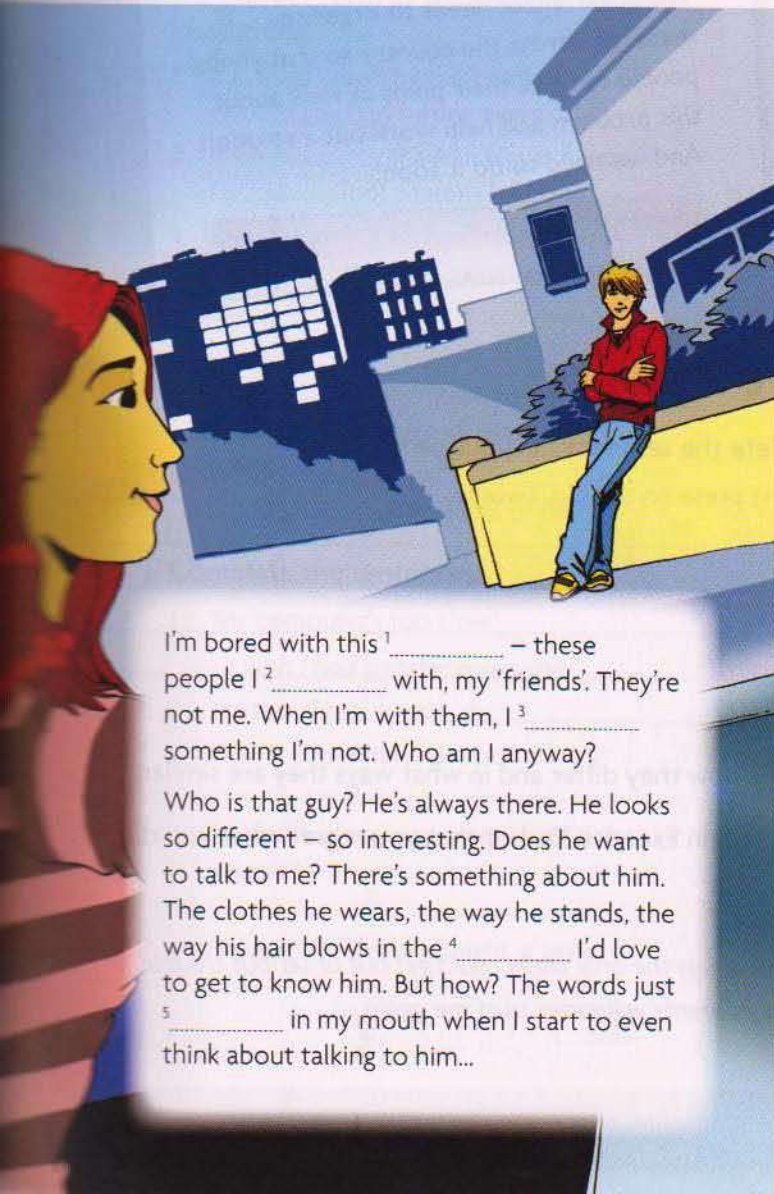
e Match the definitions (1–5) to the words from the song (a–e).

- | | |
|------------------------------|---------------|
| 1 lifestyle | a breeze |
| 2 to spend time | b turn into |
| 3 become ice | c scene |
| 4 a light wind | d freeze |
| 5 become something different | e hang around |

f Find the line (or lines) in the song that show the singer

- 1 isn't happy with who he is.
- 2 isn't happy with his lifestyle.
- 3 feels he doesn't belong even though he tries hard to.
- 4 would like to be with the girl he is singing about.
- 5 would do anything to be with her.
- 6 isn't sure the girl really knows what she wants.

g Complete the text using words from the song in Exercise 10e.

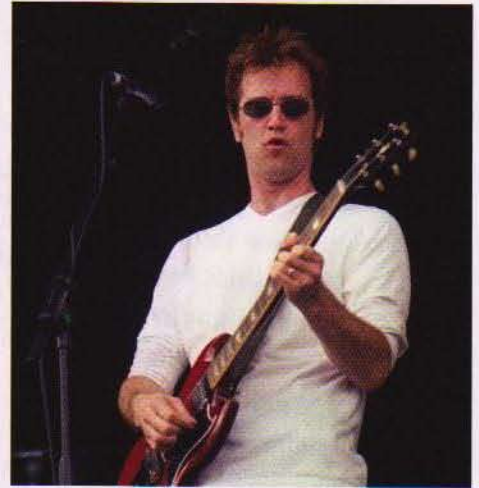


I'm bored with this ¹..... – these people I ²..... with, my 'friends'. They're not me. When I'm with them, I ³..... something I'm not. Who am I anyway?

Who is that guy? He's always there. He looks so different – so interesting. Does he want to talk to me? There's something about him. The clothes he wears, the way he stands, the way his hair blows in the ⁴..... I'd love to get to know him. But how? The words just ⁵..... in my mouth when I start to even think about talking to him...

h Read the text. Mark the sentences below *T* (true) or *F* (false). Correct the false sentences.

Did you know...?



In 1993 Dan Wilson (vocals and guitar) and John Munson (bass guitar and keyboard) left their band Trip Shakespeare and joined Jacob Slichter (drums) to form Semisonic. Five years later, the band were enjoying huge success not only in their native USA but all over the world with their singles *Closing Time* and *Secret Smile* from their second CD *Feeling Strangely Fine*. Great things were expected from their next album *Chemistry* (from which *I wish* is taken) but although the critics weren't disappointed, the record didn't sell as well as expected and soon after, the band decided to split up. There are rumours that Semisonic will get back together. Watch this space!

- 1 There were three members in the band Semisonic.
- 2 They had their first big success in 1997.
- 3 The band are American.
- 4 Their second CD was extremely successful.
- 5 The band were only really very popular in the US.
- 6 The band made three CDs.
- 7 The critics didn't like *Chemistry* very much.
- 8 People expected *Chemistry* to sell better.

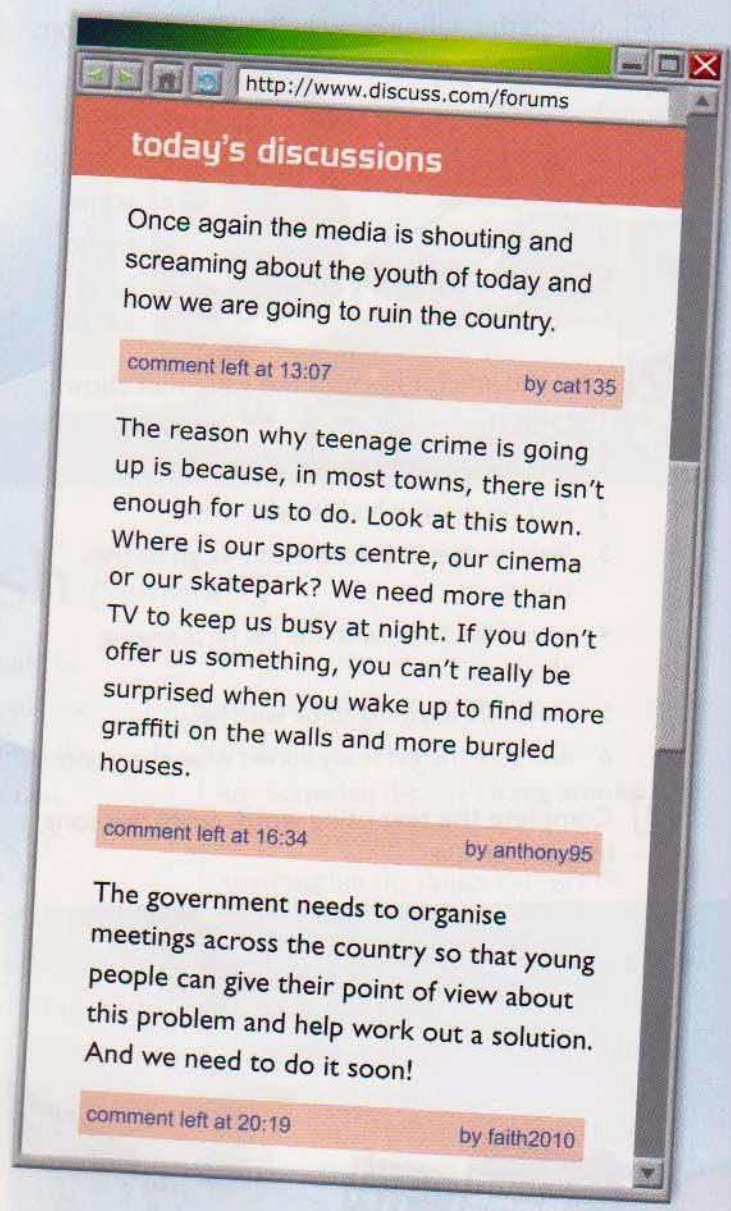
11 Write

a Read the newspaper cutting and the blog comments. What problem is anthony95 writing about? What action does he suggest?

YOUNG PEOPLE AND CRIME

Statistics show that more under-18-year-olds have been convicted of shoplifting and burglary than ever. Small crimes like vandalism and graffiti have gone up by 20% compared to last year.

- b** Discuss the questions in pairs.
- 1 What other reasons can you think of for the increase in teenage crime?
 - 2 What can be done to help the situation?
- c** Using some of your ideas from Exercise 11b, write a blog comment from the point of view of another teenager. Write 120–180 words.



12 Last but not least: more speaking

- a** Think about these situations and complete the sentences in your own words.
- 1 If I saw someone steal an elderly woman's purse on the bus, I would
 - 2 I would be prepared to tell a lie if
 - 3 If I were in charge of prisons, I would
 - 4 If I had no money at all, I would
 - 5 I would never speak to my best friend again if
 - 6 If I found a mobile phone at school, I would
- b** Discuss your sentences with a partner. See how they differ and in what ways they are similar.
- c** Imagine you actually did the things you said in Exercise 13a but that you regret what you did. Discuss your regrets with your partner.
- Example:
 You wrote: *I would be prepared to tell a lie if it was the only way I could get out of serious trouble.*
 You say: *If only I hadn't told that lie. Now my parents will never trust me again.*

Check your progress

1 Grammar

a Complete the sentences. Use the gerund or infinitive form of the verb.

- I can't afford to buy (buy) the new U2 CD this month.
- I want (be) a rock star.
- I've decided (study) engineering at university.
- I must remember (give) Jenny a birthday present.
- I don't mind (get) up early during the week, but not at the weekend.
- Sorry I'm late. I stopped (check) my email at the cafe.
- I stopped (drink) milk years ago. 6

b Complete the sentences. Use the correct form of the second conditional.

- If I lived (live) by the beach, I would go (go) surfing every day.
- If we (have) a bigger house, I (not share) a bedroom.
- She (be) healthier if she (do) some exercise.
- We (not be) lost if we (have) a map.
- If he (not talk) so quickly, I (understand) him better.
- What you (buy) if you (win) lots of money? 5

c Complete the sentences. 4

- 'My computer's too slow.'
I wish I had a faster computer.
- 'I'm too short.' I wish
- 'I don't understand physics.' If only
- 'My football team are bottom of the league.' I wish
- I have to finish this tonight. If only

4

2 Vocabulary

a Complete the sentences. Use the correct form of the word at the end.

- This is a great meal and it doesn't need a lot of preparation . PREPARE
- He has the perfect for writing stories. IMAGINE
- Going to the cinema is my favourite form of ENTERTAIN
- J. K. Rowling is rich thanks to the of *Harry Potter*. POPULAR
- I always remember my grandmother for her KIND
- From his , I don't think he was very happy. REACT 5

b Circle the word or expression which has a different meaning from the others.




- pay a fine / break the law / be sent to prison
– *It's the only one that isn't a punishment.*
- get into trouble / get away with it / get caught
- arson / burglary / shoplifting
- do community service / break the law / get into trouble 3

c Complete the sentences with one of the words or expressions from Exercise 2b.

- If you are put on probation , you will go to prison if you commit another crime.
- If you don't get caught, then you
- One example of is cleaning up a dirty neighbourhood.
- You are usually for very serious crimes.
- Stealing sweets from a supermarket shelf is 4

How did you do?

Check your score.

Total score			
27	Very good	OK	Not very good
Grammar	11 – 15	7 – 11	less than 7
Vocabulary	9 – 12	5 – 9	less than 5

- * Linkers of contrast
- * Modal verbs of deduction (present)
- * Vocabulary: problems

1 Read and speak

a Look at the picture and answer the questions.

- 1 What do you think the circle outside the window is?
- 2 Have you ever seen anything like this in the sky?
- 3 Do you think the picture is real or fake?
- 4 Have you ever read or heard any 'true' stories about UFOs? Do you think they really exist?

b Work with a partner. You are going to read different texts about the same incident.

Student B: Turn to page 126 and read Text B.

Student A: Read Text A. Then work together and discuss the questions below.

- 1 What exactly was Roswell?
- 2 Why was the witness surprised when he first saw the wreckage?
- 3 What happened to the crash wreckage?
- 4 Why did the story about the balloon seem believable to many of the officers at the base?
- 5 What did the witness say he and his friends saw?
- 6 Who believes the witness?

c Work with a different partner. Student A is an army officer who is sure it was a balloon that crashed. Student B is a witness to the Roswell incident and believes he/she saw a UFO. Discuss what happened using the information you found out in Exercise 1b.



Text A

On 8th July, 1947, an army officer reported a crash at the Roswell base in New Mexico, USA. Although the area was an air field, the details of the crash sounded strange. Within hours, people from the base were saying a UFO had crashed there. They said there were pieces of UFO at the base. But later the same day, other army officers denied the UFO story and said it was a weather balloon that had crashed. Even though some officers said they had seen bodies of aliens shortly after the crash, few believed the UFO story. 'It's obvious ... the wreckage must be from a balloon. We know what those balloons are made of and the material is the same,' one person from the base said at the time.

However, in 1978 the story appeared again when a UFO expert interviewed some people who had been at the base at the time of the crash. Several of them still said it couldn't have been a UFO that crashed. But one man disagreed. He said it was a UFO and that the officers at Roswell had tried to hide the evidence. Slowly, other witnesses started agreeing with him, saying there were bodies of aliens hidden at the base.

In spite of investigations, we still don't know what really happened on that day in 1947.

2 Grammar

* **Linkers of contrast:**
*however / although / despite /
 even though / in spite of /*

a Circle the correct option. Then check your answers in texts A and B in Exercise 1b.

- 1 Although / Despite the area was an air field, the details of the crash sounded strange.
- 2 Even though / However some officers said they had seen bodies of aliens, few believed the UFO story.
- 3 Even though / However, in 1978 the story appeared again.
- 4 Even though / In spite of investigations, we still don't know what really happened on that day in 1947.
- 5 Even though / However there have been further investigations, we still don't know what really happened at Roswell that day.

b Look at the sentences in Exercise 2a and complete the rule with *although, despite, in spite of, even though* and *however*.

RULE:

To introduce contrast:

We use a subject + verb after and
 *he has a French mother, he doesn't speak any French.*

We use a noun or verb in the -ing form after and
 *having a French mother, he doesn't speak any French.*

..... *his French mother, he doesn't speak any French.*

We use with a comma at the beginning of a sentence, or at the end.
His mother is French, he doesn't speak any French.
His mother is French. He doesn't speak any French,

c Combine the sentences using the words in brackets. There may be more than one possible answer.

- 1 I'm going for a run. It's raining. (even though)
I'm going for a run even though it's raining.
- 2 I'm going for a run. It's raining. (even though)

- 3 He didn't have any evidence. We believed his story about the UFO. (although)

- 4 This sounds weird. I know I saw the body of an alien! (even though)

- 5 They are very rich. They aren't happy. (despite)

- 6 I know people who have seen UFOs. I don't believe UFOs exist. (however)

- 7 The investigators had suspicions. They believed what they heard about the crash. (in spite of)

- 8 They didn't believe his story. He had photographs of aliens. (even though)

- 9 I didn't like the book. I enjoyed the film. (although)



LOOK!

When using *in spite of* or *despite* in the negative, *not* goes before the -ing form.

Despite not being invited, we still went to the party. (Not: Not despite being invited...)

In spite of not having any of her own, she gets on really well with children.

Get it right! Turn to page 118.

3 Pronunciation

* /əʊ/ *though*

▶ CD2 T11 and T12 Turn to page 110.

4 Listen

a What examples can you think of where people claim to have seen aliens or strange creatures?

b Answer the questions with a partner.

- 1 Why is Loch Ness famous?
- 2 What do you think of all the photos that people say they have taken of the Loch Ness Monster?
- 3 Do you believe there is a monster in the lake?
- 4 If there is a monster in the lake, how do you think scientists could try to find it?

c ▶ **CD2 T13** Listen to the start of the radio show. What did the research team find?

d Match the words in the box with the definitions.

scanner sonar image sonar equipment

- 1 a picture produced with the help of sound waves
- 2 something that uses sound waves to discover how deep the water is or the position of an object in the water
- 3 a device for making images of the inside of the body or for putting information into a computer

e ▶ **CD2 T14** Listen to the next part of the show. You will hear researcher Tim Rowan talking about the Loch Ness Monster. Tick the statements he thinks are true.

- 1 The equipment the research team had was very modern.
- 2 There are a lot of photos of the Loch Ness Monster, so it must exist.
- 3 People like to believe in conspiracy theories.
- 4 There isn't enough food for a large water animal in Loch Ness.

f ▶ **CD2 T15** Listen to Professor George Davies. He disagrees with Tim Rowan. Tick the statements he thinks are true.

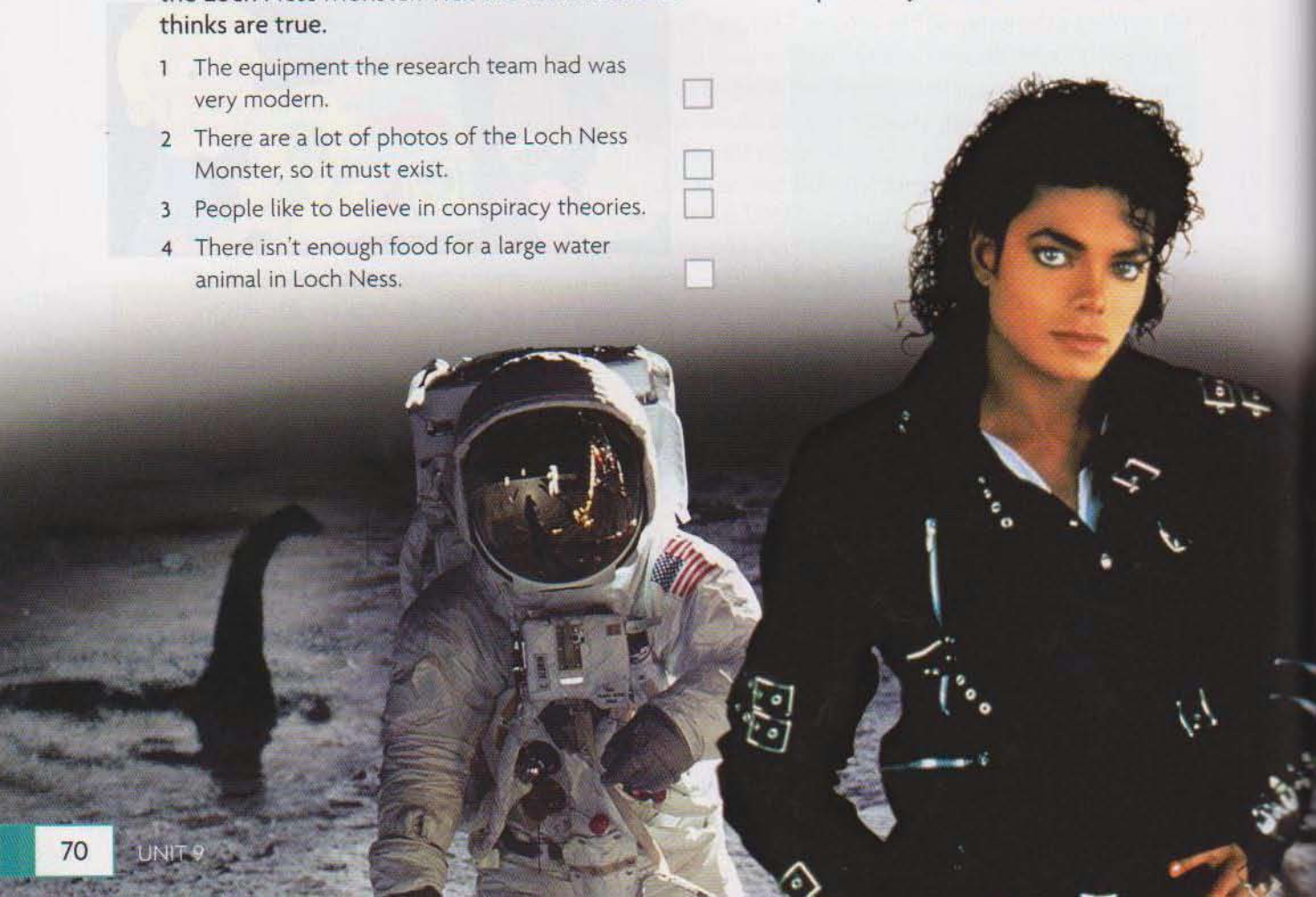
- 1 You can't always disprove theories using only science.
- 2 These days, scientists have got equipment that can prove or disprove any theory.
- 3 The photos and news reports about man walking on the Moon were part of a conspiracy theory.
- 4 The shooting of President Kennedy is another example of a conspiracy theory.
- 5 People make up their minds about what to believe too quickly.

5 Speak

A conspiracy theory is when people don't believe the official story about something, e.g. the discussion about the Loch Ness Monster. They believe that something is being kept secret.

Work in groups. What other conspiracy theories do you know of?

Discuss what you know about them and present your ideas to the class.



6 Grammar

* Modal verbs of deduction (present)

a Look at these sentences from Exercise 4 and answer the questions.

- Some people say there **must be** (a creature in the lake).*
- Others say there **can't be**.*
- They **could be** looking for her with the wrong equipment.*
- The monster **might live** under the ground somewhere in the loch.*

- In which sentences is the speaker sure they are right?
- In which sentences is the speaker not so sure?
- What is the opposite of *must be*?

b Complete the sentences with *must be*, *can't be*, *could be*, or *might be*. There may be more than one possible answer.

- Be careful with that dog. It might be dangerous.
- It that difficult. Even my little brother knows how to do it.
- You really want to go bungee jumping? You mad.
- A: Where's Gemma?
B: She in her room. I'm not sure.
- You hungry already. You've just had lunch.

7 Vocabulary

* Problems

a Read the text and match the underlined words with the definitions.

When a problem comes up at school, I tend to think it over for a while, and I can usually sort it out myself. If it's a bigger problem, then sometimes I need to sleep on it and come back to it in the morning. If it's a problem with my family, and I can't make up my mind what to do, I can usually talk it over with my best friend. She can nearly always come up with an idea that helps. And when I have a problem with her – well, if I just ignore it, it'll usually just go away by itself.

- | | |
|--------------------------|--------------------|
| 1 find a solution | <u>sort it out</u> |
| 2 discuss it | ..... |
| 3 take more time | ..... |
| 4 consider it | ..... |
| 5 decide | ..... |
| 6 pretend it's not there | ..... |
| 7 appear | ..... |
| 8 disappear | ..... |
| 9 suggest | ..... |
| 10 return | ..... |

b Complete the sentences with the words from the text in the correct form.

- I don't like to sleep on a problem. I like to everything before I go to bed.
- It seems that every day a new problem in my life.
- I hate decisions. I'm not very good at
- My mother is the best person to a problem with. She always the best ideas.
- The best way to solve a problem is to it. If you do, it usually just in the end.

c Tell your partner which of the sentences are true for you.

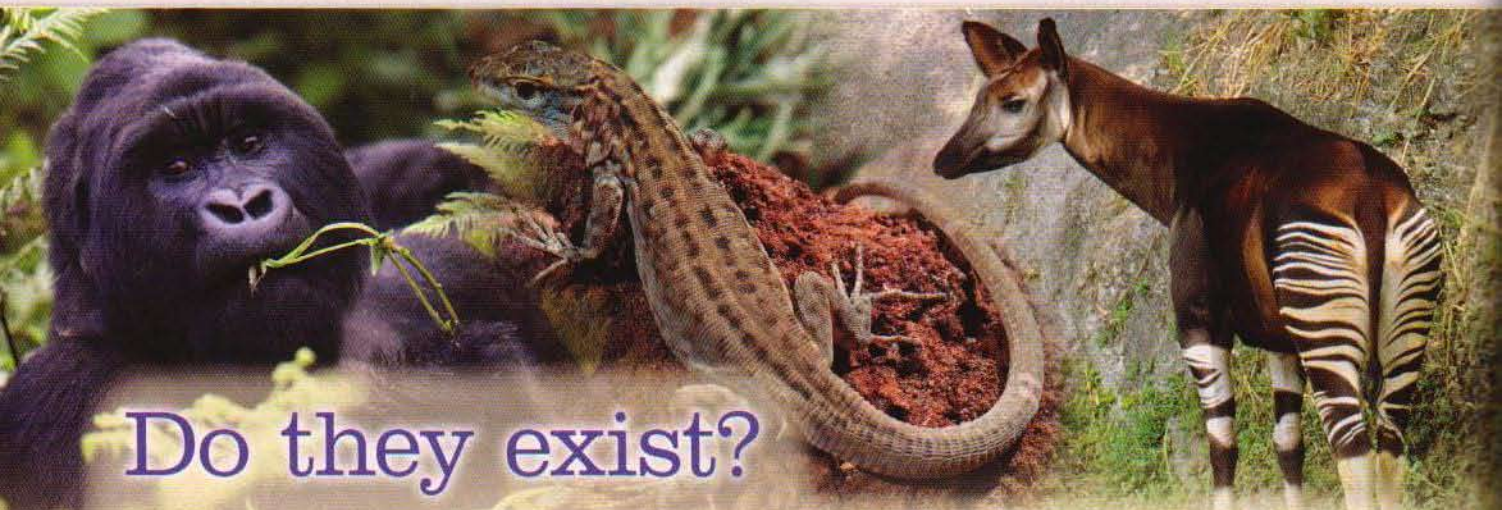
d Tell a partner about a serious problem you or a friend of yours had, and how it was solved. Use the underlined words from Exercise 7a.

Vocabulary bank Turn to page 115.



8 Read and listen

- a** Look at the pictures. What do you think these animals are?
- b** Work with a partner. Have you heard of cryptozoology? If so, explain what it is. If not, discuss what it might be.



Do they exist?

The word 'kryptos' comes from Greek and means hidden. And any word containing 'zoology' is always connected with animals. So it comes as no surprise that cryptozoology is, quite literally, the study of 'hidden' animals. This doesn't mean, however, animals that don't want to be seen, but animals that might or might not actually exist. Cryptozoology refers to these animals as 'cryptids'.

Some animals studied by cryptozoologists certainly do exist. The okapi, or short-necked giraffe, and the mountain gorilla are good examples. When they were first seen by small numbers of people, scientists refused to believe they existed. It took decades before they became official members of the animal kingdom.

Cryptozoologists believe that we almost certainly haven't discovered all the animals that exist in the world – that there must be lots of cryptids out there that we haven't found yet. By this, they don't mean that they think that undiscovered mythical creatures like the Loch Ness Monster or Bigfoot are real animals in the same way as, say, rabbits or hyenas are – scientists have found no

proof for the existence of Nessie, and they claim Bigfoot is probably some kind of giant ape. What cryptozoologists argue is that, with the world being such a big place, there are many areas that people have still not explored, and that it is in these places that cryptids are likely to be found. The Vu Quang nature reserve in Vietnam is an example of this. It was almost untouched until the 1990s and since scientists have started working here, a new species of fish, bird, turtle and mammal have all been found.

Cryptozoologists also say that some animals which scientists claim are extinct might still exist – the dodo and the giant moa, for example. And the cryptozoologists might be right. As recently as 1999, scientists in Spain found several living *Galliota gomerana* lizards – creatures that scientists thought had been extinct for almost 500 years!

Critics of cryptozoology say it is a crazy science. But can we be absolutely sure we know about every animal on Earth? Well, the evidence so far seems to suggest not.

C ▶ CD2 T16 Read the text again and listen. Answer the questions.

- 1 What is cryptozoology?
- 2 What are cryptids?
- 3 What is the okapi an example of?
- 4 What is the connection between Bigfoot and large monkeys?
- 5 Why was it surprising when *Galliota gomerana* lizards were seen?
- 6 What do you think of cryptozoology?

d Match the words from the text with the meanings.

- | | |
|--------------|--|
| 1 literally | a completely |
| 2 refuse | b having died out |
| 3 certainly | c to say you will not do or accept something |
| 4 proof | d evidence |
| 5 extinct | e word for word |
| 6 absolutely | f definitely |

e Use a word from Exercise 8d to complete each sentence.

- 1 People must stop hunting tigers, or they will become extinct.
- 2 We asked him three times, but he to join us.
- 3 The idiom *to jump the gun* doesn't mean 'to jump over a gun'.
- 4 Are you sure it was Bigfoot you saw?
- 5 We don't know for sure if there are more animals to be discovered, but it seems possible.
- 6 They think there's a monster in the lake, but no one has any

9 Write

a Read the conspiracy theory story. What is it about? Does the writer believe in it?

The lake

Not far from the place where I live is a beautiful lake. It's in the middle of the mountains and the water is freezing. People don't go there very often. It's only on hot summer days that brave people go for a quick swim there. But it's not only because of the temperature of the water that people don't go, but also because they believe that it's dangerous to swim there.

The story goes that one day, in the middle of the last century, some fishermen were out on the lake in their boat. When they pulled up their net, they saw they had caught a creature with a human face, long green hair and a tail like a fish. They were absolutely terrified, and tried to kill the creature. But just then, a heavy

thunderstorm began. The men were never seen again, but their boat was found a few days later.

To be honest, ^aI don't believe a single word of the story. But recently a local newspaper published an interview with some people who claimed that they had seen 'strange shadows' while they were walking round the lake. ^bWhat utter nonsense. Another person even said he had a photo of the monster. ^cNot surprisingly, the picture was so dark that it didn't show anything – definitely not a monster. ^dThe weirdest thing is that there is a conspiracy theory on the internet that the creature came from outer space and the police know this, but deny it because they don't want to frighten people!

b Which phrases does the writer use to stress that he does not believe the conspiracy theory?

c Match the underlined phrases in the text with the phrases in the box.

- | |
|-----------------------------|
| 1 What is most surprising |
| 2 What complete rubbish |
| 3 I don't believe it at all |
| 4 As I had expected |

d Write your own story about a conspiracy theory. You can use the internet for ideas. Make sure the reader knows your opinion about it. Use the story and the underlined phrases to help you. Write 140–200 words.

10 Speak

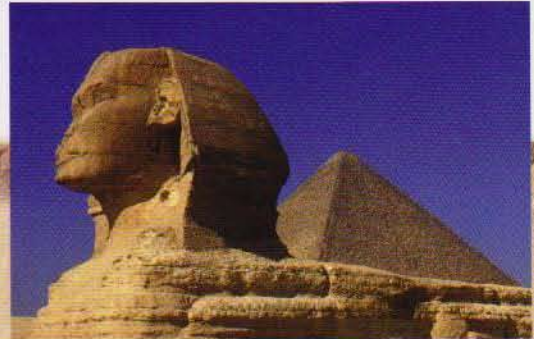
Have a class debate on the following topic.

There are creatures on our planet and in space that we know nothing about.

- * Modal verbs of deduction (past)
- * Indirect questions
- * Vocabulary: phrasal verbs

1 Read and listen

- a** What do you know about the places in the photographs?
- b** Look at the title of the text. What do you think is 'mysterious' about the two places? Read the text quickly and check your ideas.



Mysterious Stones

There are some man-made places in the world that are very mysterious. Here are two very famous ones.

1 Stonehenge, England

The stone ring at Stonehenge is a famous sight for tourists in Britain. But there are a lot of questions about it that we can't answer.

One thing we do know about Stonehenge is that it was started around 5000 years ago, and completed 3500 years ago. Experts think that originally there were 30 stones, but only 17 remain standing.

The main thing that we don't know about Stonehenge is *why* it was put there. There are many theories – perhaps it was a religious place, or it might have been a place for observing the stars and planets. We don't know for sure. And we also don't know *how* Stonehenge was built. Some of the stones came from 200 kilometres away and some of them weigh 40 tons – a tremendous weight. It can't have been easy to get these huge stones into an upright position, but we think that workers must have used ropes to pull them up. But how did the stones get there in the first place?

2 The Pyramids of Giza, Egypt

Just outside the huge metropolis of modern-day Cairo, we can see the Great Pyramids of Giza. Built around 4500 years ago, they have stood for centuries looking out over the desert. We know *why* they were built – they are enormous tombstones, marking the burial place of some of the Pharaohs of ancient Egypt. But there is still some mystery surrounding them: exactly *how* were they built?

The biggest pyramid – which marks the burial place of the pharaoh Khufu, and is 147 metres high – consists of around two million blocks of stone. Each one weighs around two tons. The stone was taken from the ground and transported along the River Nile to Giza. Then it was carried, cut into blocks and lifted to build the pyramids. This was an amazing achievement – even today, it wouldn't be easy to do, so it must have been incredibly difficult then. And who did it? Some people think the Egyptians might have used slaves to move the stones, but experts now believe that it must have been done by tens of thousands of skilled workers.

c ▶ CD2 T17 Read the text again and listen. Answer the questions.

- 1 Which of the two places is older?
- 2 What two possible reasons are given for Stonehenge being there?
- 3 Why were the pyramids built?
- 4 In what way are the stones used at the two places similar?

2 Grammar

* Modals of deduction (past)

a Look at the text on page 74. Mark the statements T (true) or F (false) and write the sentence in the text that gives you the information.

- 1 It is not possible that Stonehenge was used for observing the stars and planets.
F – It might have been a place for observing the stars and planets.
- 2 The writer thinks it was easy to pull the stones at Stonehenge upright.
- 3 It was easy to build the pyramids.

b Match the sentences you wrote in Exercise 2a with the explanations.

- 1 *It must have been enormously difficult then.....*
 - 2 *It can't have been easy to get the stones into an upright position.....*
 - 3 *It might have been a place for observing the stars and planets. ...a...*
- a It is possible that this was the case in the past.
b We are sure this was the case in the past.
c We are sure this was not the case in the past.

c Complete the rule with *past participle* and *past*.

RULE: To make guesses about the, we use *must*, *might* (not), *can't* or *could* (not) + *have* +

d Complete the sentences. Use modals of deduction and the correct form of the verb in brackets. There may be more than one possible answer.

- 1 Jane left without saying a word. She *must have been* (be) very angry.
- 2 We don't know where they got the stones from, but they (not bring) them from somewhere far away. They're too heavy.
- 3 They recently found an ancient site in Peru. It's almost 3000 years old and it (be) a religious site, but we can't be sure.
- 4 I had my wallet an hour ago, but it's not here now. I (leave) it in that shop!
- 5 Sally hasn't called me. She (not get) my text message.
- 6 Somebody (take) the book from her bag. Or maybe she left it on the bus.

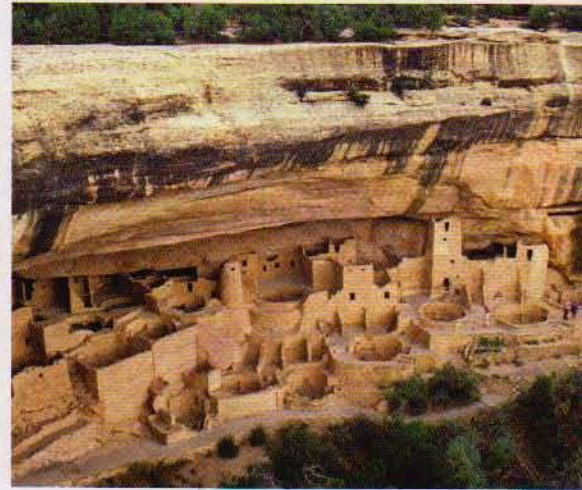
3 Pronunciation

* *have in must have / might have / can't have / couldn't have*

▶ CD2 T18 Turn to page 111.

4 Speak and listen

a Look at the photograph. In pairs or small groups, discuss the questions.



- 1 Which country is this place in, do you think?
- 2 How old might the structure be?
- 3 What might it have been used for?
- 4 What might it be used for now, do you think?
- 5 How many people might have lived in each house?

b ▶ CD2 T19 Listen to the radio interview with a historian and check your ideas.

c ▶ CD2 T19 Listen again and complete the notes.

Mesa Verde

Location:,
USA

Built by:

Built in (year):

Became a national park in
(year):

5 Grammar

* Indirect questions

- a** Look at the questions. Which questions are direct? Which are indirect? Write *direct questions* and *indirect questions* above the questions.

.....
Could you tell us where Mesa Verde is?

So, do we know when the buildings were finally discovered?

Would you mind telling us what the houses are like?

.....
Where is Mesa Verde?

When were the buildings discovered?

What are the houses like?

- b** What do you notice about the word order after the question words in indirect questions?

- c** Circle the correct options.

- Do you know why *she's angry* / *why is she angry*?
- Can you tell me *when it was built* / *when was it built*?
- Could you tell us *what is the answer* / *what the answer is*?
- Would you mind telling me *what are you doing* / *what you are doing*?

- d** Put the words in the correct order to complete the questions.

- Can you tell me ... his / what / is / name *Can you tell me what his name is* ... ?
- Do you know ... station / is / where / the ?
- Could you tell us ... what / answer / is / the ?
- Would you mind telling me ... that / who / is / man ?

* Indirect questions and auxiliaries

- e** Match the questions with the pictures. Write 1-4 in the boxes.

- What time do you close?
- When does it finish?
- Where did you get that cold drink?
- Did they win?



- f** ▶ **CD1 T20** Listen and complete the questions that the people in Exercise 5e asked.

- Can you tell me what ?
- Do you know when ?
- Can you tell me where ?
- Do you know if ?



- g** In the indirect questions in Exercise 5f, what happens to the auxiliary verbs after the question words?

- h** Rewrite the direct questions as indirect questions.

- What does she do? *Do you know what she does* ..?
- Where did they go? Can you tell me ..?
- Does he live around here? Do you know ..?
- What time does the plane leave? Can you tell me ..?
- Does he speak English? Could you tell me ..?

Get it right! Turn to page 118.

6 Speak

Write four indirect questions that you think your partner might know the answer to. Begin each question with *Do you know ...* or *Can you tell me ...*. Then ask and answer the questions.

A: *Do you know where Stonehenge is?*

B: *Yes, it's in England. Can you tell me who the first man on the moon was?*

7 Reading and vocabulary

* Phrasal verbs

- a When did Howard Carter discover Tutankhamun's tomb? Read the article quickly to find out.



The Curse of Tutankhamun's Tomb

Howard Carter, perhaps the most famous archaeologist of all time, started out as an artist and in 1891 he went to Egypt to paint the pyramids. However, he soon became Head Inspector of Upper Egypt Monuments.

In 1908 he met Lord Carnarvon. Carnarvon sponsored Carter's biggest dream – the search for Tutankhamun's tomb. However, in 1922 Carnarvon wanted to call off the expedition. He was beginning to believe that Carter would never find the tomb. Carter talked him into continuing the search and on 4 November, 1922 Carter's hard work paid off. Finally, he stood at the entrance to the tomb.

With the discovery came stories of a curse. Above the entrance to the tomb Carter came across an inscription – 'Death Shall Come on Swift Wings To Him Who Disturbs the Peace of the King.' A few months later Carnarvon passed away after being bitten by an insect. At exactly the same time as he died all the lights in Cairo went out. It was the first of several mysterious deaths tied in with the discovery of the tomb.



- b Read the article again and match the underlined words with the definitions.

- | | |
|----------------------------|--|
| 1 persuade (someone) | 5 connect with (something) |
| 2 cancel | 6 begin (to describe someone's first profession) |
| 3 find (often by accident) | 7 stop shining or burning |
| 4 die | 8 be successful (when an effort is rewarded) |

- c Use three of the phrasal verbs in Exercise 7b to complete the conversation.

A: You know my grandmother two months ago? Well, I was in her house looking through some of her papers when I an unpaid electricity bill from 1996!

B: So?

A: Well, at the exact moment I found the bill, all the lights in the house

B: Now, that is strange.

- d Work with a partner. Write a short conversation using three of the phrasal verbs in Exercise 7b.

Vocabulary bank Turn to page 116.

What do they do in there?

8 Read and listen

a ▶ **CD2 T21** Amy, Laura, Tom and Nick are talking about a place they can't enter. What's the place? How do they feel about it? Read, listen and check your ideas.

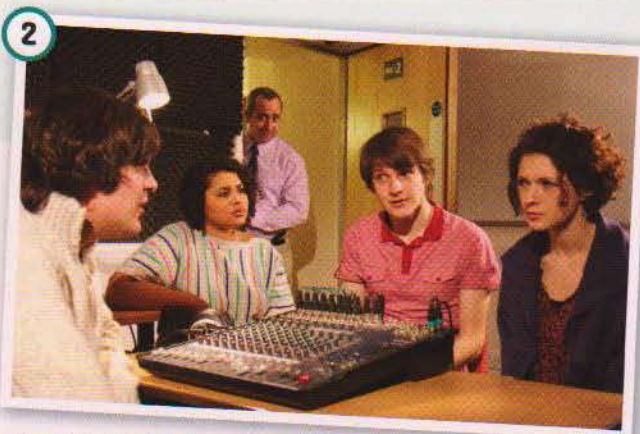


1

Teacher: Yes?

Nick: Can I talk to Mr Ford please?

Teacher: Wait here a moment. Brian? Someone here for you.



2

Nick: It's just so weird. I mean, you knock, someone answers, then the teacher you want to talk to comes out and talks to you.

Laura: It *is* strange. I mean, why can't students go in? What do they do in there? Have they got something to hide?

Tom: No, they just want some privacy. Put yourself in their shoes – they teach us all day, don't you think they like to have some time away from us? Besides, it's polite to knock and not just walk straight in.

Nick: But they make it sound like some kind of really mysterious place. You know – 'knock three times and give the password'!

Amy: Exactly! I think Nick's got a point. I reckon there are strange things going on in there! I think they're hiding something!

Tom: Of course they aren't! And even if they were, it's none of our business.

Laura: I think she's having you on, Tom.

Amy: I mean, perhaps they're actually aliens and they've got their spaceship in there.

Nick: That's right. And they wear human disguises, and take them off during the breaks.

Amy: And the moment someone knocks at the door, they have to rush off and put their disguises back on. And hide the spaceship too, of course!

Laura: I wonder what they look like! You know, when they take the disguises off! What do you lot reckon?

Mr Ford: Excuse me.

Laura: Uh, oh – look out!

Tom: Oh you're in trouble now! Serves you right, you lot.

Nick: Mr Ford! What are you doing here?

Mr Ford: Sorry, I didn't mean to interrupt – or listen in. Interesting conversation.

Nick: Just kidding, Mr Ford!

Mr Ford: Here's your homework back, Nick. I used red ink – sorry, my black pen was in the spaceship.

Nick: Oh, er – thanks.

Mr Ford: Oh, and Laura?

Laura: Yes, Mr Ford?

Mr Ford: Green, with three legs – but don't tell anyone else!

Laura: Don't worry Mr Ford – your secret's safe with us!

b Match the two parts of the sentences.

- | | |
|--|---|
| 1 Nick and Laura think it's strange that | a the teachers just want a private space to relax in. |
| 2 Tom thinks that | b joins in with the joke. |
| 3 Amy jokes that | c is going to be angry with the others. |
| 4 Laura wonders what teachers look like | d they can't go in to the teachers' room. |
| 5 Tom thinks that Mr Ford | e when they take their disguises off. |
| 6 Mr Ford | f the teachers are hiding something. |

9 **Everyday English**

a Find the expressions 1–6 in the story. Who says them? Match them to the meanings a–f.

- | | |
|-------------------------------|--|
| 1 Besides, ... | a You deserve this (for doing something bad/silly) |
| 2 it's none of [our] business | b Be careful! |
| 3 ... the moment ... | c I am/was not being serious. |
| 4 Look out! | d And another thing, ... |
| 5 Serves you right. | e as soon as |
| 6 Just kidding. | f it isn't something for [us] to talk about |

b Complete the dialogues with expressions 1–6 from Exercise 9a.

- 1 A: I don't want to see John today. I heard he's really angry with me.
B: Well, look out! He's walking towards us right now!
- 2 A: I hated that film *Avatar*.
B: Really?
A: No, It was brilliant!
- 3 A: Sarah – we're going to the cinema, come with us!
B: No thanks. I'm a bit tired., there's a great film on TV that I want to watch.
- 4 A: Please don't forget to bring that book tomorrow.
B: I won't. I'll put it in my school bag I get home tonight, then I won't forget it tomorrow.
- 5 A: I only got 25% on my test.
B: You didn't study or revise, so what can you expect?
- 6 A: What did she say? Why won't you tell me?
B: Because, that's why. It's private, between me and her. Now go away!

10 **Improvisation**

Work in groups of three. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Tom, Laura and Amy

Situation: somewhere at school

Basic idea: Tom has done something to make Amy angry. He's talking to Laura about it. Then Amy arrives.

11 **Making Waves**

DVD Episode 3



- a** 1 What kind of story do you think Nick is following?
2 What do you think is going to happen to him?

b Match the words and the definitions.

- | | |
|----------------------------|-------------------------------------|
| 1 haunted | <input checked="" type="checkbox"/> |
| 2 in the middle of nowhere | <input type="checkbox"/> |
| 3 vanish | <input type="checkbox"/> |
| 4 rumours | <input type="checkbox"/> |
| 5 servant | <input type="checkbox"/> |

- a someone who works for a rich family in their house
b disappear
c stories that may or may not be true
d somewhere that has ghosts
e far from anywhere

c Watch Episode 3 and find out what happens.

12 Write

- a** A good way to get ideas for stories is to ask yourself some questions and use the answers to develop the narrative.

Read the story quickly and find the answers to the writer's questions.

- 1 What did you see in the room?
- 2 You walked forward and looked behind the curtain and found something. What was it?
- 3 You heard a noise. What did you think it was? What did you do?
- 4 You looked down into your hands. What did you see?

I was standing in the doorway of a large room. I didn't know where I was or how I had got here. It was a large empty room. There was hardly anything in it – no chairs, no tables, no cupboards. The only piece of furniture was a large mirror. It was broken and there was glass all over the floor. At the far end of the room was a window. There was a curtain across it.

I decided to open the curtains to let more light into the room, but when I got there my foot kicked against something hard on the floor. I looked down and saw a foot sticking out from under the curtains. It was then that I noticed the blood – it was everywhere.

Suddenly I heard the sound of police cars. There must have been hundreds of them. I panicked but I didn't know why. I hadn't done anything wrong.

Then I looked down at my hands and I saw it – the knife, its shiny blade dripping with blood ...



- b** Think of four questions to help you write a story. Swap your questions with a partner. Answer their questions and use them to develop a story. Write 120–180 words.

13 Last but not least: more speaking

- a** Think of a story that you know. It can be a story you have read or heard about, or it can be something that happened in real life to you or someone you know. Make some notes in English to help you remember the story.
- b** Tell your story to the class.
- c** Decide on two things to change in your story, e.g. a name, a place, a date, an event.
- d** Practise telling your story to yourself for three or four minutes. Don't say it aloud – say it in your head while looking at your notes.
- e** Tell your story to the class. Can they identify the two pieces of information that you changed?

Check your progress

1 Grammar

a Make sentences using the linker in brackets. There may be more than one possible answer.

- I don't usually like romantic films. I enjoyed *Definitely Maybe*. (in spite of)
In spite of my not usually liking romantic films, I enjoyed Definitely Maybe.
- He's not very tall. He plays basketball really well. (despite)
- I look like my mother. My brother looks like my father. (however)
- I continued working. I was really tired. (even though)
- I thought the exam was difficult. I think I passed. (although) 4

b Circle the correct words.

- She won the competition. She must be / *can't be* a good singer.
- I saw them ten minutes ago, so they *must have gone* / *can't have gone* far.
- They're speaking Spanish, so they *might be* / *can't be* from Argentina.
- I rang her but she didn't answer. She *might have gone* / *can't have gone* to bed early.
- You've just eaten. You *can't be* / *might be* hungry already! 4

c Complete the sentences using *can't*, *might* or *must*, and the correct form of a verb from the box.

get eat stay drop

- These cats can't have eaten for days. Look how hungry they are.
- I can't believe it. I my phone somewhere. I can't find it anywhere.
- They're late. They lost somewhere.
- You've finished your project? But yesterday you hadn't even started – you up all night. 3

2 Vocabulary

a Match the sentence halves.

- | | |
|----------------------------|------------------------|
| 1 Maybe you should think | <input type="text"/> b |
| 2 Hey, listen. I've come | <input type="text"/> |
| 3 If you ever want to talk | <input type="text"/> |
| 4 A problem has come | <input type="text"/> |
| 5 Here's an idea. Sleep | <input type="text"/> |
- a ...up. I can't meet you later.
b ... it over and let me know tomorrow.
c ...on it, and tell me how you feel in the morning.
d ...up with a great idea for a new song!
e ...it over, I'm here to listen. 4

b Complete the sentences with the correct form of a verb from the box.

come go pay tie start call

- The police are trying to tie it in with the other burglaries in the area recently.
- I out as a paper girl, and now I'm a journalist for the same newspaper.
- All your hard work on my dress has really off. It looks fantastic.
- Let's just off the barbecue until the weather gets better.
- Yesterday I across an old photo of my mum when she was a teenager. She was so pretty!
- The fire is out. Let's put some more wood on it. 5

How did you do?

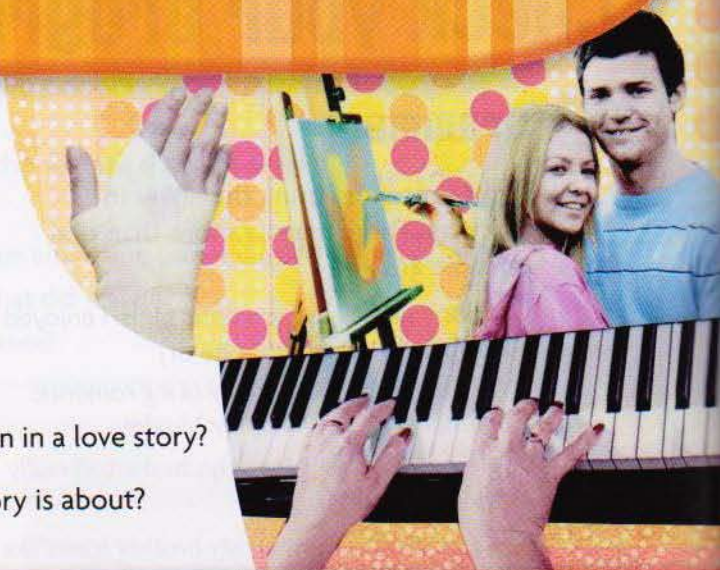
Check your score.

Total score			
<input type="text"/> 20	Very good	OK	Not very good
Grammar	8 – 11	5 – 7	less than 5
Vocabulary	7 – 9	5 – 6	less than 4

- * reported speech review
- * reported questions
- * reporting verbs
- * Vocabulary: appearance, personality, relationships

1 Read and listen

- a** What are some of the things that usually happen in a love story?
- b** Look at the pictures. What do you think the story is about? Read the text quickly to check your ideas.



A service of love (a story by O. Henry – adapted)

Delia was a young pianist with long, slender fingers and blonde hair – and a kind, generous nature. Her husband Joe was a promising young painter – broad-shouldered, with bushy eyebrows and a wide smile – and an honest, hardworking young man. They lived together in a small flat in New York.

Each of them was taking lessons – Joe with a famous art teacher, and Delia with a great pianist from Germany. They were the best teachers, so lessons were expensive, more than they could really afford, but ... when you love your art, nothing's too much.

But soon, the money began to run out and they couldn't afford the lessons any more.

Then one day Delia came home and told Joe that she had met a man. The man's daughter, Sally, wanted to learn the piano – and he was going to pay her \$50 an hour.

'Delia,' Joe said, 'I'd be much happier if you kept up your lessons.' Delia said that it didn't matter. She said: 'When I've earned some money, I'll start again. When you love your art, nothing's too much.' But Joe decided that he was also going to stop his lessons, to paint pictures and try to sell them.

A few days later, Joe came home and proudly took \$200 from his pocket. Delia laughed and asked him where he'd got it from. 'I met a man from Vermont,' he said, 'who bought one of my paintings. And he wants to buy more!'

So the two of them were happy for a while. They didn't have to worry any more about finding the money to buy food and pay the bills. They missed their lessons, but that didn't seem to matter.

Then, one day, Joe came home and saw that Delia's hand was wrapped in a bandage. He asked her what had happened and if she was alright. 'Oh,' said Delia. 'My student, Sally, asked me to make some coffee for her. So I did – and I dropped the coffee and burned my hand. But she went straight to the drugstore and got this bandage for me.'

Joe sat down and told Delia to sit down too. 'Delia, what have you been doing the last two weeks?' he asked. She tried not to tell him, but then the tears began. 'Oh Joe – I couldn't get students so I got a job as a waitress in a diner. And today I burned my hand with hot water. So I can't work any more. I'm sorry, Joe – but we'll still have money from the man in Vermont, won't we?'

Joe looked at her. 'There's no man in Vermont,' he said. 'I haven't sold any paintings. I've been working in a drugstore, and today someone came from the diner to buy bandages for a woman who'd burned her hand. So when I saw you – well, I guessed.'

They both laughed. 'So we've told each other lies,' said Joe. 'But when you love your art ...'

Delia put her fingers to his lips. 'No, Joe,' she said. 'Just "When you love"'

- C** ▶ **CD2 T22** Read the text again and listen. Answer the questions.

- 1 Why did Delia and Joe stop taking lessons?
- 2 How did they say that they were making money?
- 3 Why did Delia go to work in a diner?
- 4 How did Joe know that Delia had not burned her hand with coffee?

Discussion box

- 1 Do you think Joe and Delia were wrong to tell each other lies?
- 2 Do you think this is a happy story or a sad one? Why?

2 Grammar

* Reported speech review

a Match the two parts of the sentences.

- 1 Delia told Joe
- 2 Delia said
- 3 Joe told Delia

- a to sit down.
- b that she'd met a man.
- c that it didn't matter.

b Look at the examples. What happens to the verb in reported speech?

'He's going to pay me \$50 an hour,' said Delia.

→ Delia said he **was going** to pay her \$50 an hour.

'I haven't sold any paintings,' said Joe.

→ Joe said he **hadn't sold** any paintings.

c Rewrite the sentences using reported speech.

1 Joe said, 'I'd be much happier if you kept up your lessons.'

Joe said that he would be much happier if Delia kept up her lessons.

2 'When I've earned some money, I'll start again,' Delia said.

3 'I met a man from Vermont,' Joe told Delia.

4 'We'll still have the money from the man in Vermont,' she said.

5 'I can't work any more,' Delia told Joe.

6 'We've told each other lies,' he said.

* Reported questions

d Here are two reported questions from the story on page 82. Complete them, then check your answers.

- 1 Delia asked him where he it from.
- 2 He asked her what to her hand and if alright.

e With reported questions we use the word order of a statement and not a question. Complete the rule with *asked, if, told* or *whether*.

RULE: With *yes/no* questions we use or and the same word order as a statement.

'Are you enjoying the party?' → She asked me *if/whether* I was enjoying the party.

With *wh-* question words we use the same word order as a statement.

'What's your favourite colour?' → She asked me *what* my favourite colour was.

'Why didn't they come to my party?' → He asked me *why* they hadn't come to his party.

With requests and imperatives we use or + person + *infinitive*

'Can you help me, Ali?' asked Nick. → Nick asked Ali *to help* him.

'Sit down, Liz.' → Paul told Liz *to sit down*.

f Put the questions into reported speech.

Questions that famous people might have asked!

1 **Columbus: 'Is this the right way to India?'**

Columbus asked if it was the right way to India.

2 **Buzz Aldrin to Neil Armstrong: 'Can you go first, Neil?'**

3 **William Shakespeare: 'Has anyone seen my pen?'**

4 **Walt Disney: 'What can I call this mouse?'**

5 **Nessie: 'Why has everyone run away?'**

6 **Picasso: 'Where are my paints?'**

3 Pronunciation

* Intonation in reported questions

▶ CD2 T23 Turn to page 111.

4 Vocabulary

* Appearance

- a** Read the story on page 82 again and underline physical descriptions of Joe and Delia.
- b** Put the words in the box in the correct columns in the table. Use the pictures to help you.

a moustache straight a double chin
wavy broad-shouldered wrinkles
cropped a ponytail highlights a tattoo
long spots slim a scar long eyelashes
a fringe short a beard medium height
tall plump well-built freckles
bushy eyebrows clean-shaven spiky

face	hair	height and build	special features
clean-shaven	wavy	slim	a scar



- c** Work in pairs. Student A: describe a famous person to Student B, using the vocabulary in Exercise 4b. Student B: listen and guess who it is. Then swap roles.

* Personality

- d** Look at the story on page 82 again. What words are used to describe Joe and Delia's personalities?

- e** Make a list of words you know to describe someone's personality: *friendly, honest, ...*
- f** Complete the definitions using the personality adjectives in the box.

bossy considerate sensible
determined sensitive insensitive
bad-tempered ambitious
imaginative independent

- A person who wants to be successful, powerful or wealthy is ambitious.
- A person who doesn't care about or doesn't notice other people's feelings is
- A person who is easily upset by what other people do or say or who understands what other people need is
- A person who does things by themselves without help from others is
- A person who has lots of creative ideas is
- A person who has good judgement is
- A person who has a strong desire to do something and who doesn't let others stop them is
- A person who becomes angry very easily, often without a real reason, is
- A person who always tells others what to do is
- A person who always thinks about what other people need is

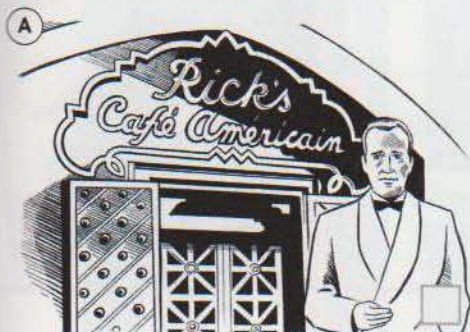
5 Speak

Discuss the questions with a partner.

- Describe the appearance of the oldest and the youngest person in your family.
- Think of different people in your family. How are their personalities similar or different?
- What are the most important things for you about another person's:
 - appearance?
 - personality?

6 Listen

- a** ▶ CD1 T24 Listen to a woman talking about her favourite romantic film – *Casablanca*. Put the pictures in the correct order. Write 1–5 in the boxes.



- b** ▶ CD1 T24 Complete the sentences with the verbs in the box. Then listen again and check your answers.

agrees explains persuades refuses tells

- In Paris, Rick refuses to leave without her.
- Ilsa that she stayed in Paris because she learned that her husband was still alive.
- Rick Ilsa to get on the plane with Laszlo.
- Rick Laszlo that he and Ilsa are not together any more.
- Ilsa to go with Laszlo to Portugal.

7 Grammar

* Reporting verbs

- a** Match the verbs in the box with the definitions.

1 agree 2 beg 3 explain 4 persuade 5 suggest

- make something clear or easy to understand 3
- give a possible plan or idea
- say 'Yes' to an idea or a suggestion
- make someone do or believe something (that perhaps they didn't want to do or believe)
- ask strongly for something that you want very badly

- b** Complete the rule with the verbs from Exercise 7a.

RULE: offer, refuse, + infinitive with to: I offered to help you with your work.

say, + that + clause: She said that she'd call me.

apologise for, + gerund: They apologised for being late.

ask, order, invite, tell, + object + infinitive with to: He asked me to give him some money.

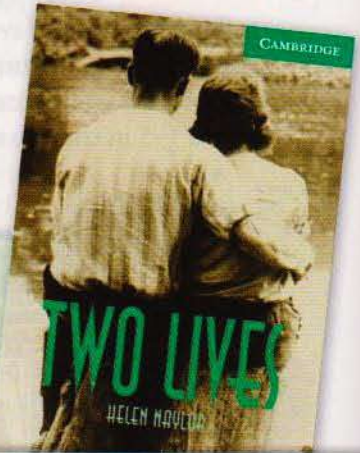
- c** Rewrite the sentences using reported speech. Use the correct reporting verb.

- 'Can you phone me at 7 o'clock?' the boy said to her.
The boy asked her to phone him at 7 o'clock.
- 'I broke a glass. I'm so sorry,' she said.
- 'Oh, please, please write to me!' he said to her.
- 'I can help you with your emails,' I said.
- 'I haven't got my homework because the dog ate it,' said the student.
- 'Go out into the garden!' she said to the boys.
- 'I'm not going to help you,' he said.

8 Read and listen

- a** Look at the picture and read *The story so far*. What do you think is in the letter? Read and check your ideas.

The story so far: In the Welsh village of Tredonald, Huw Thomas falls in love with Megan. But then a tragic accident changes Huw's life and he has to move to Canada with his father. Megan promises that she will write to him. But Huw never hears from her – until one day a letter arrives.



He saw that the letter was addressed to Huw Thomas, 2300 Ontario Drive, Toronto. That was where ¹ in their early years in Toronto. Someone there had discovered where he was living now and had re-addressed the letter.

So who was writing to him? He turned the envelope over in his hands several times. Then he took out the letter and read:

Dear Huw
I don't know if this letter will reach you, and I don't really know why I'm writing to you after all these years but ...

Huw turned to the end of the letter and saw:

Best wishes
Megan

He couldn't believe it. He turned back ² and read:

... after all these years but I've just found your letters to me from Canada, when you first got there. Believe me, this was the first time I'd read them and they made me cry, even after fifty years. I found them in a box of my father's papers. They were unopened.

Huw, I never knew that you'd written to me. I thought your new life in Canada had made you forget me. Now I realise that ³ I can still remember asking him if there was any post for me and he always said: 'No, he's forgotten

you, my girl. I told you he was no good.' Finally, after about a year, I believed him.

But why did he keep the letters? Do you think he wanted me to find them when it was too late? Anyway, he's dead now so ⁴ All I can say is I'm sorry. Sorry for what my father did, sorry that you never heard from me, and sorry for ... everything.

I hope that at least this letter reaches you. Of course, I'll understand if ⁵ to me, but if you do, I am still Megan Jenkins and I still live at the same address in Tredonald.

Best wishes
Megan

Huw read the letter again. Megan and their time together in Tredonald came back to him. He had never forgotten her. He couldn't. Every day he looked at her face on the wall of his studio. He had a drawing of her which ⁶ It had travelled everywhere with him. But to hear from her again ...

'Are you all right, Dad?' asked Mike, coming into the room.



- b** ▶ **CD2 T25** Complete the text with the phrases below. Then listen and check your answers.

- to the first words of the letter
- you don't want to write back
- my father kept your letters
- I can't ask him
- he and his father had lived
- he'd done when they were sixteen

- c** Answer the questions.

- Why did Huw never get letters from Megan?
- What did Megan's father think of Huw?
- What is Megan sorry about?
- Have either Huw or Megan got married since Huw left Wales?

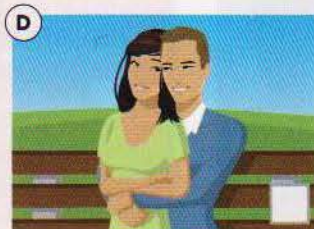
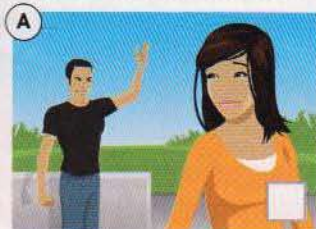
Discussion box

- Do you think Megan was right to write to Huw after such a long time?
- Do you think Huw and Megan will meet again? Why (not)?

9 Vocabulary

★ Relationships

- a** Match the underlined phrases with the pictures. Write 1–6 in the boxes.



Oliver met Isabel when he was 19 and they started ¹going out. After a year they ²got engaged, but then they had a big argument and Isabel ³broke up with him. Then they got back together and ⁴got married. They were married for twelve years, but then they ⁵got divorced. And now Oliver ⁶has fallen in love with someone else!

- b** Complete the sentences with the phrases in the box.

~~going out~~ get married got engaged
broken up get back together fell in love

- Did you know? James is going out with Becky.
- Amy met and _____ with Jon at university.
- My sister has _____ to a French guy – they're going to _____ next year.
- It's a pity that Joe and Amber have _____ – I hope they _____ again soon.

Get it right! Turn to page 118.

10 Write

- a** Read the composition and answer the questions.

Which paragraph:

- describes her personality, and mentions something to illustrate it?
- says who the person was and how the writer knew them?
- says how the writer has changed through what they learned from that person?
- describes the person's appearance?

The person who has taught me the most about life is my grandmother. My parents did a lot of travelling when I was younger so I spent most of my school holidays with her. She was more than just a grandmother to me and when she died a few years ago I felt I'd lost a really good friend.

She always looked really good for her age. She had wavy grey hair and a big round face. She was always smiling. She wasn't very tall and she was a little plump.

She was such a considerate person. She knew how much I missed my parents so she did everything she could to make me feel at home. She was also really imaginative and spent hours telling me stories that she had made up. I'm sure it was because of her that I became a writer.

But as well as keeping a young boy entertained, she taught me so many important things. I was very impatient when I was a child and she taught me that good things happened if you could wait for them. She was such a positive person and she also taught me how to look for the good in everything.

- b** Think of a person who has taught you something important. Write a composition about them. Use the composition above to help you. Write 120–180 words.

- * Third conditional
- * *I wish / If only* for past situations
- * *should / shouldn't have (done)*
- * Vocabulary: anger

1 Read and listen

- a** Do you ask people for advice when you're not sure what to do? What's the best piece of advice you've ever been given?



- b** Read the five pieces of advice and tick (✓) the ones you agree with. Then discuss them in small groups.

- 1 There's nothing wrong with second place.
- 2 You can do things more quickly than you think.
- 3 Don't compare yourself with others.
- 4 You don't always need to get it right.
- 5 Don't worry – it'll probably never happen.

- c** ▶ CD2 T26 Read the blog and listen. Match the advice (1–5) in Exercise 1b with the paragraph. Write the numbers in the boxes. Then listen and check your answers.

- d** Read the blog again. Which paragraph should each of these people read?

- 1 'I won the silver medal. I was so disgusted with myself that I threw it in the bin.'
- 2 'I'm so nervous about my exams I can't even sleep.'
- 3 'I don't want to be in the school play. What if I forget my lines and make a fool of myself?'
- 4 'I'd like to learn the guitar but I haven't got enough time.'
- 5 'I don't believe it. James Hopkins beat me in the maths test.'

Discussion box

Look at your answers in Exercise 1a. Have you changed your ideas after reading the text?
What advice would you give to a 40-year-old?

http://www.weblogs.net/regrets.php

weblogs.net - the place we blog

home about links archives sign up

I'm forty. I left school 22 years ago. I don't regret many things about my school days but there are a few things I wish I'd known then that I know now. So here's my list of five things I wish I'd learned at school.

As a young child you try many new things. If you fail you try again and again until you learn. Then you start school where you are usually only rewarded for doing things correctly. So what happens? You stop trying new things in case you get it wrong. I always remind myself: if I hadn't got back on the first time I fell off, I would never have learned to ride a bike.

I hated losing when I was younger. Of course it's nice to win sometimes and to be the best at something. But we can't all be winners all of the time. Learning to lose is one of life's most important lessons and there's no point having a tantrum if you lose. If you try your hardest, then you should never be angry with yourself.

I always wanted to be the best and one way of feeling good about myself was to see how much better I was than others. There was only one problem with this. When I saw they were better than me, I felt terrible. Now I compare me with myself. I ask myself if I do things as well as I could.

How much time do you spend worrying about the future? I used to worry a lot. Now I know most things you fear will usually never happen. They're just monsters in your own mind. And if they happen then they will most often not be as bad as you expected. Keep your cool – most of the things you worry about now you probably won't remember in six months.

When I was young I often didn't do things because I thought they'd take too long to finish. I always wanted to write a book, for example. But when I thought it might take me more than a year, I lost the enthusiasm. It seemed such a long time. Now I know a year is nothing. If I'd started that book when I was 16, I might have written ten more by now. I'm cross with myself for not even trying.

2 Grammar

* Third conditional

- a** Look at these examples from the text. Answer the questions and complete the rules.

If I hadn't got back on the first time I fell off, I would never have learned to ride a bike.

- 1 Did the author get back on her bike?
Did she learn to ride a bike?

If I 'd started that book when I was 16, I might have written ten more by now.

- 2 Did the author write a book? Has she written ten more?

RULE: To speculate how past actions and results could have been different we use *if + ...* and *would or might have + past participle*.

We use *would* for certainty and *might* for uncertainty.

- b** Combine the sentences about Tom, a football fan, and Jane, a nurse. Use the third conditional.

- 1 Leeds got to the final. Tom wanted to watch the game on TV.
If Leeds hadn't got to the final, Tom wouldn't have wanted to watch the game on TV.
- 2 He turned on the TV.
If Tom hadn't wanted to watch the game, ...
- 3 He found out the TV wasn't working.
- 4 He climbed on the roof to check the aerial.
- 5 He fell off the roof.
- 6 His friends took him to hospital.
- 7 He met a nurse called Jane.
- 8 They fell in love and got married.

- c** Think about five things you did or didn't do which have had an effect on your life. Write the first clause of a third conditional sentence for each one.

If I hadn't gone to the party last weekend ...
If I had studied harder for the History test ...

Read your partner's sentences and guess how they finish.

If you hadn't gone to the party last weekend, you wouldn't have met your new boyfriend.

3 Vocabulary

* Anger

- a** Read the text. Use the underlined words to complete the expressions below.

My angry family

My dad's furiously with me. I took his car without asking and crashed it into a wall. He really lost his temper.

My mum's cross with me because I forgot to buy some milk on my way home from school.

My sister's just bitten my head off because I talked during her soap opera. She's so hot-headed.

My baby brother's having a tantrum because he wants some ice cream.

I'm the only one who's calm. Up here all alone in my bedroom, I'm the only one who knows how to keep my cool.

- 1 to be cross with someone – to be quite angry.
- 2 to be – used to describe someone who gets angry easily.
- 3 to have a – to show a long, sudden display of anger (usually a young child).
- 4 to lose your – to get angry.
- 5 to bite someone's – to get angry really suddenly and shout at someone.
- 6 to keep your – to not get angry.
- 7 to be with someone – to be really, really angry.
- 8 to be – not to be angry.

- b** Discuss the questions in groups.

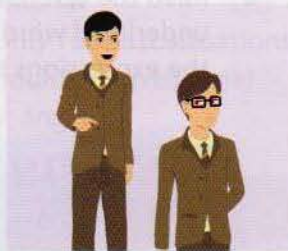
- 1 When was the last time you were furious with someone and why?
- 2 What do your parents get cross with you for?
- 3 Did you have tantrums when you were a child?
- 4 Who is the most hot-headed person you know?
- 5 Do you know anyone who always manages to keep their cool?

Vocabulary bank Turn to page 116.



4 Listen

a What is happening in each picture? Choose one of the pictures and invent a short dialogue for it.



b ▶ CD2 T27 Listen and write the names (Tom, Erin, Mike and Molly) under the correct picture.

c ▶ CD2 T27 Listen again. Who:

- would like to meet up with some of their old school friends?
- tried to please their father?
- feels they cared too much about what their friends thought?
- did really badly in their exams?
- is still at school?
- has forgotten a lot of their schooldays?
- feels they wasted a year of their life?
- feels they missed an opportunity at school?

d Work in small groups. Who do you sympathise with most? Why? What regrets do you think you might have one day about your schooldays?

5 Grammar

* I wish / If only for past situations

a Look at these examples from Exercise 4. Can you remember who said what?

I wish I hadn't messed about so much.

I wish I'd been more involved in school clubs.

If only I'd kept in touch with some of my friends.

If only I'd done Art and Drama instead.

b Look at the examples again and answer the questions.

- Did Mike mess about at school? Was Erin involved in school clubs? Did Tom keep in touch with his friends? Did Molly do Art and Drama?
- How do they all feel about these past actions – happy or sad?

c Complete the rule.

RULE: To express regret about past actions we use *I wish* or *if only* with the tense.

d Write the first sentences using *I wish* or *if only* and your own ideas.

- I wish I had had more breakfast.*
I'm so hungry.
-
I'm really tired today.
-
I'll never find another girl like her.
-
I've got a really bad school report.
-
How am I going to tell my parents?
-
Where am I going to find another one?

e Write down four regrets you have about things you've done in the last year. Use the ideas in the box to help you.

friends family promises you made
money schoolwork

Work in small groups. Talk about your regrets and suggest how to make things better.

A: *I wish I hadn't shouted at my parents last week.*

B: *Why don't you tell them you're sorry?*

C: *You should tell them why you were upset.*

6 Grammar

* should / shouldn't have done

a Circle the correct meaning for these sentences from Exercise 4.

- I should have studied harder.
He *studied* / *didn't study* hard.
- I should have joined the school band.
She *joined* / *didn't join* the band.
- I shouldn't have been so mean to Jimmy.
He *was* / *wasn't* mean to Jimmy.
- I shouldn't have chosen physics and chemistry.
She *chose* / *didn't choose* physics.

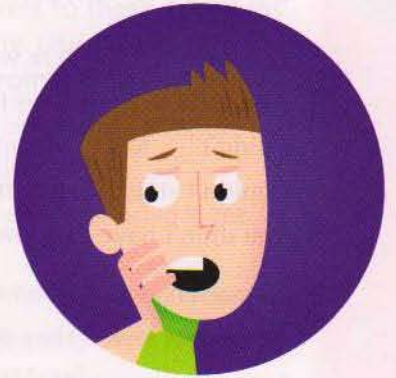
b Match the sentence halves. Then complete the rule.

- I should go to the shop
 - I should have gone to the shop
 - I shouldn't go to the shop
 - I shouldn't have gone to the shop
- because I don't have time.
 - before it closed.
 - because I spent too much money.
 - before it closes.

RULE: To criticise past actions, we use *should/shouldn't* + +

c Write a response to these statements using *should/shouldn't* + *have* + past participle of a suitable verb. Practise with your partner.

- I can't believe they didn't pick me for the team.
Well, you should've trained harder.
- I didn't have enough money.
- I got a zero for my homework.
- I left the oven on and burnt the pizza.
- My best friend's not talking to me.
- She lent him £100 and he lost it.
- I have to go the dentist again tomorrow.



LOOK!

To criticise a past action in response to a statement or question about the action, we often use the past participle *done*, instead of repeating the verb from the statement or question.

'I didn't give my father a birthday card this year.'
'Well, you should have done.'

d Complete the sentences with *should have* or *shouldn't have*.

- 'Why did you give the baby chocolate?' 'Oh, I'm sorry, I
- 'I thought about bringing a DVD, but I didn't.' 'That's a shame. You
- 'I gave them a \$20 note, and they didn't give me any change.' 'Well, they
- 'She's gone out, and she's taken the car without asking.' 'Well, she

e Think of three famous people. Write a sentence about a mistake each of them has made, but do not mention the name of the person. Read the sentences to your partner. Can they guess who your famous people are?

7 Pronunciation

* should / shouldn't have

▶ CD2 T28 Turn to page 111.

8 Listen

* A song

- a Read the song and complete the expressions in *italic* with the correct form of the verbs in the box.

drop feel have slip
look lose go do

No regrets

by Robbie Williams

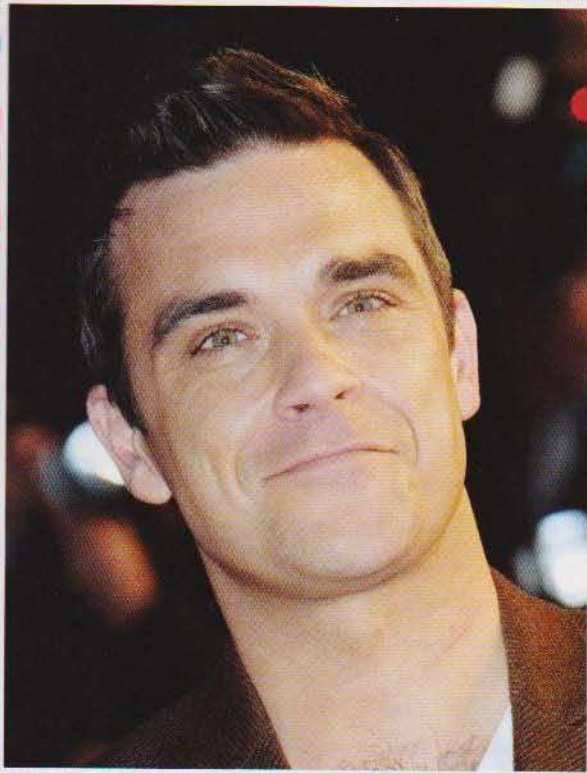
Tell me a story, where we all change
And we'd live our lives together and not estranged
I didn't ¹ *lose* *my mind* – it was mine to give away
Couldn't stay to watch me cry
You didn't have the time so I softly ² *slipped* away.

No regrets – they don't work
No regrets now – they only hurt
Sing me a love song, ³ *gave* *me* a line
Suppose it's just a point of view
But they tell me I'm ⁴ *not* *fine*.

I know from the outside
We ⁵ *felt* *good* *for* *each* *other*
Felt things were ⁶ *were* *wrong*
When you didn't like my mother
I don't want to hate but that's all you've left me with
A bitter aftertaste and a fantasy of how we all could live

No regrets – they don't work
No regrets now – they only hurt
I know they're still talking
The demons in your head
If I could just stop hating you
I'd ⁷ *be* *sorry* *for* *us* *instead*

Remember the photographs – insane
The ones where we all laugh so lame
We were ⁸ *were* *the* *time* *of* *our* *lives*
Well thank you, it was a real blast



b ▶ **CD2 T29** Listen and check your answers.

c Match the expressions in *italic* from the song with the meanings.

- a leave quietly and unnoticed
- b have a lot of fun
- c go crazy
- d get in contact (usually by letter)
- e have sympathy for
- f seem right together
- g be all right
- h start to have problems

9 Speak

a Work with a partner. Think about possible answers to these questions about the song. Use at least four expressions from Exercise 8c.

- 1 Who is the singer singing about?
- 2 Are they still friends?
- 3 How was their relationship in the beginning?
- 4 What went wrong with their relationship?
- 5 How does the singer feel about the other person now?

b With your partner, tell your story to the class and vote on the best one.

Did you know...?

During the first half of the 1990s Robbie Williams was part of one of the most successful boy bands of all time, Take That. The band sold over 19 million CDs and had eight No 1 singles. So it was a huge surprise when, in 1995, Robbie Williams decided to leave the band to start his own career. Many people thought he was crazy to leave such a popular band. However, he soon proved he was right and immediately went on to become an international superstar. *No Regrets* is one of several top ten hits he has enjoyed. He wrote the song about his decision to leave Take That.

10 Write

- a** Read the story. What do you think happened when the writer got home?



- 1 A few years ago the company I work for sent my wife and me to live in New York for a year. I've always loved jogging, so I was really happy when I found out the apartment they had rented for us was next to Central Park. This meant that every morning I could go for a run before I went to work.
- 2 Because a lot of people had told me to be careful of muggers in the park, I didn't usually take anything with me. How could they rob me if I didn't have anything? But this one morning my wife asked me to buy some bread on the way home so I put a \$10 note in my back pocket.
- 3 While I was running through the park, another jogger bumped into me. He apologised and continued running. I thought it was a bit strange
- 4 so I checked my pocket and found that the money was missing. I immediately started to run after the other jogger. I finally caught up and grabbed him by his arm. I started shouting and demanding that he gave me the \$10. I'm not usually a hot-headed person but I really lost my temper. This seemed to frighten him and he quickly put his hand in his pocket and gave me the money. Then he ran away as fast as he could.
- 5 I bought the bread and went home. As soon as I got there I began to tell my wife my story. 'You won't believe what happened to me,' I started. She immediately interrupted, 'I know, you left the money for the bread on the kitchen table.'

- b** Match functions A–D with paragraphs 1–4 of the story.

- | | | | |
|----------------------------|--------------------------|-----------------------|--------------------------|
| A background to main event | <input type="checkbox"/> | C main event of story | <input type="checkbox"/> |
| B ending | <input type="checkbox"/> | D setting the scene | <input type="checkbox"/> |

- c** Write a story about a time when you got angry. Use the organisation of the story in Exercise 10a and the vocabulary in Exercise 3a to help you. Write 120–180 words.

11 Last but not least: more speaking

- a** Read the situations and discuss in pairs how you would have felt and what you would have done.

- 1 I remember once, when I was about seven, I took the hand of a complete stranger to cross the road because I thought she was my mum. I was a bit frightened when I realised because I thought I'd lost my mum.
- 2 I was walking down the street with my best friend telling her all about a boy I liked when I turned around and realised that I was talking to a complete stranger. My friend had stopped to look in a shop window.
- 3 It's not really a case of mistaken identity but I once wrote an email to a friend complaining about something another friend had done. When I hit the 'send' button I realised that I had clicked 'reply to all' and sent the email to a group of friends including the person I was complaining about. I felt terrible.

- b** Have you ever mistaken someone for someone else? Talk about what happened.

Check your progress

1 Grammar

a Complete the sentences and questions. Use the correct form of reported speech.

- 'Are you hungry?'
Mum asked if I was hungry.
- 'We'll come to your party.'
My friends said
- 'Where is the hotel?'
Kim asked
- 'Can I help?'
Nick asked

3

b Circle the correct words.

- My friend said / told me to meet him at the station.
- They asked / refused him to help.
- Our teacher explained / told how we should do it.
- I invited / suggested going for a coffee.

3

c Write a sentence with *if*.

- I didn't see you. I didn't say hello.
If I'd seen you, I would have said hello.
- I didn't watch that DVD because I didn't have time.
- I turned off my phone. I missed your call.
.....
- I missed the bus because I was late.
.....

3

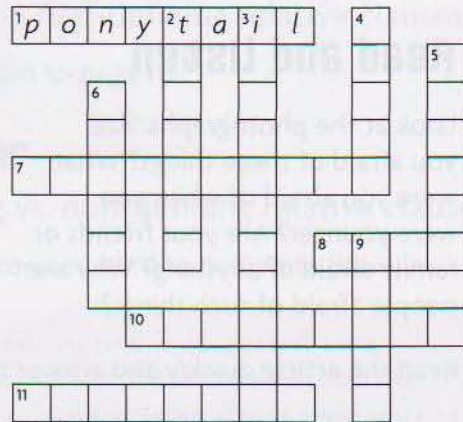
d Complete the sentences with regrets or criticisms.

- I went to bed really late last night. This morning I fell asleep in class. I wish
I'd gone to bed earlier.
- I shouted at my mum and now I feel bad about it. I shouldn't
- I'm so upset that my country didn't qualify for the World Cup finals. I wish
.....
- I ate so much cake I felt sick afterwards.
.....

3

2 Vocabulary

a Write the correct word in each space.



Across

- Hair tied at the back
- Doesn't give up easily
- A skin mark after a cut
- Wants to be successful
- Old age skin lines

Down

- An angry young child has one
- Has a lot of interesting ideas
- Hair around the chin
- What you lose when you get angry
- Art on the body
- A little angry

10

b Complete the story with a verb in the correct tense.

We're getting married today. We ¹..... in love and we started ²..... out, then six months later we ³..... engaged. We have ⁴..... up with each other a few times, but we have always ⁵..... back together. It must be true love.

5

How did you do?

Check your score

Total score	Very good	OK	Not very good
<input type="text"/> 27	9 – 12	5 – 8	less than 5
Grammar	9 – 12	5 – 8	less than 5
Vocabulary	12 – 15	8 – 11	less than 8

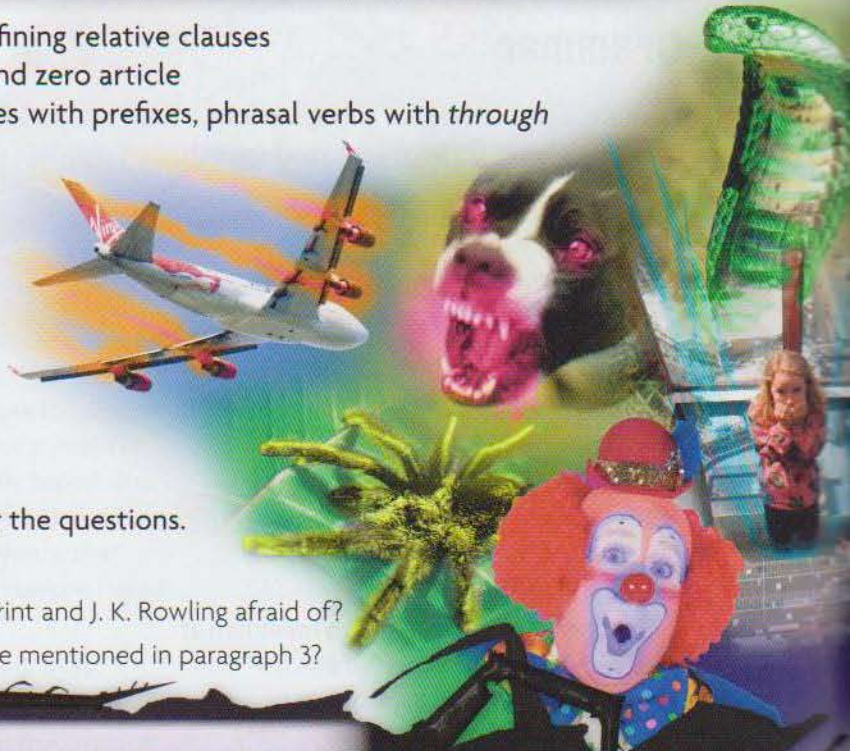
- * Defining and non-defining relative clauses
- * Definite, indefinite and zero article
- * Vocabulary: adjectives with prefixes, phrasal verbs with *through*

1 Read and listen

a Look at the photographs. Are you afraid of these things? What were you afraid of when you were younger? Are your friends or family afraid of anything? Why are people afraid of such things?

b Read the article quickly and answer the questions.

- 1 How many people have phobias?
- 2 What are Tobey Maguire, Rupert Grint and J. K. Rowling afraid of?
- 3 How many different animal fears are mentioned in paragraph 3?



What are YOU afraid of?

1 You might have a fear of dogs if you have ever been bitten by one. However, if you avoid walking down streets where you think there might be a dog, you may have a phobia, which is an irrational reaction to an object or situation that is not necessarily dangerous. A person whose fear has started to change his or her life probably has a phobia. Different surveys say that between ten and eighty percent of us have at least one phobia.

2 Flying may be the safest way to travel, but many people are scared of doing it. Fear of heights is also very common – even Spider-Man actor Tobey Maguire can't stand them. However, Tobey is not afraid of spiders, which are the creatures that most people are afraid of. Someone who *is* terrified of spiders is Rupert Grint, who plays Ron Weasley in the Harry Potter films. 'In one scene of the film, we come into the spider's hollow, where we meet Aragog – a spider that is the size of an elephant and really scary because he has these hairs. I'm really scared of spiders,' he said. J. K. Rowling, who wrote the Harry Potter books, also shares his phobia.

3 Cats are cuddly for most of us, but apparently not for such powerful figures in history as Alexander the Great, Genghis Khan, Julius Caesar and Napoleon Bonaparte, who all shared a fear of felines. Actor Nicole Kidman says: 'I'm not scared of snakes or spiders, but I'm scared of butterflies. Sometimes when I came home from school the biggest butterfly you'd ever seen would be just sitting on our front gate. I would climb over the fence, crawl around to the side of the house – anything to avoid having to go through the front gate.' Clowns are not so funny for actor Johnny Depp, whose childhood memory of their 'painted faces and fake smiles' still terrifies him. Some weird phobias include chewing-gum (Oprah Winfrey), old furniture (Billy Bob Thornton), ferns (Sigmund Freud), and feet (just one of TV detective Monk's 38 known fears!)

Discussion box

- 1 What are some other common phobias?
- 2 What are some good ways to help with these phobias?

C ▶ CD3 T2 Put the first sentence into each paragraph. There is one sentence you do not need. Then listen and check your answers.

- A There are some people whose phobias are more unusual.
- B Doctors say that most phobias can be treated successfully.
- C What is the difference between a fear and a phobia?
- D You can probably guess what some of the most 'popular' phobias are.

2 Grammar

* Non-defining relative clauses (giving extra information)

a How are these sentences connected in the text? Do we need the information after or between the commas to be able to understand the rest of the sentence?

- 1 J. K. Rowling, wrote the books, also shares his phobia.
- 2 However, Tobey is not afraid of spiders, are the creatures that most people are afraid of.
- 3 '... we come into the spider's hollow, we meet Aragog ...'
- 4 Clowns are not so funny for actor Johnny Depp, childhood memory of their 'painted faces and fake smiles' still terrifies him.

b Complete the rule.

RULE: We use to give extra information about people.
We use to give extra information about things.
We use to give extra information about places.
We use to give extra information about possession.

c Combine the sentences using the words in brackets. You do not need the underlined words.

- 1 Clowns are not funny for Johnny Depp. He is afraid of them. (who)
Clowns are not funny for Johnny Depp, who is afraid of them.
- 2 J. K. Rowling is afraid of spiders. Her books have sold millions. (whose)
- 3 Flying scares many people. Flying is the safest way to travel. (which)

- 4 Julius Caesar was afraid of cats. He was a great Roman emperor. (who)
- 5 Nicole Kidman walked up to the gate. A huge butterfly was sitting there. (where)

3 Pronunciation

* Pausing in non-defining relative clauses

▶ CD3 T3 Turn to page 111.

4 Grammar

* Defining vs. non-defining relative clauses

a Choose the correct word to complete the rule.

RULE: Non-defining relative clauses give extra information, after a comma or between commas:

John's brother, who is a doctor, lives in London.

John probably has only one / more than one brother.

Defining relative clauses tell us which person, place, or thing we mean. *Who* or *that* can be used to talk about people. There are no commas:

John's brother who is a doctor lives in London.

John probably has *only one / more than one* brother.

That is usually used instead of *which* in defining relative clauses.

b Complete the sentences with *who*, *where*, *whose*, or *that*. Check your answers in the text on page 96.

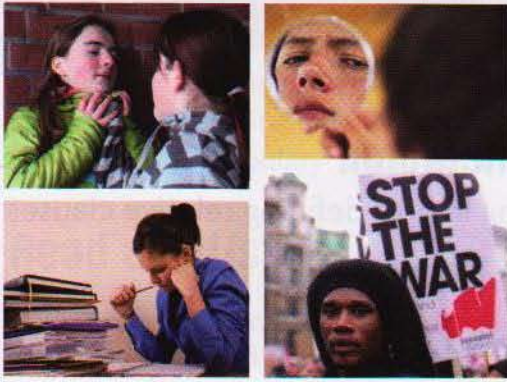
- 1 A phobia is an irrational reaction to an object or situation is not necessarily dangerous.
- 2 Someone is terrified of spiders is Rupert Grint.
- 3 A person fear has started to change his or her life probably has a phobia.
- 4 If you avoid walking down streets you think there might be a dog, you may have a phobia.

c Are these clauses defining or non-defining? Put commas in the non-defining relative clauses.

- 1 Johnny Depp is an actor who suffers from clown phobia.
- 2 A fear of small spaces which is extremely common stops many people from flying.
- 3 Julius Caesar whose armies conquered Europe was afraid of cats.
- 4 She avoided walking down the street where three huge dogs always barked at her.

Get it right! Turn to page 118.

5 Speak and listen



a Work with a partner. Use the photographs to help you to make a list of things teenagers worry about.

b ▶ CD3 T4 Listen to a report about teenagers' worries and fears. Add any different worries which are mentioned to your list.

c ▶ CD3 T4 Listen again and complete the summary.

Some things in the survey are ¹ *surprising*, while others are unsurprising. Young people say that ² is their biggest worry, complaining about the amount of ³ and exams they are given. 40% want teachers to be calmer and more ⁴ in class. 50% say they are not going to go to ⁵ A third of the students say they have been ⁶ at school. 40% worry about ⁷, 30% worry about ⁸, and 33% are concerned about their ⁹

d Check the meaning of the words in the box, and mark them *H* (hopes) or *F* (fears). Work with a partner. Discuss why you think they are hopes or fears.

getting seriously ill	<input type="checkbox"/>	concern about your looks	<input type="checkbox"/>
having a family	<input type="checkbox"/>	having opportunities	<input type="checkbox"/>
being able to help people	<input type="checkbox"/>	to travel	<input type="checkbox"/>
bullying	<input type="checkbox"/>	studying abroad	<input type="checkbox"/>
exam stress	<input type="checkbox"/>	slow economy	<input type="checkbox"/>
stopping wars	<input type="checkbox"/>	going to university	<input type="checkbox"/>
global warming	<input type="checkbox"/>		

e ▶ CD3 T5 Listen and complete the table with each speaker's biggest hope and fear.

	FEAR	HOPE
Shannon (UK)		
Javier (Argentina)		
Jao (Thailand)		
Laura (Spain)		
Yasmin (Turkey)		

f Talk to your partner about your biggest hopes and fears. Use some of the expressions you heard in Exercise 5e.

My biggest hope/fear is ...

I worry a lot about ...

I think I'm most afraid of ...

6 Vocabulary

* Adjectives with prefixes

a Put the adjectives in the correct columns to make their opposites.

comfortable formal patient
responsible logical possible helpful
polite regular legal expensive
healthy concerned afraid surprising

un	im	in	ir	il
				<i>illegal</i>

b Complete the sentences using an adjective from Exercise 6a with a prefix.

- Do you talk while you're eating, or do you think it's very *impolite*?
- Do you like to eat a lot of fried food, or do you think it's too _____?
- Do you worry a lot about tests, or are you quite _____?
- Are you good at waiting for things, or are you sometimes a little _____?
- Do you like sleeping on a hard bed or do you find it too _____?

c Work with a partner. Ask and answer the questions in Exercise 6b.

Vocabulary bank Turn to page 117.

7 Grammar

* Definite, indefinite and zero article

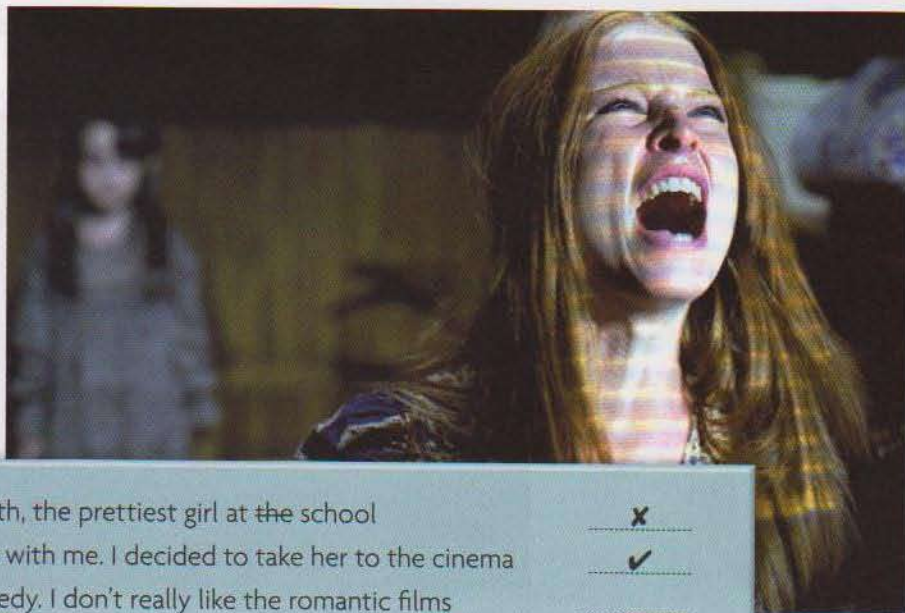
a Look at the examples from Exercise 5 and match them with the rules in the rule box.

- 1 *There's a couple of lads.*
- 2 *My dad is a businessman.*
- 3 *My big fear is the stress at my school.*
- 4 *I worry about not passing the exams.*
- 5 *I will get married and have a nice family, and a house and a car.*
- 6 *Just being the ugliest among my sisters and cousins.*
- 7 *I worry a lot about green things – global warming and climate change.*
- 8 *I want to go to university.*
- 9 *I'd like to work for the United Nations.*

b Complete the sentences with *the*, *a*, *an* or \emptyset (nothing).

- 1 I'd really like to be an archaeologist when I'm older.
- 2 Have you seen moon tonight? It's beautiful.
- 3 I don't like dogs.
- 4 Have you studied much for test tomorrow?
- 5 He's bought new computer.
- 6 She's best skater I've ever seen.
- 7 He's still in bed! It's almost midday.
- 8 I love smell of spring.

c Look at the text. Some lines are correct but some have a word which should not be there. If the line is correct, put a tick (✓) at the end of the line. If a word should not be there, cross it out and put a cross (✗) at the end of the line.



- 1 Last week Jasmine Smith, the prettiest girl at ~~the~~ school ✗
- 2 agreed to go on a date with me. I decided to take her to the cinema ✓
- 3 to see a romantic comedy. I don't really like the romantic films
- 4 but I thought it would be perfect for a date. Unfortunately I left
- 5 the home late and when we got to the cinema there weren't any
- 6 tickets left. The only film which still had the tickets was a horror
- 7 film. I couldn't believe it. My romantic date was ruined. To my
- 8 surprise Jasmine suggested seeing the horror film so we bought
- 9 tickets and went in. What a great decision! I was so scared that I
- 10 spent the whole film holding Jasmine's hand. Jasmine thought I was
- 11 cute. She says she likes the boys who don't pretend to be brave.

RULE: Uses of *the* (definite article) include:

- a specific people, places, things 3
- when others already know what we're talking about
- when there's only one of something
- before superlatives

Uses of *a* or *an* (indefinite article) include:

- e when it's one thing
- f professions
- g before certain expressions for quantity

No article (zero article) is used:

- h to talk about people or things in general
- i with *home*, *school*, *work*, *university*, *bed*, *hospital*, *church* and *prison* as institutions, not buildings (especially after *be in/at*, *go to*, *get to*, *leave*, *start*, *finish*)

8 Read and listen

a Complete the ghost jokes by matching the sentence halves.

- | | |
|--|---|
| 1 What did the ghost teacher say to her class? | a Do you believe in people? |
| 2 What did one ghost say to the other ghost? | b I scream. |
| 3 Who did the ghost go to the party with? | c Please tell him I can't see him. |
| 4 Doctor, there's a ghost in the waiting room. | d No body! |
| 5 What's a ghost's favourite dessert? | e Look at the board and I'll go through it again. |

b Check the meanings of the words in the box. Then complete the text.

scary details stories culture hurt scared exciting believe

Ghost stories, like folk and fairy tales, have been a part of popular ¹ culture for thousands of years. The ² are passed down from generation to generation, with the exact ³ of the story changing over the years. Most people say they are ⁴ of ghosts – yet everyone wants to hear a good ghost story or see a scary film about them. Why? Perhaps it's because ghosts are not really so ⁵ They never actually seem to ⁶ people – we just 'see' or 'hear' them. Or is it that we secretly want to ⁷ in them, because it makes our lives more ⁸ ?

c ▶ CD3 T6 Read and listen to Saskia's presentation about her favourite ghost story. Then choose the correct answers.



'The Legend of Sleepy Hollow is really old, but it's a fantastic ghost story. The year is 1799, and there's this schoolteacher called Ichabod Crane who goes to live in a village where people love to tell ghost stories. One of the villagers is a girl he's hoping to marry called Katrina. But this strong, handsome, rough guy – Brom Bones is his name – also really likes her. Anyway, one night Ichabod's on his way home, all nervous after hearing a frightening story about a headless horseman, and he hears this horse coming towards him – but it looks like the rider's head is in his hands! The rider throws something at Ichabod, and he thinks it's the rider's head. Anyway, it knocks him out. Next morning, the teacher doesn't turn up for work. They find his hat on the road, with this smashed pumpkin next to it. They never see Ichabod again. People start telling ghost stories about him, and if Brom Bones is there he always has this horrible smile on his face ...'

- 1 Sleepy Hollow is probably *a person / a place / a horse.*
- 2 Ichabod Crane *teaches in a village / gets money to tell ghost stories / is probably from the village.*
- 3 Katrina is probably *a teacher at the school / ghost / single woman.*
- 4 Brom Bones *probably wants to marry Katrina / is probably Ichabod's best friend / is probably the school's headmaster.*
- 5 While Ichabod is walking home, he *sees a friend on a horse / is feeling scared / is eating a pumpkin.*

Discussion box

- 1 What do you think happened to Ichabod Crane? Take turns to tell the story using sentences 1–5 to help you.
- 2 What do you think about ghost stories? Do you know any?

9 Vocabulary

* Phrasal verbs with *through*

- a** Look at the dictionary definition and this joke from Exercise 8a. Why is it funny?

go through: 1. pass from one side to the other;
2. check again for understanding

*What did the ghost teacher say to her class?
Look at the board and I'll go through it again.*

Here are some more phrasal verbs with *through*. Match the underlined examples with their definitions.

- 1 I wanted to leave the cinema, but my friends made me sit through the whole film. It was terrible!
 - 2 I'd love to go out with you tonight, but I really have to get through all my homework.
 - 3 I thought the test would be really hard, but I sailed through it. I was so surprised.
 - 4 I'm not sure if I've done this exercise right. Could you look through it for me?
- a check a piece of work to see if it is OK
b complete easily
c watch and listen to a boring thing until it is finished
d manage to win or finish something difficult

- b** Complete the sentences with a phrasal verb from Exercise 9a in the correct tense.

- 1 Don't worry about the exam – you'll it no problem!
- 2 When I finish my essay, do you think you could it for me, please?
- 3 I can't believe you all four hours of that horrible concert
- 4 It was a really tough match, but we to the final of the competition.

- c** Work with a partner. Use the phrasal verbs in Exercise 9 to answer the questions.

- 1 What would you do if you went to the cinema with your friends and the film was awful?
- 2 How will your country do in the next World Cup?
- 3 What do you do if you finish a test early?
- 4 Do you think you'll do well in the final English exam?

10 Write

- a** Work with a partner. Read the film review. Look back at Exercise 8c. What are the differences between the story and the film?
- b** Read the film review again and answer the questions.
- 1 What does the writer like about the film?
 - 2 Why doesn't the writer tell the whole story?
 - 3 Which paragraph contains:
 - a the plot or storyline?
 - b an opinion?
 - c a recommendation?



One of the scariest films I've seen is *Sleepy Hollow*, starring Johnny Depp. The story, set in 1799, is about Ichabod Crane, a policeman who is sent from New York to the village of Sleepy Hollow to investigate three murders. The dead bodies have no heads, and the villagers think that the killer is a headless ghost. At first, Ichabod doesn't believe it can be a ghost, but then he sees it kill another man. Ichabod falls in love with Katrina van Tassel, a girl from the village, who is also admired by the handsome but creepy Brom Bones. Then Ichabod discovers that the 'ghost' has a connection to the Van Tassel family ...



Despite being more than ten years old, *Sleepy Hollow* still frightens people today. The story is fantastic, and we don't know exactly how it's going to end. There is some blood when people are murdered, but not too much – the director, Tim Burton, uses lots of foggy scenes and scary music to frighten the audience. Finally, Johnny Depp gives a great performance as Ichabod Crane. If you've never seen it – rent the DVD!

- c** Write a review of a film you really liked. Use the review of *Sleepy Hollow* to help you. Write 120–180 words.

- * be used to
- * Phrasal verbs
- * Vocabulary: expressions with *feel*

1 Read and listen

a Look at the pictures. How can these things affect how happy you are?

b   Read the article and listen. Answer the questions.

- 1 What is the world's happiest country?
- 2 Find four reasons why these people are so happy.

c Read the article again and mark the sentences *T* (true) or *F* (false). Correct the sentences which are false.

- 1 State education isn't very good in Denmark.
- 2 Danish people see themselves as all being equal.
- 3 Danish people don't consider salary the most important part of a job.
- 4 A 'hygge' is a formal family meeting.
- 5 You don't have to pay for produce at vegetable stalls in Denmark.
- 6 Bikes rarely get stolen in Denmark.

Discussion box

- 1 What would you like about living in Denmark? What wouldn't you like?
- 2 What other things do you think are important for a country to be happy?



money



your job



your social life

weather

Where do you think the world's happiest people live? Somewhere hot with sandy beaches? A country with a tradition of fine food and culture? Not according to a recent study by the University of Leicester. In a list ranking countries by the happiness of their citizens, it put tropical Fiji 50 places below freezing Iceland, while Canada was far above France and Italy. And the happiest people on Earth? Those 5.5 million people who call Denmark their home.

Surprised? Well you'll be more surprised when you hear that the Danes pay some of the highest taxes in the world. Most Danes are used to seeing between 50–70% of their salary going to the government! So what is the secret of their success?

Let's start with all that tax they pay. The Danish government provides its people with one of the finest education and health systems in the world. It spends more on children and elderly people per capita than any other country.

And there's another advantage to those high taxes. Because a refuse collector's final salary is not that much less than someone who works in a bank, for example, Danes don't choose their careers based on money or status as people in other countries do. They choose the job they want to do. There's a philosophy in Denmark known as 'Jante-lov', which translates

as 'you're no better than anybody else'. The refuse collector can hold his head up high as he proudly does his job – workers in other countries are not used to looking at life in this way.

Money doesn't seem as important in Denmark. It has been called a 'post-consumerist' society. People have nice things in their houses, but they're not mad about shopping and spending. What is more important is the sense of society and it's no surprise that Danes are very used to socialising. They love hanging out with friends and family at gatherings called 'hygge'. 92% of Danes belong to some kind of social club and these clubs are even paid for by the government.

Finally, Danish people aren't as suspicious as many other nations and show an amazing amount of trust in each other and their government. You can see signs of this all over the country. You'll find vegetable stalls with no assistant. You take what you want and leave the money in a basket. Parents leave their babies in prams outside the supermarket while they do the shopping and Danes don't need to lock their bikes up when they leave them to go into a shop. Perhaps the bike is a good symbol for Denmark. The Danes can afford cars but they choose bikes – simple, economical, non-polluting machines that show no status and help keep people fit.



2 Grammar

* be used to

a Complete the sentences. Then check your answers in the article on page 102.

- Most Danes are used to between 50–70% of their salary going to the government.
- Workers in other countries are not used to at life in this way.

b We use *be used to* to talk about experience and habits. Look at the examples and **circle** the correct answer in the rule.

I'm really tired. I'm not used to getting up so early.
(I find it difficult because I usually get up later.)

I didn't understand him at first but now I'm used to his accent.
(With experience I find it easier.)

RULE: *be used to* is followed by a noun or noun phrase, or by an infinitive / a gerund.

c Irene is Spanish. She is living in London. Complete her sentences using the words in the box.

working British money sunshine going driving
weather speaking laughing traffic having

- I'm from Madrid so I'm used to the heavy traffic but I'm still not used to on the left!
- I'm not really used to the yet – It rains so much here. In Madrid I was used to almost every day.
- I'm not used to from 9am to 5pm every day. In Madrid I was used to a long break for lunch.
- I'm already used to using But the shops here close at 5.30pm. I'm not used to home so early.
- I had some British friends in Madrid so I was already used to English before I arrived
- British humour is difficult. I think I'm used to at different kinds of things.



LOOK!

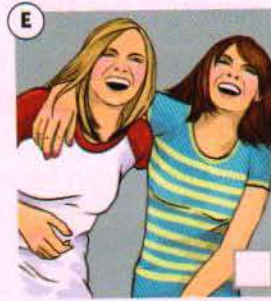
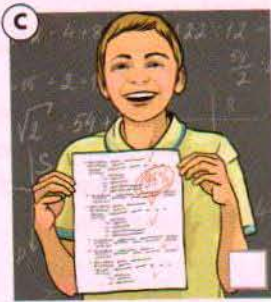
Remember that we use *used to* + infinitive to talk about habits or situations in the past that are not true any more. Don't confuse it with *be used to*.
I used to live in London but now I live in Paris, and I'm used to speaking French every day.

d Complete the sentences using the correct form of the verb in brackets and *be used to* or *used to*.

- I used to hate (hate) vegetables but now I love them.
- We live next to a busy road so I (sleep) with lots of noise.
- He's a bit nervous because he (not / speak) in public.
- She (not / like) children but now she's got four of her own.
- I'm exhausted. I (not / walk) so far.
- We (live) in the city but we moved to the country last year.
- I didn't recognise you. You (not / wear) glasses, did you?
- I've worked in Argentina for five years so I (speak) Spanish.

3 Listen

a Look at the pictures. What do you think 'happiness' means for the people in the pictures?



b ▶ CD3 T8 Two students from a British school are doing a survey about happiness. Listen to the interviews. Number the pictures 1–6 in the order that you hear them.

c ▶ CD3 T8 Listen again and complete what the people said about happiness.

- I have a three-year-old boy and five-year-old girl and they to me.
- I love seeing the on people's faces when they eat them. It makes me feel all inside.
- Knowing all that hard work was it. You can't it.
- Just lying in there, soaking in the water – maybe with a good CD playing in the background – it's
- I don't know where when I'm with them. It just
- I love it. I just get lost to the world. It feels

4 Speak

Discuss these questions with a partner.

- Which of the things in the interviews about happiness do you agree/disagree with?
- Has your idea of happiness changed since you were a small child? What used to make you happy that is not important for you any more? What makes you happy now that wasn't important for you then?

5 Vocabulary

* Expressions with *feel*

a Look at the final sentence in Exercise 3c. How does the boy feel?

b These words are often used with the verb *feel*. Complete the sentences with the words.

fine confident the need sorry for
lonely stupid strange up to

- I was ill last weekend, but I feel fine again now.
- I went back to my primary school after ten years, and it felt really to be there again.
- Jane's grandmother died last week. I feel really her.
- No, I don't want to go out tonight – I'm tired and I don't feel it.
- I've studied really hard for the exams, and I feel I'm going to do well.
- I don't know why you feel to criticise people all the time!
- I didn't make any friends in China, and to be honest, I felt very
- I met Pete in town yesterday, but I couldn't remember his name! I felt so

c Think of situations when you feel/felt:

strange uncomfortable stupid
sorry for someone stupid guilty
cared for lonely confident

Tell a partner.

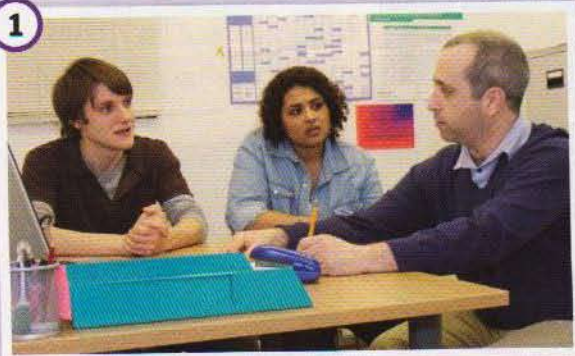
Vocabulary bank Turn to page 117.

Get it right! Turn to page 121.

A tough decision

8 Read and listen

a ▶ CD3 T10 Mr Ford has to make a difficult decision. What about, do you think? What does he decide? Read, listen and check your ideas.



Mr Ford: We have to think about who's going to be the producer for Fairbank Radio next year.

Amy: Well, Nick's made no secret that he'd like to do it. And I think he'd be a good choice. I mean we did have a few problems with him in the beginning.

Mr Ford: Like what?

Amy: Well, he didn't always give credit when he should have. Remember the playing fields?

Tom: But he did own up in the end.

Amy: True. And since then he's shown he's a good reporter.

Mr Ford: What do you think, Tom?

Tom: Well, I think he'd do a good job. But then again, I think Laura would, too.

Amy: Laura? She doesn't want the job, does she?

Tom: Well, actually she does. She's not as open about it as Nick but she had a word with me the other day and told me she'd really like to do it.

Amy: Well, she'd be an excellent choice. She's got a great eye for an interesting story.

Mr Ford: So would you choose her ahead of Nick?

Amy: That's a tough one. She'd be fantastic but then it would break Nick's heart. I don't know, Mr Ford. I think we're going to have to leave it up to you.

Mr Ford: OK. Well, thanks you two. I'll get back to you.

Tom: Between you and me, I think Laura's a better choice. She'd organise things better.

Amy: In other words, you don't want Nick to get the job.

Tom: No, it's not that. I just want what's best for the radio station, that's all.

Amy: Same here. Well, one way or the other, we'll know soon, won't we?

2



Mr Ford: Well, it hasn't been easy, but I think I've finally made up my mind.

Laura: So, who is it?

Mr Ford: Well, you're both excellent candidates and you've both proved that you've got ability. Which is why we've decided ...

Nick: Who? Who?

Mr Ford: ... to split the job and have two producers. Congratulations to both of you.

Nick: Oh. Great.

Laura: Thanks. We won't let you down. I promise.

b Answer the questions.

- 1 Why does Amy have some doubts about Nick?
- 2 How does Tom know that Laura is interested in the job?
- 3 Why is Amy not sure that Laura should get the job?
- 4 Who does Tom think is the best candidate? Why?
- 5 How does Nick react to Mr Ford's decision?

9 **Everyday English**

a Find the expressions 1–6 in the story. Who says them? Match them to the meanings a–f.

- | | |
|----------------------|---|
| 1 in the end | a Don't tell this to anyone else |
| 2 then again | b That's also true for me |
| 3 Between you and me | c that's the only thing I'm trying to say |
| 4 In other words | d finally, after thinking about it a lot |
| 5 that's all | e on the other hand |
| 6 Same here | f To say the same thing another way |

b Complete the dialogue with the expressions 1–6 from Exercise 9a.

Mark: I'm really tired.

Hannah: ¹ *Same here* ... I had so much homework last night – it took me over three hours! I mean, it's ridiculous!

Mark: ² _____, you think we shouldn't have homework?

Hannah: No, I think there should be a limit, ³ _____. You know, an hour a night, for example.

Mark: Yeah, not a bad idea. But ⁴ _____, some people work faster than others, so how can anyone be sure it'd be one hour?

Hannah: Hmm – you're right. But we could have, for example, only two or three exercises a night.

Mark: But that's the same problem. Some people will do them in an hour, some people will take two hours.

Hannah: So, ⁵ _____, the time it takes to do homework depends on us.

Mark: Yes, I think so. And you know something? ⁶ _____, I think homework's a really good thing!

Hannah: Wow! Don't say that in class tomorrow!

Discussion box

- 1 Do you agree with Mr Ford's decision to 'split the job'? Why / Why not?
- 2 Many organisations have only one person at the top. What are the advantages and disadvantages of this?

10 **Improvisation**

Work in pairs. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

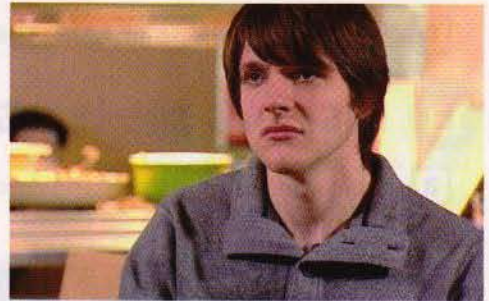
Roles: Nick and Laura

Situation: in the radio studio

Basic idea: Nick and Laura are discussing Mr Ford's decision – can they really split the job?

11 **Making Waves**

DVD Episode 4



- a**
- 1 Why do you think Tom is upset?
 - 2 What things might help cheer him up?
 - 3 How do your friends make you feel better when you're unhappy?

b Complete the news report with the words in the box.

investigation question
answer money
started happy

My ¹ *investigation* into what really makes people ² _____ asked 'Can ³ _____ buy happiness?' I have to say that when I ⁴ _____ out, I thought that the ⁵ _____ to this ⁶ _____ was 'Yes'.

c Watch Episode 4. How is Tom feeling by the end of it and why?

12 Write

- a** Complete the poem with the words in the box.

Always Perfect Icy Having Staying Sleeping Parties Never Eating

..... *Having*... fun with friends
..... feeling free
..... every weekend
..... grades at school
..... winter mornings
..... -ending sun
..... whatever I want to
..... up all night
..... until midday

- b** Take the first letter of each line and read downwards. What word does it spell?
c Write your own poem using the letters of 'A Perfect Day'.

13 Last but not least: more speaking

- a** Read the survey. How happy would these things make you? Give each item your own happiness rating: 😞 😐 😊

We asked you to send in examples of the little things in life which make you happy.

Here are some of your ideas.



- 1 Meeting someone new and immediately knowing you are going to be great friends.
- 2 Having a great haircut.
- 3 Getting top marks at school.
- 4 Turning off the alarm and going back to sleep.
- 5 Having absolutely nothing to do and a whole day to do it in.
- 6 Discovering a new band that nobody else knows about.
- 7 Telling a joke that makes everyone laugh.
- 8 Laughing out loud with your best friends.

- b** Compare your rating with a partner.
c Write two more things that make you happy and discuss your ideas in small groups.

Check your progress

1 Grammar

a Complete the sentences with *the*, *a*, *an* or nothing.

- For me, London is the most exciting city in the world.
- Can you show me email that John wrote?
- Helen is engineer and her brother is teacher.
- girls usually spend more money on clothes than boys.
- Patrick's going to university next year.

4

b Complete the sentences with a relative clause. Use commas where necessary.

- There is a woman living next door. She is a doctor.
The woman who lives next door is a doctor.
- Kate works in a café. The café sells Italian food. Kate
- We met some people. Their car had broken down. We
- I am going back to live in England. I was born there. I am
- That's our new teacher. She actually lives next door to me. That's
- Hip-hop music started in the USA, and its popularity is increasing. The popularity of hip-hop music

5

c Complete the sentences. Use the correct form of *used to* or *be used to*.

- She works in a hospital. She is used to dealing (deal) with a lot of stress.
- I (not do) a lot of sport but now I run half an hour every day.
- I've lived in Rome, so I (drive) in a big city.
- He (play) a lot of football but he has given it up.
- He speaks very good French. he (live) in France?
- I do a paper round every morning so I (get up) early.

5

2 Vocabulary

a Write an adjective with the same meaning as the sentence before. Use prefixes.

- She isn't worried about it at all. She's unconcerned.
- It's against the law. It's
- He's rude, isn't he? Yes, he's very
- It doesn't make sense. It's
- It's reasonably priced. It's
- She hates waiting. She's

5

b Complete the expressions with 'feel'.

- I feel very confident about the game. I'm sure we're going to win.
- I was really sick yesterday, but now I feel
- He's lost his job twice this year. I feel really for him.
- She asked me what my name was, and I couldn't remember. I felt so
- She doesn't feel going to the party. She's too tired.

4




c Complete the expressions with 'through'.

- Great news! I've got through the first round of job interviews.
- Some people just through life without a single worry.
- Let's through it again just to make sure I understand.
- I through an hour of that film before I realised I'd already seen it.

3

How did you do?

Check your score.

Total score			
	Very good	OK	Not very good
<input type="text" value="26"/>	10 - 14	5 - 9	less than 5
Grammar	10 - 14	5 - 9	less than 5
Vocabulary	10 - 12	7 - 9	less than 7

Unit 1 Sentence stress

▶ CD1 T17 Listen to the questions and mark the stressed words. Then listen, check and repeat.

- 1 Can you tell us another secret?
- 2 Was it really that easy?
- 3 So how can I use it?
- 4 What on earth is that?
- 5 What can I do to communicate better?

Unit 2 Linking sounds

▶ CD1 T18 Listen to the sentences. How do you pronounce the underlined parts? Then listen, check and repeat.

- 1 I always stick up for my friends.
- 2 I can't lie, but I don't want to tell on a friend.
- 3 Why should I get into trouble for something I haven't done?
- 4 I'm surprised anyone gets on with you.

Unit 3 /ɔ:/ short

a ▶ CD1 T21 Listen and repeat.

- 1 more 2 four 3 before 4 saw 5 short

b ▶ CD1 T22 Underline the syllables with the /ɔ:/ sound. Then listen, check and repeat.

- 1 I saw the ball, and I caught it.
- 2 We can't play tennis here – the court's too short!
- 3 We ought to buy four more.
- 4 But we bought forty before!

Unit 4 Prepositions

▶ CD1 T30 Listen to the sentences. Circle the prepositions where they are weak. Underline the prepositions where they are strong. Then listen, check and repeat.

- 1 I'm revising for my exams.
- 2 What are you looking for?
- 3 I can't stand talking to him.
- 4 Who's John talking to?
- 5 Who are you looking at?
- 6 I think he's at work.

Unit 5 /aʊ/ allowed

a ▶ CD1 T33 Listen and repeat.

- 1 cow 2 house 3 round 4 town
5 shower 6 allowed

b ▶ CD1 T34 Underline the syllables with the /aʊ/ sound. Then listen, check and repeat.

- 1 How are you now?
- 2 I'm allowed to have a mouse in the house.
- 3 You aren't allowed to sing loudly in the shower.

Unit 6 Stress pattern in have something done

▶ CD1 T39 Listen and mark the words that are stressed. Then listen, check and repeat.

- 1 Have you had your hair cut?
- 2 Dad's going to have a phone installed.
- 3 They had the road closed.
- 4 They had the people removed.
- 5 Have you had your camera fixed?
- 6 He's having a garage built.

Unit 7 Word stress

▶ CD2 T4 Underline the syllables you think are stressed. Then listen and check your answers.

- 1 imagine 2 imagination 3 refer
4 reference 5 popular
6 popularity 7 possible
8 possibility 9 relax 10 relaxation

Unit 8 I wish ... and If only ...

▶ CD2 T9 Listen to the sentences. How do you pronounce the underlined parts? Then listen, check and repeat.

- 1 If only there was something to do.
- 2 If only they'd ask me.
- 3 If only he knew.
- 4 I wish I knew his name.
- 5 I wish I could go home.
- 6 I wish you weren't so noisy.

Unit 9 /əʊ/ though

a ▶ CD2 T11 Listen and repeat.

- 1 so 2 go 3 don't 4 slow
5 nobody 6 though 7 although
8 won't

b ▶ CD2 T12 Underline the syllables with the /əʊ/ sound. Then listen, check and repeat.

- 1 Don't go so slowly.
- 2 I won't watch the game show.
- 3 Although I know Alex, I don't know his brother.
- 4 Nobody likes him, even though he's friendly.

Unit 10 *have in must have / might have / can't have / couldn't have*

▶ CD2 T18 Listen to the sentences. Circle the examples of *have* where it is weak. Underline the examples of *have* when it is stressed. Then listen, check and repeat.

- 1 She must have been very happy.
- 2 Yes, she must have. She was smiling a lot.
- 3 I might have passed the exam.
- 4 You can't have. You didn't study.
- 5 He couldn't have known the answers.
- 6 He must have. He passed the test.

Unit 11 Intonation in reported questions

▶ CD2 T23 Listen to the sentences. Does the speaker's voice go up or down at the end? Write *U* (up) or *D* (down). Then listen, check and repeat.

- 1 Do you live near here?
- 2 She asked me if I lived near here.
- 3 Are you enjoying the party?
- 4 She asked me if I was enjoying the party.
- 5 Do you want a cup of tea?
- 6 She asked if I wanted a cup of tea.

Unit 12 *should / shouldn't have*

▶ CD2 T28 Listen to the sentences. How do you pronounce the underlined parts? Then listen, check and repeat.

- 1 I'm sorry – I shouldn't have done that.
- 2 He should have left earlier.
- 3 You shouldn't have forgotten her birthday.
- 4 They shouldn't have driven so fast.
- 5 Your brother shouldn't have hit me.
- 6 I should have asked more questions.

Unit 13 Pausing in non-defining relative clauses

When there is a non-defining relative clause in the middle of a sentence, we usually pause at the beginning and at the end of the relative clause to add the extra information. The voice also goes down a little.

▶ CD3 T3 Listen to the sentences. Write commas where the voice pauses. Then listen, check and repeat.

- 1 Peter Jackson who was born in New Zealand directed *The Lord of the Rings*.
- 2 J. R. R. Tolkien who was a very shy man wrote many books.
- 3 My sister who lives in Hong Kong writes stories for children.
- 4 Manchester which is in the north of England gets a lot of rain every year.
- 5 My best friend whose father is a doctor wants to study medicine at university.
- 6 Elijah Wood whose career began when he was a child became a big star after *The Lord of the Rings*.

Unit 14 Stress in phrasal verbs

▶ CD3 T9 Listen to the sentences. Circle the prepositions that are weak. Underline the prepositions that are stressed. Then listen, check and repeat.

- 1 You made that story up.
- 2 Did you just make up that story?
- 3 We can work the problem out.
- 4 We can work out the problem.
- 5 Please take off your shoes when you arrive.
- 6 Take your jacket off and have a cup of tea.
- 7 I looked up my old friends on the internet.
- 8 I looked it up in the dictionary.

Vocabulary bank

Unit 1 Collocations with *talk* and *speak*

talk

- 1 **to talk back** = to reply in a rude way to someone you should be polite to
Our teacher was really angry with Alex because he **talked back** to her.
- 2 **to talk nonsense** = to say things which are silly and not true
You can't have a discussion with Paul – he **talks nonsense** all the time!
- 3 **to talk + noun** = to talk about a particular subject
When Gary and Jane get together, they just **talk clothes** all the time.
- 4 **to talk shop** = to talk about your job with the people you work with, even when you are not at work
My mum and dad work in the same bank, and in the evening they **talk shop** all the time!
- 5 **talk about + adjective** = an expression used to emphasise the adjective you are using
Did you see the match last night? **Talk about exciting!** It was fantastic!

speak

- 6 **to speak up** = to speak more loudly, so that other people can hear
Sorry, but we can't hear you at the back of the room. Can you **speak up**, please?
- 7 **to speak too soon** = to say something which you quickly see is not true
I'm sure John isn't coming to the party. Oh, I **spoke too soon**. Look! He's just arrived.
- 8 **to speak + possessive adjective + mind** = to say strongly and directly what you think about something
Look, Tom, I'm going to **speak my mind**, OK? I think you were really rude to Mandy and you should say sorry.
- 9 **not be on speaking terms** [with someone] = to not speak to someone because you have had an argument
James and Allie had an argument last night – now they're **not on speaking terms**.
- 10 **can't speak a word of + language** = can't say anything in a foreign language
I've been to Greece lots of times – but I **can't speak a word of Greek!**

Unit 2 Friends

- 1 **an old friend** = someone who has been a friend for a long time
Jim and I are **old friends** – I've known him since I was four!
- 2 **a close friend** = a friend who you know very well and really trust
Belinda knows all my secrets! She's a really **close friend**.
- 3 **to make friends** = to start a friendship
Joanna's very sociable and finds it very easy **to make new friends**.
- 4 **That's what friends are for** = you can say this to a friend who thanks you for doing something special for them
'Thanks so much, Jenny – you really helped me.' 'No problem, Mike – **that's what friends are for.**'
- 5 **to hit it off [with someone]** = to like someone and become friendly immediately
Alex and I **hit it off** when we met and now we're really good friends.
- 6 **a mate** [informal, British English] = a friend
We've been **mates** for years now. We met at primary school.
- 7 **an ally** = a country or person who helps you in a war or time of difficulty
The USA, France and Britain were **allies** in the Second World War.
- 8 **an acquaintance** = someone you know but who is not really a friend
He's not really my dad's friend, he's just **an acquaintance** from work.



Unit 4 Verb + preposition combinations: *with/for/about*

- 1 I **had fun with** my mates yesterday – we watched some DVDs and played some computer games.
- 2 I like to **chat with** my friends after school – we just talk about little things, nothing important, but it's nice!
- 3 My parents don't like some of the people I **go round with**.
- 4 That yellow shirt's very nice, but it doesn't really **go with** green trousers.
- 5 Everything on the menu looks great, but I think I'll **go for** the spaghetti.
- 6 We can't play cricket if it's raining, so we're **praying for** good weather for tomorrow's match.
- 7 My sister's just graduated from university and now she's **applying for** jobs with lots of different companies.
- 8 My dog's really ill. The vet says we can only **hope for** the best, but we think he may not live very long.
- 9 I don't like being with John. After the first five minutes together, we don't have anything to **talk about**.
- 10 I just don't think it's funny. There's nothing to **laugh about**!
- 11 He used to **dream about** being rich – and then he won the lottery and now he is rich!
- 12 Look, I think one thing and you don't agree – but we don't need to **argue about** it, do we?

Unit 5 Extreme adjectives



- 1 The food at that restaurant is really **delicious** = it tastes very good



- 4 We went to a rock concert and the music was **deafening**! = it was very loud



- 7 There was a **terrible** accident last week – three people were killed = it was very bad



- 2 I couldn't eat the food – it was **disgusting** = it tasted very bad



- 5 We watched a **fascinating** programme about whales = it was very interesting



- 8 I went bungee jumping yesterday – I was **terrified**! = I was very frightened



- 3 We watched a comedy programme last night – it was **hilarious**! = it was very funny



- 6 We were **delighted** when we heard your good news = we were very happy



- 9 At the end of the race, I was **thrilled** because I won! = very excited

Unit 6 Expressions with *make*

1 **to make a request** = to ask (for) something
John, can I **make a request**? Can we start the meeting at 10am, not 9am?

2 **to make an offer** = to say that you will do something or that you will pay a price

I didn't really want to sell my bike, but Graham **made me an offer** of €250, so I took it.



3 **to make a start** = to begin (work)
There's a lot of work to do today, so we should **make a start** now, I think.

4 **to make a living** = to earn money that you use to buy food, clothes, etc.
She doesn't like her job at all – it's just a way for her to **make a living**.

5 **to make time** = to find space in a day to do something
I'm really busy tomorrow, but I'll try to **make time** to phone you, OK?

6 **to make sure** = to take action to be certain that something happens, is true, etc.
I think I locked the door – but I'll go back to the house to **make sure**.

7 **to make room (for)** = to leave space for something, so that it can go in
Our new television is really big! We had to take the sofa out of the living room to **make room** for it!



8 **to make way (for)** = to be replaced by something, especially because it is better, cheaper, easier, etc.
They knocked down six shops in that street to **make way** for a new supermarket.

Unit 7 Noun suffixes: *-ity/-ment/-ness/-ion/-ation*

1 **probability** [adjective: *probable*]

James loves films, so in all **probability** he's at the cinema right now.

2 **creativity** [adjective: *creative*]

Writers need a lot of **creativity** – they have to imagine people and places, and tell a good story.

3 **amusement** [verb: *amuse*]

I came last in the race, to my brother's **amusement**. He thought it was really funny.

4 **treatment** [verb: *treat*]

She gets special **treatment** from the teachers because she's so good at sport – it's not fair!

5 **punishment** [verb: *punish*]

I came home really late last night, so my parents say I can't go out for a week as a **punishment**.

6 **advertisement** [verb: *advertise*]

I bought this camera because I saw an **advertisement** for it in a magazine.

7 **madness** [adjective: *mad*]

It's raining and you're going out for a walk? That's complete **madness**!

8 **blindness** [adjective: *blind*]

Some people have problems with their eyes – and if they don't get medical help, it can result in **blindness**.

9 **action** [verb: *act*]

We can't just sit here and talk about the problem – we need to take **action**!

10 **suggestion** [verb: *suggest*]

So, what are we going to do? Has anyone got a **suggestion**?

11 **expectations** [verb: *expect*]

People have very high **expectations** of the new president – let's hope she does a good job!

12 **invitation** [verb: *invite*]

Sorry, you can't come in – it's **invitation** only and you're not on the guest list.

Unit 8 Crime

Verb	The crime	The criminal
1 to murder = to kill someone intentionally	murder	a murderer
2 to assassinate = to kill someone famous or important	assassination	an assassin
3 to steal = to take something from another person	theft	a thief
4 to mug = to attack someone and take their money or possessions	mugging	a mugger
5 to break in = to get into a building illegally, usually by damaging a window or door	a break-in	



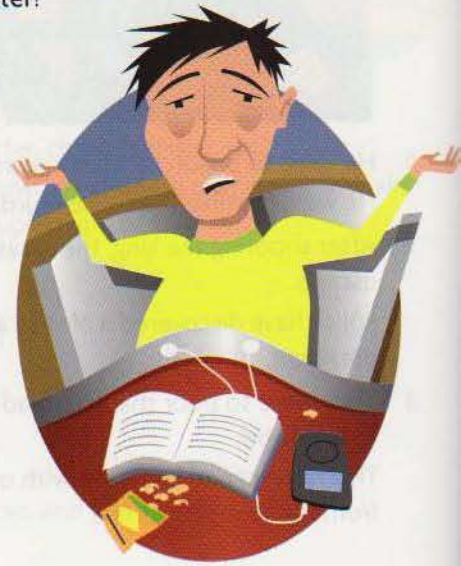
- 1 He went to prison for thirty years for **murder**. He was a terrible man – he **murdered** six people.
- 2 After shooting the king, the **assassin** managed to escape. Police have discovered a plot to **assassinate** the president.
- 3 They were so poor that they had to **steal** money to buy food. **Thieves** escaped last night with over £50,000 from the new post office.
- 4 A friend of mine **was mugged** in town last night. They stole his mobile phone and a credit card. A lot of **muggers** are trying to get money to buy drugs.
- 5 Someone **broke into** my grandmother's house last week – they smashed a window to get in. A **break-in** is always upsetting – having someone get into your home is horrible.

Unit 9 Problems

- 1 **to cause a problem/problems** = to make a problem happen
Look, I'm sorry – I don't want to **cause** you any **problems**.
- 2 **to deal with a problem/problems** = to take action to try to solve a problem
How are we going to **deal with** this **problem**?
- 3 **to run into a problem/problems** = to begin to experience a problem
At first the journey was easy, but then they **ran into** a few **problems**, especially when the weather got bad.
- 4 **to overcome a problem/problems** = to find an answer to a problem
We had a few **problems** but we **overcame** them quite easily.
- 5 a **problem child** = a child who causes problems
He's always in trouble at school – he's the **problem child** of the family.
- 6 a **potential problem** = a problem that might happen in the future
So far, everything's OK – but we've got one or two **potential problems**.
- 7 a **problem shared is a problem halved** = if you tell someone about a problem, it is easier to deal with
What's the matter? Come on, you can tell me. A **problem shared is a problem halved**, you know.
- 8 a **drawback** = a disadvantage or negative part of a situation
I plan to go to the USA – the one **drawback** is that it will cost a lot of money!
- 9 a **headache** = something that gives you a problem or a worry
My computer keeps crashing – it's a real **headache** because I've got lots of work to do!

Unit 10 Phrasal verbs: up/into/down

- to give something up** = to stop something that is a habit for you
My mum used to eat unhealthily, but she **gave up** fried food last year.
- to put someone up** = to give someone a place to stay
When you come to London, we can **put you up** at our house.
- to turn up** = to appear, to happen
I couldn't find my camera for days, but it **turned up** in my brother's bedroom!
- to look someone up** = to visit or contact someone
Goodbye – and if you ever come to England, please **look me up**.
- to look into something** = to investigate
There's a smell of gas in the kitchen. I think we should **look into it**.
- to turn into something** = to become something or someone different
It was a really scary film – especially when that man **turned into a monster**!
- to run into someone** = to meet by chance, accidentally
When I was in town yesterday, I **ran into an old friend** from my primary school.
- to go into something** = to talk about
It's very personal, so can we please not **go into it**?
- to turn something/someone down** = to say 'No' to an offer or a request
They offered him a job, but the money wasn't good enough so he **turned it down**.
- to break down** = to stop working, especially a car/bus/motorbike, etc.
My dad's car **broke down** so we had to push it!
- to get someone down** = to make someone unhappy or depressed
I've been ill for two weeks now – it's beginning to **get me down**.
- to put someone down** = to make someone feel unimportant by criticising them
Why did you **put me down** like that in front of all those other people? I feel stupid now!



Unit 12 Anger

- mad** = angry
Jo was **mad** at me when I forgot her birthday.
- irritated** = annoyed; a little bit angry
He was asking lots of silly questions, and I started to get **irritated**.
- upset** = unhappy and angry
He was pretty **upset** when you didn't phone him back.
- indignant** = angry because of something which is unfair or wrong
When I said I thought he was wrong, he got pretty **indignant**.
- outraged** = very angry
A lot of people were **outraged** when the government closed the local hospital.
- bitter** = angry and unhappy because of bad things which happened in the past
My grandfather didn't let my dad go to university, and Dad's still **bitter** about it.
- in a bad mood / in a foul mood** = feeling angry and ready to argue
Don't go anywhere near him today – he's **in a foul mood**.
- to give someone a black look** = to look at someone in an angry way
I think she was angry with me – she **gave me a really black look**!
- a heated argument** = an argument where people get angry and excited
They had a really **heated argument** about which football team was best.

Unit 13 Adjectives with negative prefixes

- illiterate** = not able to read or write
A lot of people in poor countries are **illiterate**. They can't go to school, so don't learn to read and write.
- immature** = not behaving in a way which people expect from someone of your age
What? You're crying because I shouted at you? That's really **immature**, Jake.
- immodest** = showing too much confidence in your own ability
Don't keep saying how intelligent you are! It's very **immodest**.
- impersonal** = with little or no human warmth or interest
I don't like hospitals – they're very **impersonal** places.



- improbable** = not likely to happen or to be true
Most scientists agree that it's highly **improbable** that the Loch Ness Monster exists.
- inadequate** = not good enough, or too small in quantity
I'm sorry, but your work is **inadequate** and you'll have to do it again.

Unit 14 Expressions with *feel*

- to feel bad/awful about** something
I said something horrible to my friend Sally, and now I **feel awful about** it.
- to feel at home** = to be very relaxed and comfortable, as if you were in your own home
The hotel was very comfortable and the owner was very kind – we really **felt at home**.
- to feel free** = do something without having to ask permission first
If you're hungry, **feel free** to take some food from the fridge, OK?
- not to feel a thing** = not feel any pain
The dentist took my tooth out, but I **didn't feel a thing**.

- incomplete** = not complete, not finished
The new school building is still **incomplete** – it'll be ready next year.
- insincere** = not really meaning what you say
When I won, he said 'Well done' – but I think it was a bit **insincere**.



- irrational** = not using clear thinking or reason
I know it's **irrational**, but I'm scared of spiders.
- unable** = not able to do something
Thank you for calling. We are **unable** to answer your call. Please leave a message.
- unattractive** = not good to look at
It's all ugly, modern buildings – I think it's a very **unattractive** city.
- uncertain** = not knowing what to do, not able to decide
I'm **uncertain** about whether to go to university or not. Maybe I'll just get a job instead.

- to feel out of place** = to feel that you are in the wrong place
Everyone at the party knew all the other people – but I didn't! I really **felt out of place**.
- to feel under the weather** = not to feel very well, to feel a bit ill
I'm not really ill, you know – I just **feel** a bit **under the weather**.
- to feel your way** = to use your hands to know where you're going
The room was so dark that I had to **feel my way** along the wall to find the door.
- to get the feel of something** = to begin to learn how to do something new
It looks difficult to play this game, but it's easy when you **get the feel of** it.

Unit 1

say and tell

tell is usually followed by a person (the listener)
He told me about his family. **Not** *He told about his family.*

say is not followed by a person
My mum said that I can go. **Not** *My mum said me that I can go.*

If we want to add a listener, we can sometimes use
say something to someone
Did she say anything to you about it?

Tick (✓) the correct sentence.

- a I'd like to tell you about where I live. ✓
b I'd like to tell about where I live.
- a We told to the police everything.
b We told the police everything.
- a What did he say you then?
b What did he say then?
- a Most people said the film was terrible.
b Most people told the film was terrible.
- a They didn't say their parents about it.
b They didn't tell their parents about it.
- a I had nothing to say him.
b I had nothing to say to him.

Unit 2

Spelling – regular verb endings

For most regular verbs in English, you add *-ing* to form the present participle and *-ed* to form the past simple and past participle:
work – working – worked

For verbs ending vowel + consonant (*stop*, *chat*), you double the final consonant:
stop – stopping – stopped

But for verbs ending in two vowels + consonant (*wait*, *need*), you don't double the final letter:
wait – waiting – waited

For verbs ending in *-y* (*study*, *try*), you drop the *-y* and add *-ied* to form the past simple and past participle:
study – studying – studied

But for verbs ending *-ay*, *-ey*, *-oy*, *-uy* (*play*, *enjoy*), you just add the regular endings:
play – playing – played

There are also many irregular verbs in English:
She chose a seat by the window. **Not** *She choosed a seat ...*

Anya left the party early. **Not** *Anya leaved the party early.*

Use the table on page 127 to help you learn these.

a Underline the spelling errors and correct them.

- They spend too much time plaing computer games. *playing*
- Harris tried to escape, but he didn't stand a chance.
- I think they really enjoyed playing with the children.
- Some of the children cryed or screamed.
- They staid in Ecuador for two months and studied the animals.

b Write the correct form of the verbs in brackets.

- I bought (buy) these trousers at the market, they only (cost) €15.
- Which book have you (choose) to read next?
- It's called *Animal Farm*. Have you (read) it?
- Suddenly he (hear) a noise outside.
- Have the police (catch) the murderer yet?
- The cyclist (fall) over and (hurt) her arm.

Unit 3

work or job?

These words are both used to talk about things we do to earn money, but they're used in different ways.

I decided to find a job.

I applied for a job. **Not** *I applied for a work.*

He's got a job in a museum.

They go to work by bus.
I start/finish work at 8 o'clock.

Remember, *job* is a countable noun and *work* is uncountable.

I'm looking for a part-time **job** or I'm looking for part-time **work**.

It wasn't a very exciting **job** or It wasn't very exciting **work**.

Complete the text with *job* or *work*.

Every summer, in the long school holidays I look for a job to earn some money. Last year, I got a ¹ on a farm, picking strawberries. We had to start ² at 7 in the morning. It was really hard ³ bending down all day. The only good thing was we finished ⁴ at 2pm. This year, I've applied for a summer ⁵ in a hotel. I'd like a career in tourism, so it'll be good ⁶ experience.

Unit 4

Verbs with prepositions

Some verbs are usually followed by a preposition.

about

What do you **know about** computers?

Young people should **learn about** the past.

We **told him about** our problem.

for

I've **applied for** a new job.

He **asked for** more information.

I'll **pay for** the tickets.

with

She never **agrees with** her parents.

Can you **help me with** this exercise?

Complete the dialogue with *about*, *for* or *with*.

Jo: I'm really worried about this project I've got to do. Can you help me ¹ it?

Sam: Yeah, sure. What's the topic?

Jo: We've got to write ² the effects of information technology in the workplace.

Sam: Oh, I don't really know much ³ IT. Why don't you ask your Mum ⁴ some ideas. She works ⁵ a computer company, doesn't she?

Jo: Yeah, of course. Great idea I'll talk to her ⁶ it this evening. Hey Sam, thanks ⁷ your help!

Unit 5

Making new friends

We talk about *meeting* people, but *making* friends.

I **met** lots of interesting **people**.

I'm sure you'll **make** new **friends**.

Not you'll **meet/find** new **friends**.

If you **know** someone, they are already your friend.

I've **known** Sonya for about four years.

But you **get to know** a new friend.

I **got to know** a lot of new **people**.

Not I **knew** I lot of new **people**.

Underline the best verb or verb phrase.

- 1 I've known / met Sven since we were little kids.
- 2 At the camp, they knew / met people from lots of different countries.
- 3 He'll soon make / do friends with some of his new classmates.
- 4 On holiday, we knew / got to know a couple of lads from Holland.
- 5 When you move to a new area, it can be difficult to meet / make friends.
- 6 Joining a club is a good way to meet / know new people.

Unit 6

make or do?

The common verbs *make* and *do* are often used with particular nouns.

She **made** no **effort** to escape. **Not** She **did** no effort to escape.

I'll **make** all the **arrangements**. **Not** I'll **do** all the arrangements.

I'll **do** my **best** to help. **Not** I'll **make** my best to help.

We **did** a lot of **sightseeing**. **Not** We **made** a lot of sightseeing.

Use the table on page 48 and the Vocabulary bank on page 114 to help you learn some common verb + noun pairs.

Complete the sentences with the correct form of *make* or *do*.

- 1 Most artists don't *make* much money.
- 2 I a lot of phone calls to my family while I was away.
- 3 Have you your homework yet?
- 4 Do you a lot of sport?
- 5 I called the doctor to an appointment.
- 6 I think they need to some changes.
- 7 Sometimes, people fun of his voice.
- 8 Are we going to the same thing next week?

Unit 7

Verbs with gerunds and infinitives

Some verbs are followed by a gerund:

Try to avoid travelling at peak times.

Not *Try to avoid to travel at peak times.*

Some verbs are followed by *to* + infinitive:

Children learn to read at primary school.

Not *Children learn reading at primary school.*

Remember! If there's more than one following verb, they are both in the same form.

I enjoy walking in the countryside and taking photos.

You don't need to repeat *to* before a second infinitive:

They decided to go home and have something to eat.

Complete the text with the correct form of the verbs in brackets.

Last weekend, Max and I decided *to go* (go) to the cinema. Max wanted ¹ (see) the new James Bond film, but there was a huge queue and I didn't feel like ² (stand) around and ³ (wait) in a queue for ages. So I suggested ⁴ (go) for something less popular and in the end, we decided ⁵ (watch) a little independent movie instead. I expected it ⁶ (be) a bit rubbish, but it was actually the best film I've seen all year!

Unit 9

Spelling – *though, through, thought*

Be careful, these words look similar but have very different meanings.

though = contrast linker

I got into trouble even though I hadn't done anything wrong!

Although there were a few problems, it was still fun.

Remember: *even though* is two words (Not *eventhough*)

thought = past tense of *think*

They thought it was a good idea.

through = preposition/adverb

We walked through some trees and across a field.

I felt ill halfway through the lesson.

Write *though, through* or *thought*.

- 1 His family *thought* he was at home.
- 2 There's a main road that goes the village.
- 3 She loves her job, even she has to work long hours.
- 4 They about going back to Japan.
- 5 Even it was cold, they still had a great time.
- 6 Wandering the town, we found a fantastic little café.

Unit 10

Direct and indirect questions

For direct questions, the word order is verb + subject:

What's the weather like in California?

Or auxiliary + subject + verb

How do we get to the hotel?

For indirect questions, the word order after the question word is subject + verb:

Do you know what the weather's like in California?

Can you let me know how we get to the hotel?

Tick (✓) the correct sentence.

- a I'm really bored – when are we going home? ✓

b I'm really bored – when we are going home?
- a Does anyone know what time is it?

b Does anyone know what time it is?
- a Can someone tell me where are we?

b Can someone tell me where we are?
- a Excuse me, where do we catch the bus from?

b Excuse me, where we catch the bus from?
- a Can you let me know when is your flight arriving?

b Can you let me know when your flight's arriving?
- a Hang on, which way do we need to go?

b Hang on, which way we need to go?

Unit 11

Marriage

marry is a verb

He asked her to marry him. Not He asked her to married him.

We often say *be/get married (to sb)*

They decided to get married. Not They decided to get marry.

He's married to my cousin. Not He's married with my cousin.

marriage is a noun

Their marriage was not a happy one.

a *wedding* is the ceremony when people get married

I'm going to my sister's wedding. Not my sister's marriage

Underline the correct words.

- Traditionally, most people get married / get marry in their twenties.
- In some countries, couples tend to *marriage* / marry later.
- In France and Denmark, 30 is the average age for someone to get married / married.
- Many couples get engaged first, then spend time planning their *wedding* / marry.
- In some cultures, the family chooses who you *are married with* / get married to.
- In the US, around 40% of *weddings* / marriages end in divorce.

Unit 13

Relative clauses

who adds information about **people**

a friend who lives nearby Not a friend which lives nearby

which adds information about **things**

a letter which I received yesterday Not a letter what I received

where adds information about **places**

the office where I work

whose adds information about **possession**

a student whose name is Paul

Be careful! *who's* = who is

It depends on the teacher who's (who is) taking the class.

Underline the errors and correct them.

- I met some really nice people which soon became friends. *who*
- There's a market wich takes place on a Wednesday.
- It's a good way to keep in touch with friends which live abroad.
- Do you know whose organising the trip?
- I know a great restaurant were you can get sushi.
- He's a musician, what is a great job!

Unit 14

Spelling – felt or fell?

Remember! *felt* is the past simple form of **feel**

They felt really guilty. Not They fell/feeled really guilty.

fell is the past simple form of **fall**

He fell asleep on the train. Not He felt asleep on the train.

Underline the correct verb

- She felt / fell confident that she would get the job.
- He felt / fell in love with an American girl.
- In her first months abroad, she felt / feld lonely.
- My sister fallen / fell off her bike and hurt her elbow.
- I felt / feeled really sorry for the children.
- He dropped his keys and they fallen / fell into the river.

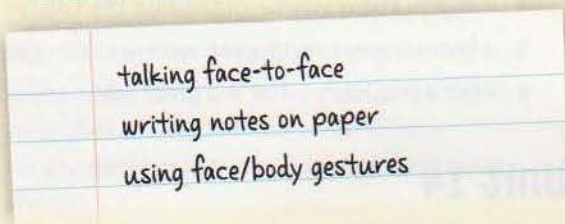
Project 1

Class research: how we communicate



1 Brainstorm and prepare

- a** Work in small groups. How much time a day do you spend talking? How much time do you spend using a mobile phone? You are each going to take part in an experiment about communication by keeping a diary of exactly how you communicate during one day. Make a group list of all the ways you communicate.

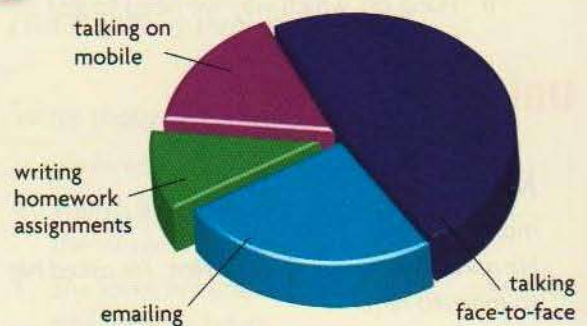


- b** Each person in the group should copy the list into a table, for example:

How	Number of times	How long for
talking face-to-face	llll	2mins/30secs/ 10secs/4mins
writing notes on paper	l	30secs
using face/ body gestures	lll	2secs/3secs/ 3secs

- c** Choose a day to do your research, and keep your list with you! Record how many times you use each method of communication, and how long you use each method for. Add new things to the table if necessary. Promise to be as accurate as you can!

2 Collect results



- a** Work in your group again. Total the number of times you used each method of communication, and the total time spent on each one. Are there any big differences in your group?
- b** Decide on different ways to present your group's results to the class. For example, one person could present a pie chart, one person a graph, and another could describe the most interesting part of the research.

3 Share and discuss

Present your results to the class. What do the results mean? What could be wrong with the research? Does anything surprise you? Will you change the way you communicate?

I'm surprised I don't talk that much.

I text way too much!

Gestures only took ten seconds, but I said a lot with them!

Project 2

Plan a TV show



1 Start thinking

In small groups, make a list of TV programmes which do not use actors. Use the following categories:

ordinary people at home or work
quizzes and games
dangerous situations or competitions
voting for the best singer/dancer/model, etc.
changing something about your life (clothes/appearance/
house, etc.)

2 Plan the show

Your group is going to think of a new reality TV programme. It should be different in some way from programmes already on TV. Make a detailed plan for the show. Consider the following questions.

- Will it be funny or serious? Educational, or just a bit of fun?
- How will you choose the people taking part? Will they know each other?
- What exactly will the contestants have to do? Give lots of examples.
- Where will the action take place? In a studio, or at different locations?
- Will it have the same people each time, or will they be different?
- Will there be a competition, with judges and voting, or some other way of finding a winner?
- Will there be prizes? What, and for whom?
- How long will each programme be?
- How will it be better than other similar programmes?

3 Explain your ideas

- a Decide how you should present your ideas to the class. Do you need to show them an example of what will happen? How are you going to answer the questions above?
- b Present your ideas to the class.

3 Choose and discuss

- a In your group, discuss the good and bad points about the other groups' ideas, and choose your favourite.
- b As a class, take turns to explain which programme your group thinks would be most successful, and why.

Project 3

A mystery poster



1 Do your research

- a Work in small groups. Choose a mystery. This could be something well-known or something local.
- b Find out as much as you can about your mystery. Use the internet, magazines and books. Find some pictures for your poster – from the internet, from magazines or your own drawings.

2 Make the poster

At the top of a large piece of paper, write the title of your presentation and arrange your pictures and text on the poster. Include:

background about the mystery

- a description of the mystery and where it is
- some history (e.g. who first discovered it and when?)
- its importance today (e.g. is it a big tourist attraction?)

theories about the mystery

- common opinion today
- any other less popular theories
- what you believe

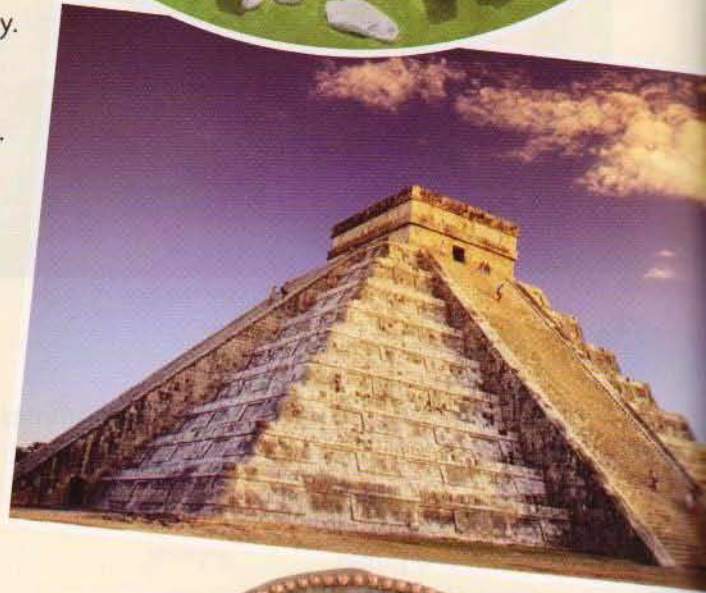
3 Share your research

- a Put up your poster for everyone to see. Read other groups' posters.
- b Think of an interesting question about your mystery and ask as many students as possible for their opinion. Make notes about what they say.

What do you think Stonehenge was?

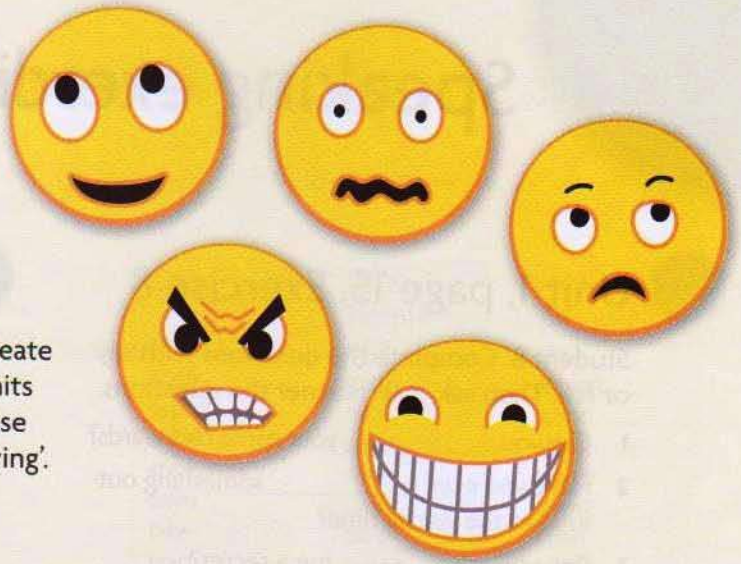
Do you believe governments know more about UFOs than they tell us?

- c Explain your mystery to the class. Include your classmates' answers to your question. Be prepared to answer more of their questions.



Project 4

A questionnaire



1 Make the questionnaire

- a** Work in groups of five. You are going to create a questionnaire to review the last three units of *English in Mind Level 3*. First, look at these different ways to ask a question about 'crying'. Which do you like best, and why?

① What makes you cry?

② Put these four things in order of what makes you cry the most: sad love stories, cutting onions, bad toothache, pictures of sick animals

③ Name four things that make you cry.

④ Give a score from one to five for how much these things make you cry (1 = not at all, 5 = I cry like a baby): sad love stories, cutting onions, bad toothache, sick animals.

⑤ Which would most likely make you cry?
a) watching a sad love story
b) cutting onions
c) having a bad toothache
d) seeing a sick animal

- b** Each person should choose one 'feeling' from the following: hopes, fears, regrets, anger and happiness. Look back in your Student's Book for ideas. Write a question about your feeling. Get together and comment or give suggestions on how to improve the questions, until each of you has a list of the same five questions.

2 Use your questionnaire

- a** Ask your questions to as many classmates as you can.
b Get back in your own group and compare your answers.

3 Compare with different ages

Before the next lesson, give your questionnaire to at least one younger person and one older person. The more people you can ask, the better your results will be!

4 Compare results and discuss

- a** Get back in your groups. Are there any differences between the answers given by your classmates, younger people and older people? Why, do you think?

Most classmates said that watching a sad love story makes them cry, but most older people chose 'seeing a sick animal' and most younger people chose 'bad toothache'.

- b** Share your results with the rest of the class. Which questions did you like best?

Speaking exercises: Student B

Unit 1, page 15, Exercise 8

Student B: Complete the questions with *say* or *tell*. Then ask your partner the questions.

- 1 Can you your name backwards?
- 2 Have you ever something out loud at the wrong time?
- 3 Can you me a secret?
- 4 Do your parents always know when you're not the truth?
- 5 When was the last time your parents you off, and what was it for?

Unit 2, page 21, Exercise 6b

Are you a loyal friend?

Mostly a answers

You get on well with your friends, but when things get tough you disappear. Do you always let your friends down like this?

Mostly b answers

When it comes to loyalty, you stand by your friends in any situation. Are you sometimes a little too trusting?

Mostly c answers

You know how to balance loyalty with honesty – real friends want to know the truth, even when it hurts, don't they?

Unit 3, page 28, Exercise 8

Student B: Ask your partner for advice about these problems.

- You want to get a part-time job, but your parents don't want you to.
- You borrowed a friend's T-shirt, and now there's a big food stain on it.
- You got a message from someone who likes you, but you don't know who it is.
- Now think of your own problem.

Unit 7, page 57, Exercise 8

Student B: On a piece of paper, write something:

- you started to do but gave up.
- you remember doing when you were ten years old.
- you stopped doing when you became a teenager.
- you love doing.

Unit 9, page 68, Exercise 1b

Text B

A friend of mine worked at the Roswell Army Air Field in New Mexico in the 1940s. He was a young officer there in 1947, at the time of the UFO crash. I say UFO crash because, even though people at the time said it was a balloon that crashed, my friend knows it wasn't. This is what he told me:

'I remember the crash very well. It was July, 1947, and as soon as we heard about the crash we rushed to see what had happened. We expected to see aeroplane wreckage as the base was used for experimental planes. But, no – what we saw was from a UFO. No doubt about it. And, the wreckage was hidden away really quickly. Then the officers told the media that an air balloon had crashed. It is true that at the time, the base was sending up balloons to spy on other countries. However, I and my friends actually saw the bodies of aliens! Later the officers said we were confused, but we weren't. And, when a ufologist – you know, a UFO expert – came and interviewed me years later, I told him what I'd seen. In spite of it all sounding very weird, he believed me!'

Even though there have been further investigations, we still don't know what really happened at Roswell that day.

Irregular verbs

Irregular verbs

Base form	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

Base form	Past simple	Past participle
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic symbols

Consonants

/p/	pen
/b/	be
/t/	two
/d/	do
/k/	can
/g/	good
/f/	five
/v/	very
/m/	make
/n/	nice
/ŋ/	sing
/s/	see
/z/	trousers
/w/	we
/l/	listen
/r/	right
/j/	you
/h/	he
/θ/	thing
/ð/	this
/ʃ/	she
/tʃ/	cheese
/ʒ/	usually
/dʒ/	German

Vowels

/æ/	man
/ɑː/	father
/e/	ten
/ɜː/	thirteen
/ə/	mother
/ɪ/	sit
/iː/	see
/ʊ/	book
/uː/	food
/ʌ/	up
/ɒ/	hot
/ɔː/	four

Diphthongs

/eɪ/	great
/aɪ/	fine
/ɔɪ/	boy
/ɪə/	hear
/eə/	chair
/aʊ/	town
/əʊ/	go
/ʊə/	pure

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