OXFORD

5th edition

Headway

Intermediate Student's Book e-book



Liz & John Soars • Paul Hancock

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e-book interactive features

OXFORD
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Go to **headwayonline.com** to download the Wordlist and full Audioscript.

Course overview

5th edition
Headway

Welcome to **Headway 5th edition**. Here's how the blended syllabus helps you link learning in the classroom with meaningful practice outside.



Student's Book

All the language and skills you need to improve your English, with grammar, vocabulary and skills work in every unit. Also available as an e-book.

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Exclusive practice to match your Student's Book, unit by unit.

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AUDIO ACTIVITIES VIDEO WORDLISTS

AT HOME



LOOK AGAIN

- Review every lesson
- Try activities from the unit again
- Watch the videos as many times as you like

PRACTICE

- Complete activities that join the Grammar and Vocabulary from each unit
- Extend knowledge with extra Reading, Writing, Listening and Speaking skills practice

CHECK YOUR PROGRESS

- Test yourself on the main language from the unit and get instant feedback
- Try an extra challenge

Online Practice

Look again at Student's Book activities you want to try again or that you missed in class, do extra ***Practice*** activities, and ***Check your Progress*** on what you've learnt so far.

Use the Online Practice at home to extend your learning and get instant feedback on your progress.

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Videos

1 Nick Bruckman – my life, my story
Nick Bruckman, owner of People's Television, describes his life and living in New York.



2 The art of subtitling
Hilde Jørgensen from BTI Studios describes how subtitles are made for film and TV and the challenges of creating them.



3 Saving lives at sea
A profile of the RNLI and the work they do to keep people safe on Britain's beaches.



4 How to tell a good story
Two professional storytellers explain why we tell stories, what we can learn from them and how technology affects them.



5 Growing up
Three people describe their experiences of growing up and reflect on how strict their parents were.



6 The Lost Gardens of Heligan
The story of the 25-year restoration process of the Lost Gardens of Heligan in Cornwall, England.



7 Redroofs School for Performing Arts
Students at a stage school describe their experiences of balancing academic and vocational studies in a creative environment.



8 Space
A discussion of past, present and future aspects of space science, space technology and human space exploration.



9 What is *hygge*?
Kayleigh Tanner, a blogger, describes the Scandinavian concept of *hygge*, and we hear about one town's unique approach to it.



10 Amazing world records
Martin Rees, a magician, tells us about his work and his two world records – one in a wind tunnel and one on a skydive!



11 Performance capture
A look at how performance capture is used to bring digital characters to life in films and computer games.



12 Making a difference
The story of Pam Llewellyn, a nurse who works in Uganda to fight disease and poverty.



What's your story? 1

- Grammar Information questions
- Vocabulary All about adjectives
- Everyday English Making the right noises
- Reading The Angulo Brothers
- Listening My closest relative
- Writing Describing a person



'The story of your past doesn't have to become the story of your life.'
Luminita Saviuc

1 Look at the photos. What stages in life do they represent?

2 Read the quote. Why is the story of someone's past often the story of their lives? How can people stop this happening?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar

Information questions

STARTER

1 1.1 Read about and listen to Erika.

Hi! I'm **Erika Nordstrom**. I'm Swedish. I live in Malmö in the south of Sweden. I'm a product quality manager for IKEA. My boyfriend, Lars, works as a security officer on the Öresund Bridge. We're both keen ice hockey players. We play for a local team – but last month I fell and twisted my ankle, so there's no hockey for me for a while.

2 Give some similar information about yourself to a partner.

All about you

1 Match a question with an answer.

Describing people

Questions	Answers
1 What does she do?	a She's really nice. Very easy-going.
2 How old is she?	b She's quite tall with long, blonde, wavy hair.
3 What's she like?	c She plays ice hockey and also goes jogging.
4 What does she look like?	d One metre, seventy three.
5 Who does she look like?	e She's in her early twenties.
6 What colour eyes has she got?	f She's fine. Her ankle's healing well.
7 How tall is she?	g She's a product quality manager for IKEA.
8 What kind of clothes does she wear?	h Greenish-brown.
9 What does she like doing?	i Smart-casual and stylish.
10 How is she?	j She's the image of her dad.

1.2 Listen and check. Work with a partner. Practise the questions and answers. Cover one column, then the other.

2 Ask and answer the same questions about a relative.

What's your brother like?

He's a great guy. He's always joking. You'd like him.

You can use the ideas in the box to help.

good fun	a bit shy
very sociable	quite good-looking
quite dark	of medium height
moody	about 1 metre 70
short	in his mid-thirties
straight/curly	

Öresund Bridge

3 Read the questions about Erika's home. Underline the correct answer.

Describing places



1 What's your apartment like?
I like it a lot. / It's modern and very comfortable.
2 How big is it?
Yes, it's pretty big. / About 90 square metres.
3 How many bedrooms are there?
Two doubles and a single. /
One has an ensuite shower.
4 What size is the kitchen?
It's a kitchen-diner. / Four metres by two.
5 Which floor is it on?
Wooden. / The fourth floor.
6 Which part of town is it in?
It's north of the river. / It's near a bus stop.
7 How far is it to your work?
Just a five-minute cycle ride. / I always go by bus.

1.3 Listen and check. Practise the questions and answers with a partner.

4 Ask and answer questions about where you live. You can use the ideas in the box to help.

What's your flat/house like? | It's quite small, but it's got …

in a modern block	noisy	in a quiet, tree-lined road
a great view of …	a balcony	a tiny garden
enormous	ground floor	needs decorating

5 Complete the questions about Erika's new MacBook with a word from below.

long ~~make~~ for much How weigh Whose size

Describing things

1 What *make* is it? *It's a MacBook.*
2 What's this button _____? *It turns it on.*
3 How _____ is the battery life? *About nine hours.*
4 How much does it _____? *It's really light, 0.9 kg.*
5 What _____ is it? *It's got a 12-inch screen and it's very slim.*
6 How _____ memory has it got? *16 gigabytes.*
7 _____ fast is it? *It's much faster than my PC.*
8 _____ is it? *It's mine.*



1.4 Listen and check. Practise the questions and answers.

6 Ask and answer similar questions about your laptop/phone/tablet.

What make is it? | It's a Samsung.

GRAMMAR SPOT

1 *What*, *which*, and *whose* can be followed by a **noun**.
What colour/**Which** floor … ?
Whose bag is this?
Find more examples on these pages.
2 *How* can be followed by an **adjective** or an **adverb**.
How tall/far … ?
Find examples on these pages.
3 Match a question and an answer.

What's he like?	Very well, thanks.
How is he?	Very nice. He's good to talk to.

Grammar reference 1.1–1.2 p141

Practice

Question words

Write *one* question for these situations.

1 Do you go to the gym every day? Every week? Once a fortnight?
How often do you go to the gym?
2 Do you take size 40 shoes? Size 42? Size 44?
3 Is your house ten metres from the beach? A hundred metres? One kilometre?
4 Is your car an Audi? A BMW? A Toyota?
5 Do you like pasta? Hamburgers? Spicy food?
6 For your sandwich, would you like white? Brown? Wholemeal? A roll?
7 Do two of you want coffee? Four of you? All of you?
8 Would you prefer a vanilla ice cream? Strawberry? Chocolate?
9 Is that Sam's bag? Suzie's? Your own?
10 Do you go left or right for the city centre? Or straight on?

1.5 Listen and check. Practise the questions with a partner and give an answer.

Go online for more grammar practice

Vocabulary and speaking

All about adjectives

1 Read the advertisements. What are they for? Underline all the adjectives.







Adjectives and nouns that go together

2 Some adjectives and nouns often go together.

wavy hair stylish clothes delicious meals

Work with a partner. Match an adjective and a noun. Sometimes more than one is possible.

Adjective			Noun		
cosy	fresh	latest	job	relative	room
cloudy	crowded	mature	fashions	city	food
thrilling	cosmopolitan	spicy	garden	views	sky
stunning	challenging	close	match	cottage	vegetables

Compound adjectives

3 *Good-looking* and *hard-working* are compound adjectives. Find four more in the adverts in **1**. With your partner, match words from **A** and **B** to make more compounds.

A		B			
well- (x2)	full-	aged	behaved	tempered	new
brand-	bad-	made	sick	time	
middle-	home- (x2)				

4 Think of nouns to go with the adjectives. Can you think of an opposite?

well-behaved children → badly-behaved children

-ed and -ing adjectives

5 How do these words end in the adverts?

interest- tire- thrill- charm-

Complete the sentences with one of these adjectives in the correct form.

bor-	disappoint-	**-ed**
astonish-	exhaust-	**-ing**
relax-	shock-	
excit-	thrill-	

1 I find having a massage is really _____.
2 Our holiday was _____. It rained a lot.
3 The journey was so tiring. I was _____ when we finally arrived.
4 The interview went really badly so I was _____ to hear that I'd got the job.
5 The lesson was so _____ that some students fell asleep.
6 I was really _____ at the price of a ticket for the match. It was so expensive.
7 The game was absolutely _____ from start to finish – my team scored the winning goal in the final seconds.

My favourite things

6 1.6 Listen to Tom talking to Sally about his favourite things. What do you learn about them?



7 Work with a partner. Write down the **names** of the following.

- a relative, friend, or colleague who is important to you
- a city, town, or village that you love
- a restaurant where you had a memorable meal
- a treasured possession – something you would save if your house was on fire.

Show the names to your partner. Ask and answer questions to find out more.

Who is Ricardo? Why is he important to you? Where is the restaurant?

Tell the class what you learned about your partner.

A personality quiz

8 Look quickly at the word puzzle. Find four adjectives. Do they really describe you? Tell the class.

WHAT ARE YOU LIKE?

The first four words you see describe you!

OPKSHYG
NHSYRDFFRIENDLYNDIU
BNSHHARDWORKINGHJRFLLAZYZ
GOODLOOKINGLKMECCENTRICJMFUNNY
POSUYDAMBITIOUSSHRTRESERVEDYFWDR
VBWEASLKKPESSIMISTICGHPNDYHONESTM
VHURWUNTIDYMMRYCHEERFULUXCHARMING
KJVFTIAUDEMEANCEFPIMSQUNPATIENTFULT
XCEASYGOINGVBNGDTOTUIGENEROUSZUGJ
HAPPYLOLKJUNBPASSIONATEMNCHYDL
BBWASCREATIVEFPOKTHOUGHTFUL
DEWRERELIABLEVQWNAIVEGKL
DYTHVSOLSENSITIVE
BREFT

9 Do the quiz and find out what kind of person you really are. Write **Y** for *Yes*, **N** for *No*, and **S** for *Sometimes*. Go through your answers with a partner. Are you similar or different?

10 Match the adjectives below with the questions in the quiz. Which describe you and your partner? Describe your partner to the class.

8 reliable	___ untidy
___ lazy	___ optimistic
___ moody	___ shy
___ generous	___ reserved
___ cheerful	___ impatient
___ easy-going	___ sociable
___ talkative	___ ambitious
___ hard-working	___ sensitive

What are the opposites of the adjectives?

reliable/unreliable
moody/easy-going

11 1.7 Listen to five people. After each, say which adjectives or opposites from **10** describe the people.



What kind of person are you? QUIZ

1 Are you usually smiling and happy?
2 Do you enjoy the company of other people?
3 Do you find it difficult to meet new people?
4 Do you have definite plans for your future career?
5 Does your mood change often and suddenly for no reason?
6 Do you notice other people's feelings?
7 Do you think the future will be good?
8 Can your friends depend on you?
9 Is your room often messy?
10 Do you get annoyed when you have to wait for anyone or anything?
11 Do you find reasons to do tomorrow things you should do today?
12 Do you always work hard?
13 Do you keep your feelings and ideas to yourself?
14 Do you often give presents?
15 Do you talk a lot?
16 Are you usually calm and not worried by things?

Reading and speaking

What's their story?

1 Look at the photographs of the Angulo brothers and read the title and subheading.

- Why are they weird?
- Describe what they look like. What age and nationality do you think they are?
- What kind of films do you think influenced the way they look?
- Why do you think they are called 'The Wolfpack'?

2 1.8 Read and listen to the first part of the article. Answer the questions.

1 Who are the other members of the family? What do you learn about them?
2 Explain this sentence.
'Watching films wasn't just an escape from the outside world, it was their world.'
3 Which film tells the story of their lives?
4 What or who do these adjectives refer to?

astonishing cool dark eccentric messy overcrowded reclusive thrilling tyrannical

3 Read the rest of the article. Are these statements about the family's story true (✓) or false (✗)? Correct the false ones.

1 The parents, Oscar and Susanne, are American.
2 They met in New York, where Oscar worked as a musician.
3 Oscar didn't have a job. He just looked after his family.
4 The boys learned only negative things about life from the films.
5 From a very young age, they worried about being different from other people.
6 Mukunda escaped from the apartment in a frightening disguise.
7 Crystal Moselle heard about the boys so she wanted to make a film about them.
8 Their lives are much more normal now.

What do you think?

- Why do you think Oscar raised his sons the way he did?
- Do you think the boys suffered as a result of their upbringing? Can you think of any advantages?
- Why do you think the youngest boys have changed their names? How does this connect with the quote on p9?
- How do you think their upbringing will influence the way they bring up their children if they have them?

Watch a video about Nick Bruckman's story.



THE ANGULO BROTHERS

The weirdest brothers in the world: Imprisoned for years by their father in a tiny Manhattan apartment in New York, their only contact with the world was watching films. Now they're in one!

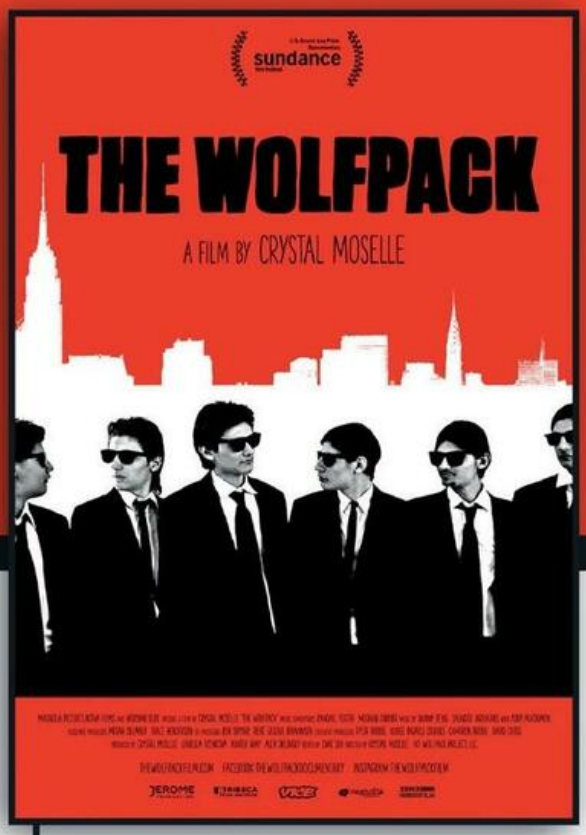
Dressed in dark glasses, white shirts, black suits, and black ties – just like the robbers in Quentin Tarantino's thrilling movie *Reservoir Dogs* – they seem like any group of teenagers trying to look cool. But there is an astonishing reason why the six Angulo brothers try so hard to imitate their favourite film stars. For the Angulos, for 14 years, watching films wasn't just an escape from the outside world, it *was* their world. The six boys and their elder sister were imprisoned in an overcrowded, messy flat by an eccentric and tyrannical father who wanted to keep them from the horrors of modern life in New York. Home-schooled by their mother Susanne, the family was so reclusive that many neighbours didn't even know they were there. 'Once, we didn't leave the apartment for a whole year,' says Govinda.

'Once, we didn't leave the apartment for a whole year.'

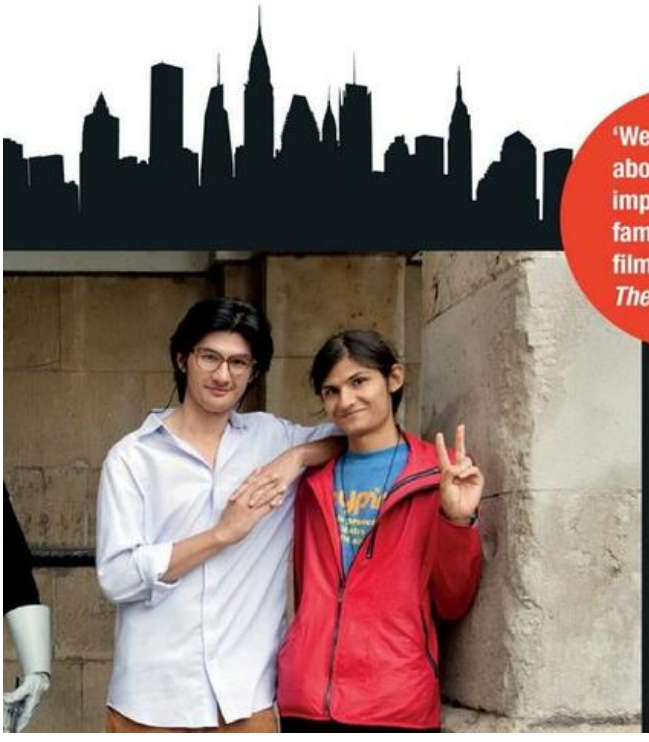
However, the children were not completely cut off from the outside world. Their father had a collection of 5,000 DVDs and videos and the children watched these films time and time again. Now their story, which is stranger than any film, is told in a documentary film called *The Wolfpack*.



The Wolfpack in London: Eddie, Mukunda, Govinda, Narayana.



The six Angulo brothers: Bhagavan, Govinda, Narayana, Mukunda, Krisna, and Jagadesh.



THEIR STORY

The family's extraordinary story began in the late eighties, when Susanne Reisenbichler, a young American hippy, met Oscar Angulo, a Peruvian tour guide and musician, on a trail to the majestic Machu Picchu ruins. They fell in love and moved to the US, finally to New York, where they started a family.

Oscar, terrified that his children would fall into a life of drugs and crime, locked the front door and kept the key. The family lived on welfare money and only Oscar went out, usually for food or to collect new films for his children. The boys say they learned a lot about life from these films.

'We learned about the importance of family from films such as *The Godfather*,' says Govinda.

'The films taught us that people are complex and … flawed,' says Narayana. 'But there is so much beauty in the world.'

'It was only when we got to our teens that we started to realize we were living a very different life to other people,' Mukunda says. 'We began to get more curious. One morning, I simply woke up and decided to go out while my dad was getting groceries.'

Wearing a scary home-made mask, modelled on the one worn by the killer in the horror film *Halloween*, the 15-year-old escaped onto the city streets. Shocked by his appearance, a shopkeeper called the police, but Mukunda refused to answer their questions. The police took him to a hospital, where he stayed for a week before being returned home.

'I told Dad things were going to be different,' says Mukunda. 'He was angry, but he accepted it.'

Dressed in their Reservoir-Dogs look, all six began to go out on their own. It was on such a trip that they met documentary film maker Crystal Moselle.

'We learned about the importance of family from films such as *The Godfather*.'

'We're not supposed to talk to strangers,' they told her, shyly, when she tried to talk to them. However, they grew to trust her because of their shared love of films. Eventually Crystal uncovered their incredible story and the boys, seeing it as a way to get jobs in the film industry, agreed to work with her to make a documentary.

'I felt I had discovered a lost tribe,' she says. A producer friend named them 'the Wolfpack'.

Nowadays, the boys are living much more in the real world: they have friends and one has a girlfriend; most have jobs, three of them in the film industry. The two youngest have changed their names to Eddie and Glenn and want to be rock musicians.



Listening and speaking My closest relative

1 Discuss the statements in small groups. Are they true for your family?

- Mothers feel closer to their sons.
- Fathers feel closer to their daughters.
- The first-born child is ambitious, responsible, dominant, and insecure.
- The second child is free, independent, creative, and easy-going.
- The last-born child is the baby – spoilt, happy, confident, and secure.

2 1.9 Listen to four people talking about who they feel closest to in their family. Complete the chart with the relationship and then ✓ and ✗.

	Tess	Simon	Ellie	Nick
I feel closest to …	*My sister*			
She/He's like me	✗			
He/She is different				
We have common interests				
She/He gets on well with people				
Is the relationship always good?				



3 1.9 Listen again. After each person explain your answers in the chart.

4 Who said these phrases? About who? What do they mean?

1 *'We don't really see eye to eye about anything.'*
2 *'She drives me crazy sometimes.'*
3 *'We have our ups and downs.'*
4 *'Those two often fight like cat and dog.'*



SPOKEN ENGLISH Adding emphasis

1 We can change the order of words in a sentence to add emphasis.
What is the normal word order for these sentences?
1 ***My dad*** *I don't really get on with.*
2 *He's young at heart,* ***my granddad.***
3 *She's pretty cool,* ***my mum.***

2 Notice how these sentences add emphasis.
'Me, I'm just her boring baby sister.' **'Chris,** he's like my dad.'
'One thing I love about her is her sunny personality.'
'What I like best about her is the way she's so honest about herself.'
'What I like about him is that we have the same interests.'

3 Use the phrases in 2 to emphasize what you like about …
1 **Jim:** his sense of humour.
that he makes me laugh.
2 **Tina:** her kindness.
the way she never forgets my birthday.



Talking about you

- Who do you feel closest to in your family? Why?
- Are there any relatives you are *not* close to? Why?
- Are there ever any family arguments? Between who? About what?

Everyday English

Making the right noises



1 Look at the photo. Why do you think they are laughing?

2 Look at the words in the charts. They are all possible responses in conversation. What do they express? Write in the correct heading.

• **Agreement** • **Sympathy** • **Pleasure** • **Surprise**

_____	_____
How fantastic! Lovely! That's great! Brilliant! Congratulations! Good for you!	Absolutely. Definitely. Of course. Fair enough. Fine. OK.
_____	**_____**
That's amazing! You didn't! You're kidding! Really? You did what? Did you?	That's a shame. Oh dear. That's too bad. Bad luck. How awful! What a pity!

3 1.10 The stress and intonation in phrases like these are often quite exaggerated. Listen and repeat them with a wide voice range.

4 1.11 Listen to the conversation and complete **B**'s responses. Practise with a partner. What other responses from **2** are suitable?

1 **A** My grandfather hasn't been too well lately.
B _____

2 **A** He's 79, but he's always on the go. Don't you think at his age he should slow down a bit?
B _____

3 **A** But he won't listen to me. He says he wants to enjoy his life to the full.
B _____

4 **A** Last summer, he went on a two-week cycling holiday in France.
B _____

5 **A** We're going to give him a big party for his 80th birthday.
B _____

6 **A** But before that I'm going to have a word with him and tell him to take things easy.
B _____

Go online for more **speaking** practice

5 Read the lines of conversation. Write in a suitable response. There are sometimes several possibilities. Then practise the conversations with a partner.

1 **A** I just had a weekend in Paris with my boyfriend.
B _____ (*surprise*) _____ (*pleasure*)

2 **A** Will Spaghetti Bolognese be OK for dinner?
B _____ (*agreement*) _____ (*pleasure*)

3 **A** My flight was cancelled because of a pilots' strike.
B _____ (*sympathy*) _____ (*sympathy*)

4 **A** I failed my driving test again.
B _____ (*surprise*) _____ (*sympathy*)

5 **A** We're expecting a baby!
B _____ (*surprise*) _____ (*pleasure*)

6 **A** So you think I should get a new job?
B _____ (*agreement*)

7 **A** I told him I never wanted to see him again.
B _____ (*surprise*) _____ (*sympathy*)

1.12 Listen and compare your answers.

6 These are B's further comments. Match them with the lines 1–7.

a Better luck next time.
b When is it due?
c It's time to move on.
d I always thought the two of you were so good together.
e Will you get your money back?
f It's one of my favourites.
g What was the weather like?

1.13 Listen, check and compare. Practise the conversations again.

7 Work with a partner. Have a conversation about a good or bad day you have had recently. React as you listen and talk.

Last Sunday was the worst day of my life!
Oh dear. What happened?
Well, …

Writing Describing a person – facts and opinions

1 Think of someone in your family and write three sentences about them. Read your sentences aloud to the rest of the class.

2 Work with a partner. Which relative did you choose? Why did you choose that person? Did you write about their character, their appearance, or both?

3 Read the description of crazy Uncle Joe. Which sentence describes the writer's opinion of him?

- **The writer likes Uncle Joe, but is critical of his way of life.**
- **The writer admires everything about Uncle Joe.**

4 The text consists of *factual description* and *personal opinions*. Work with a partner and read through the text again. Underline like this _____ what is factual, and like this _ _ _ _ _ _ _ what is personal opinion.

5 Find words and lines which describe …

- **his physical appearance**
- **his character**
- **his past life**
- **his current lifestyle**

6 Find the following words:

much (line 2)	really (line 14)
such (line 4)	quite (line 14)
completely (line 11)	particularly (line 16)
absolutely (line 13)	extremely (line 19)

How do they qualify the meaning of the adjectives which follow them?

7 Write a similar description of a member of your family in about 200 words. Include the following:

- your relation to him/her
- your opinion of him/her
- a little about his/her past life
- physical description
- his/her character
- his/her current lifestyle

Go online for more **writing** practice

My CRAZY Uncle Joe

Of all my relatives, I like my Uncle Joe the best. He's my mother's much younger brother. He was only nine when I was born, so he's been more like a big brother to me than an uncle. He is in his mid-20s now and he is always such good fun to be with.

He studied at a drama school in Liverpool, and then he moved to London a year ago to try his luck in the theatre. He shares a flat with three other would-be actors and he works as a waiter and a part-time DJ. He's passionate about his music. It's called house music, and it's a kind of electronic dance music. When he 'deejays' he goes completely wild, waving his arms and yelling at the crowds. Everybody catches his enthusiasm. He's absolutely brilliant, and I'm proud that he's my uncle.

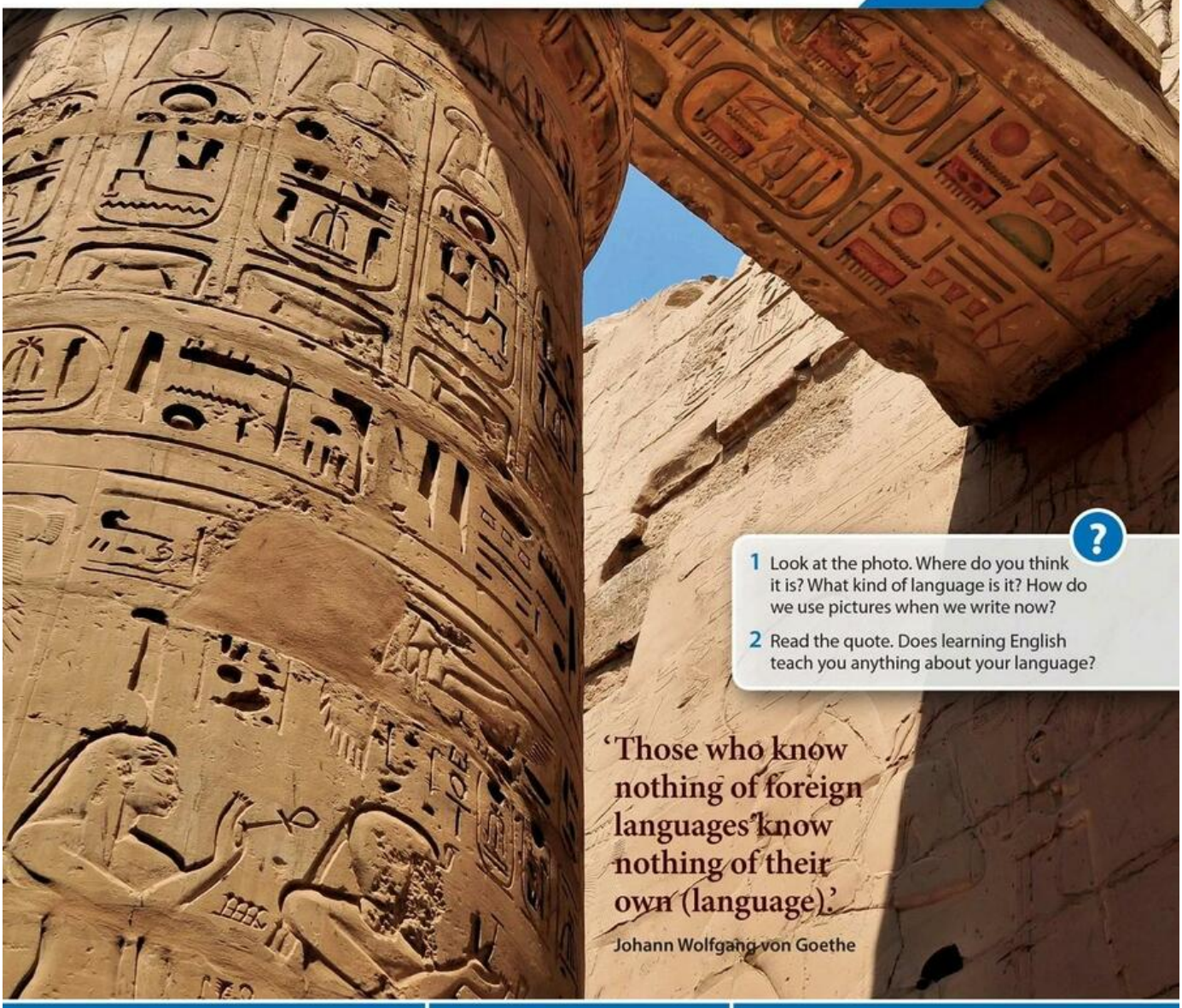
Also, I think he is really good-looking. He's quite tall with sandy-coloured hair, and twinkly, dark brown eyes. He's had lots of girlfriends, but I don't think there is anyone particularly special at the moment. He has a great relationship with his flatmates – they are always laughing and joking together. He knows how to have fun, but he's also an extremely caring person. I can talk to him about all kinds of problems that I could not discuss with my parents. He's very understanding of someone my age.

He works hard and he plays hard. He's had lots of auditions for various theatrical roles. He hasn't had much luck yet, but I'm sure that one day he'll be a highly-successful actor. I think he's really talented, but he says he doesn't want to be rich or famous, he just wants to prove to himself that he's a good actor.



Language matters 2

- **Grammar** Tenses and auxiliary verbs, short answers
- **Vocabulary** What's in a word?
- **Everyday English** Everyday situations
- **Reading** Why languages matter to me
- **Listening** A world in one family
- **Writing** An informal email



1 Look at the photo. Where do you think it is? What kind of language is it? How do we use pictures when we write now?

2 Read the quote. Does learning English teach you anything about your language?

'Those who know nothing of foreign languages know nothing of their own (language).'

Johann Wolfgang von Goethe

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

STARTER

Grammar Tenses and auxiliary verbs

1 Each question has **one** word missing. Write it in.

were
1 Where you born?
2 What languages you speak?
3 You enjoy learning a foreign language?
4 Why you studying English?
5 Which foreign countries have you been?
6 What you learn in the last English lesson?
7 What are you going do after this lesson?

2 Ask and answer the questions with a partner.

Where were you born?

I was born in Hungary.

3 Tell the class about your partner.

'Cintia was born in Hungary. She speaks …'

I didn't know that!

1 Try to answer the questions in the *Language Quiz*. If you're not sure, guess. Discuss your ideas with a partner.

2 2.1 Listen and check your answers. Make notes about the extra information you hear.

3 Discuss your notes as a class. Does anything surprise you?

GRAMMAR SPOT

1 Read the questions in the quiz again. Identify the tense in each one. Which two are passive?

2 Answer these questions. Give examples from the quiz.
1 Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
2 Which tenses use the verb *to be* (*is/are/was*)?
3 Which tenses use *have/has*?

Grammar reference 2.1–2.5 p141–2

Write your own quiz

4 Work in groups.
- Write five questions on general knowledge about the world, past and present. Do some research if necessary.
- Ask and answer the questions with another group. Which group knew the most answers?

Language Quiz

1 Which six of these languages **does** the UN **use** for official business?

a English
b Russian
c Japanese
d Spanish
e French
f Portuguese
g German
h Chinese
i Arabic
j Hindi

2 At what rate **are** languages **disappearing** around the world?

a one every two weeks
b one every two months
c one every two years



3 In Britain, which sounds **do** [1] bees and [2] cats **make**?

a [1] sum and [2] miau
b [1] bun and [2] nyan
c [1] buzz and [2] miaow

4 On which continent **have** languages **developed** clicking sounds as consonants?

a Asia b South America c Africa

5 Where **are** you **standing** if you are using an ATM in Latin?

a in Vatican City
b in the University of Oxford
c in Rome city centre



6 When **did** people first **begin** to read silently, and not say the words out loud?

a in 400 BC
b in the 1st century AD
c in the 10th century AD

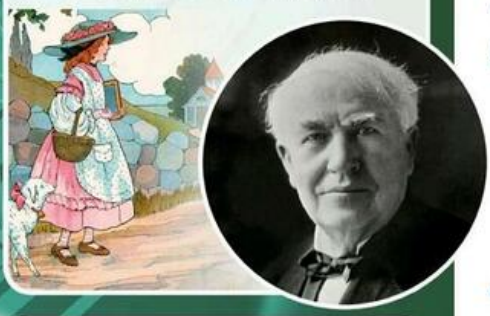


7 English has taken words from different languages, including gendered nouns (masculine and feminine). Why **didn't** English **keep** the gender?

a Because English never had gendered nouns.
b Because the different languages had a different gender for the same nouns.
c Because gendered nouns were difficult to pronounce.

8 What **was** Thomas Edison **doing** when he recited the nursery rhyme, 'Mary had a little lamb'?

a making the first telephone call
b making the first sound recording
c making the first moving pictures



9 The *Chicago Tribune* newspaper **has** often **tried** to simplify English spelling. Which of these examples **have become** standard American English?

a burocrat and definitly
b iland and det
c catalog and program

10 How long **have** people **been using** the acronym OMG (Oh My God!)?

a since 1917
b since 1985
c since text messaging began

11 How many new words **are added** to the Oxford English Dictionary every year?

a 500 **b** 1,000 **c** 3,000

12 What language **was** commonly **spoken** by well-educated Ancient Romans?

a Latin **b** Greek **c** Hebrew

Practice

No, they don't!

1 Correct the information in the sentences.

1 **A** Brazilians speak Spanish.
B No, they don't speak Spanish! They speak Portuguese!
2 **A** The Pope lives in Madrid.
B No, he doesn't live in Madrid! He lives in Rome, in the Vatican!
3 Shakespeare wrote his plays in Latin.
4 The world is getting colder.
5 The Americans didn't land on the moon.
6 Cinderella was going to the ball when she lost her shoe.
7 The UK has never had a female Prime Minister.
8 The 2016 Olympics were held in London.

2 2.2 Listen and compare. Notice the stress and intonation. Practise making the corrections with a partner.

's = is or has?

3 Is *'s* in these sentences the auxiliary *is*, or *has*?

1 What's making that buzzing noise? **is**
2 He's learned Spanish really well.
3 Plastic's made from oil.
4 Who's been eating my chocolates?
5 I think Jack's worried.
6 What's produced in your country?

4 2.3 Listen to more sentences with *'s*. Say if they mean *is* or *has*.

Talking about you

5 Complete the questions with the correct auxiliary verb and name the tense. Then ask and answer them with a partner.

1 What time _____ you usually get up at weekends?
2 What time _____ you get up this morning?
3 How long _____ it usually take you to get to class?
4 Who _____ sitting near you? What _____ he/she wearing?
5 How long _____ you known the teacher?
6 What _____ you doing when the teacher came into the classroom?
7 What _____ (not) you like doing in English lessons?
8 Which school subjects _____ (not) you like when you were younger?
9 _____ you studied any other foreign languages?
10 _____ English spoken by many people in your country?

Ask and answer the questions with a partner.

Funny grammar

Extra Material p155 Look at the cartoons. Why do the wrong tenses make them funny?



Go online for more **grammar** practice

Making conversation Short answers

1 2.4 Nick has foreign students staying in his house in Bath. Listen and complete his conversation with Denisa and Miguel. Which of them sounds more friendly and polite? In what way?

Denisa	Hi, Nick! _____ you been shopping?
Nick	Yes, I have. I _____ going to cook fish pie for you two tonight. _____ you have a good day at college?
Miguel	No.
Denisa	Well, I _____. We _____ practising giving presentations.
Nick	Oh, sounds interesting. _____ that not useful for you, Miguel?
Miguel	No.
Nick	Why? _____ you never have to give presentations at work?
Miguel	No.
Denisa	I _____. That's why I need to improve my English.
Nick	Well, it's definitely improving!
Miguel	_____ you noticed my English is better?
Nick	Er, yes, I _____. And it'll get better the longer you're here.
Denisa	No, it _____ because he speaks Spanish with the other Spanish students all day!
Miguel	No!
Denisa	Yes, you _____! You're always together. Are you going on the trip to Wales on Saturday?
Miguel	Yes.
Denisa	I'm going too, and Keiko and Roberto_____, so spend the day speaking English with us.
Miguel	OK.

2 2.5 How could Miguel's replies sound friendlier and more polite? Listen and compare the conversations.

3 Work in groups of three and act out the conversation in exercise 1 again. Take it in turns to be Miguel, and make his replies friendlier and more polite.

SPOKEN ENGLISH Sounding polite

1 In English conversation, it doesn't sound polite or friendly if you reply with just *yes* or *no*. Try to give short answers using auxiliaries.
'Did you have a good day?' >
'Yes, I did.' / 'No, I didn't.'

2 It also helps the conversation if you add some more information.
'Are you enjoying college?' >
'Yes, I am. I really like the teacher, and I've made a lot of friends.'

3 Reply to these questions. Use short answers and add some information.
1 Did you walk to class?
2 Do you like pizza?
3 Have you travelled abroad much?
4 Are you going straight home after class?



Practice

1 Match a line in **A** with a short answer in **B** and a line in **C**.

A	B	C
1 Did you hear that noise?	No, I haven't.	They didn't have my size.
2 Are you doing anything tonight?	Yes, it is.	I think it was thunder.
3 Have you seen my phone anywhere?	No, I'm not.	I'm dying for a coffee!
4 Did you get those shoes you liked?	Yes, I did.	Do you want to come round?
5 Is it nearly break time?	No, I didn't.	Have you lost it again?

2.6 Listen and check. Practise with a partner. Pay attention to stress and intonation.

2 2.7 Listen to each line and reply in a friendly and polite way. Then listen and compare.

A class survey

3 Read the class survey and answer the questions about you. Add two more questions that you'd like to ask other students.

4 Work with a partner. Ask and answer the questions. Give short answers in your replies and add some information.

Are you interested in any sports?

Yes, I am. I often play tennis – I'm in a club – and I love watching rugby.

5 Tell the class about each other.

'Sergio's interested in two sports; tennis and rugby. He often …'

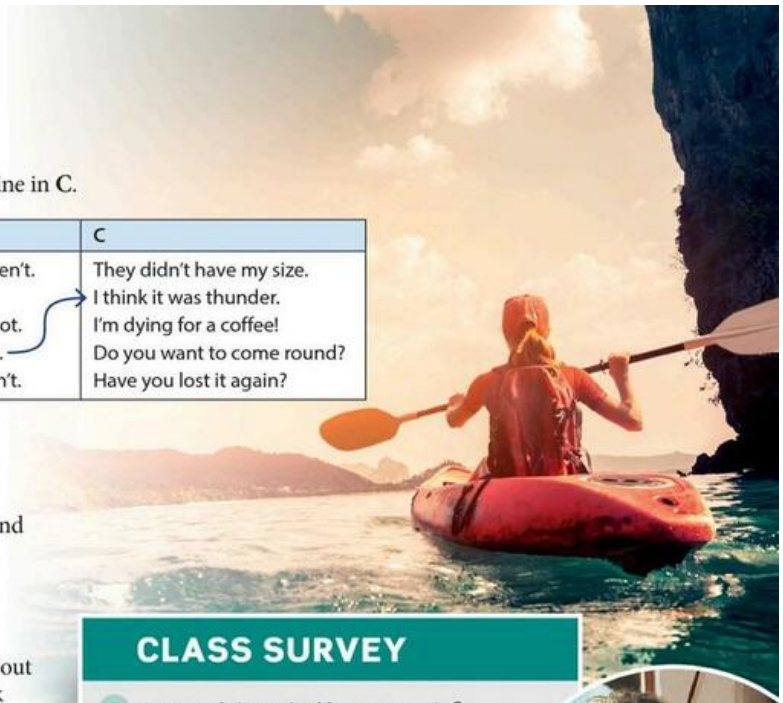
6 What can you say about your class?

'Nearly everyone is interested in at least one sport. The most popular one is … and quite a few people like …'

Check it

7 Find a mistake in each sentence and correct it.

1 Everyone speak English where I work.
2 You know where the bus station is?
3 'Do you like football?' 'Yes, I like.'
4 Do you think is going to rain?
5 I seen him just a couple of minutes ago.
6 The glass was already broke when I opened the box.



CLASS SURVEY

1 Are you interested in any sports?
YES ☐ NO ☐

2 Have you got a pet?
YES ☐ NO ☐

3 Does music play an important part in your life?
YES ☐ NO ☐

4 Do you think you look at your phone too often?
YES ☐ NO ☐

5 Does anyone in your family have an allergy?
YES ☐ NO ☐

6 Did you study English in primary school?
YES ☐ NO ☐

7 Have you ever been to England or America?
YES ☐ NO ☐

8 What have you been watching on TV recently?
_____

9 _____
YES ☐ NO ☐

10 _____
YES ☐ NO ☐







Reading and speaking

Language lovers

1 Work in pairs. Discuss the questions.

1 Which percentage of people in each of these countries say they can speak a foreign language?

a 25% b 91% c 38% d 62%

the US	____	Sweden	____
Italy	____	the UK	____

2 In which of these countries can schoolchildren stop learning a foreign language when they are 14?

a China b Turkey c Brazil d the UK

3 Is it important for native speakers of English to learn a foreign language? Why/Why not?

Answers: 1 the US: 38%, Sweden: 91%, Italy: 62%, the UK: 25%; 2 d

2 Read the introduction to the text on p25 and the fact files about the two people.

- Why do you think this article appeared in a British newspaper?
- Why do you think each person wanted to learn a foreign language?

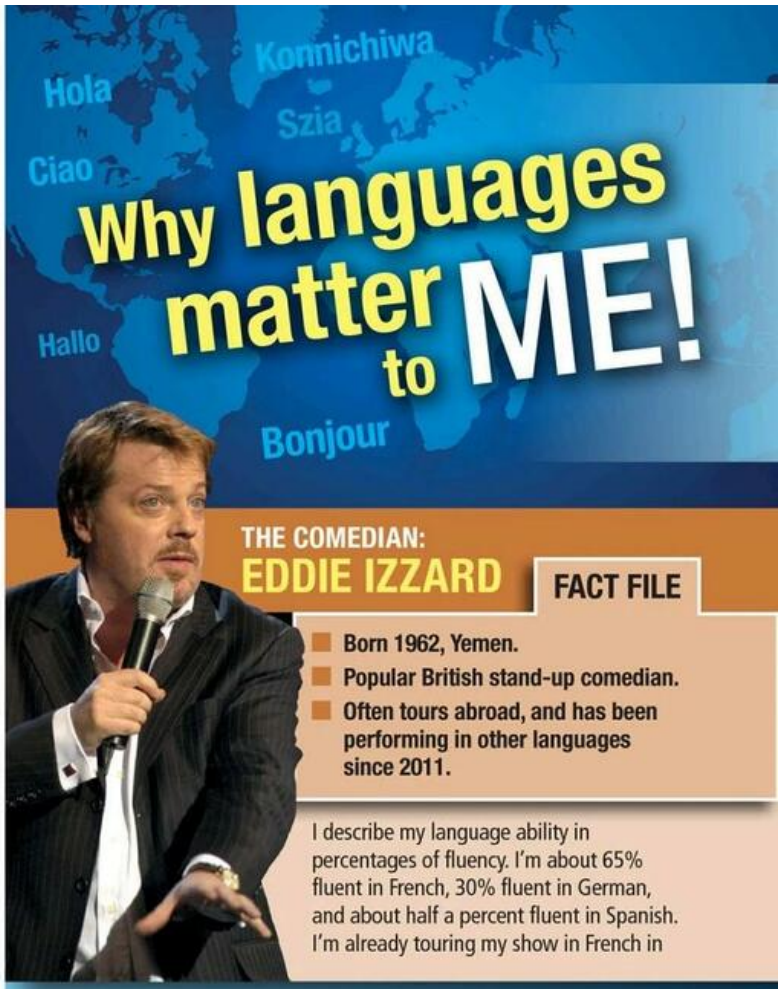
3 Work in two groups.

Group A: Read about **Eddie Izzard** and complete your part of the chart.

Group B: Read about **Chris Packham** and complete your part of the chart.

	Eddie Izzard	Chris Packham
Languages spoken		
Motivation for learning them		
Level reached		
Benefits they see in learning languages		

4 Find a partner from the other group. Work together to swap information and complete the chart.



THE COMEDIAN:
EDDIE IZZARD

FACT FILE

- Born 1962, Yemen.
- Popular British stand-up comedian.
- Often tours abroad, and has been performing in other languages since 2011.

I describe my language ability in percentages of fluency. I'm about 65% fluent in French, 30% fluent in German, and about half a percent fluent in Spanish. I'm already touring my show in French in

THE WILDLIFE EXPERT:
CHRIS PACKHAM

FACT FILE

- Born 1961, England.
- Nature photographer and author, well known in the UK as a presenter on popular TV wildlife shows.
- Has a house in France.

In France, where I have a house, it's quite remote and none of my neighbours spoke any English. I rocked up ten years ago and had no more ability in French than being able to go to Paris and survive a weekend. I bought some CDs, but learning it that way didn't work for me, so I had to think of a plan B.

I bought some wildlife books at a local bookshop and because I understood the context, I was able to read them cover to cover and grasp some of what they were saying. Then I said to my neighbours: 'Look, I'll speak to you in French and I want you to constantly correct me. I won't be offended.' And they were great, they did.

I do find it quite difficult. If I was living in the language all the time, I'd get on top of it and it would stick. The longest stint I've had there has been three months, and by the end of that I was thinking in French

The British have always had a poor reputation for learning languages – and it's getting worse. The number of UK students studying a language at university continues to fall, and most schoolchildren take advantage of the fact that they can drop foreign languages at 14. Is this not understandable, though? Why would any Brit want to spend countless hours struggling to learn a language when most of the world is keen to speak English to them?

Here, two high-profile British language learners explain how learning a language has enriched their lives, and what sparked their passion for learning languages.

France, and after that I'll be doing it in Spanish, then Russian, then Arabic. They say if you have French and English you should be speaking Spanish pretty well after a month of deep immersion. If I get stuck with a word or a phrase during a show I ask the audience, 'How do you say such and such', and they help out.

I don't find languages easy, but I have a hunger to learn. When you can speak another language you go from being a person in an adult's body pointing at things like a child to being able to communicate with people like an adult again.

There's a political basis for me to learn other languages because if we don't come together in the world, then the world's not going to make it. There's a business case, too – I'm beginning to turn a profit on my foreign shows. Plus, no stand-up has done this before, so there's also the fun, bloody adventure of it.



and putting sentences together in a French way, and it felt really good.

What's brilliant is that I can meet up with my neighbours now and have a laugh with them. They'll gossip with me, whereas before it would have been quite formal and polite. So you feel much more a part of things. People have been extraordinarily welcoming and are appreciative of the fact that I've made the effort to converse with them.

Glossary
gossip (*v*) talk about other people's private lives
grasp (*v*) understand
offended (*adj*) upset
rock up (*phr v*) arrive
stint (*n*) period of time

5 Read the text again and answer the questions with **Eddie**, **Chris**, or **both**.

1 Who finds learning languages difficult?
2 Who has tried different ways of learning a language?
3 Who is expecting it to be easier to learn another language? Why?
4 Who is using languages to do something very original?
5 Who has used what he does for a living to help him learn a language?
6 Who says he feels immature when he can't speak a language?
7 Who wishes he could spend more time speaking the language? Why?
8 Who has learned the language by doing something other than speaking?
9 Who asks native speakers of the language to help him improve? How?
10 Who says that people treat him differently now he can speak their language? How?

6 Write the correct prepositions in the verb phrases. Find examples in the texts and check.

~~for~~ in with on (x2) for at (x2) of

1 have a reputation *for* sth
2 have a passion _____ sth
3 make/turn a profit _____ sth
4 study sth _____ university
5 be fluent _____ a language
6 get _____ top of sth
7 take advantage _____ sth/smb
8 point _____ sth/sb
9 have a laugh _____ sb

Make some examples with your partner.

I have a reputation for being late!

What do you think?

- Are people in your country enthusiastic about learning a foreign language? Why/Why not?
- Are there benefits to learning a foreign language beyond the purely practical ones?
- Has learning a language improved your life?
- Do you want people to correct all your mistakes when you speak English? Why/Why not?

Watch a video about how subtitles are made for film and TV.



Listening and speaking

A world in one family



1 Do you know anyone who has married someone of another nationality? Do they have children? What languages do they all speak? Tell the class.

2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



3 2.8 Listen to **Nicolas** talking about his family. Read and answer the questions. Circle the numbers of any questions you cannot answer.

1 What nationality are Nicolas, his sister Sara, and his parents Felipe and Elke?
2 How did Nicolas' parents meet? Why did they decide to live in England? Which city do they live in now?
3 What languages does the family speak?
4 Is Nicolas' English better than his parents'?
5 Why did their mother choose the children's names she did?
6 When and why did Nicolas first think about his nationality?
7 Why is Nicolas not as fluent as Sara in Portuguese?
8 What does Sara do for a living? Does she want to continue living in England?
9 What is Nicolas doing now? What language skill does he find most difficult?
10 What does Elke think are the pros and cons of bringing up children in another country?

4 2.9 Now listen to Nicolas' mother, **Elke**. Answer the questions that you circled in exercise 3. Which answer would you change after listening to Elke?

What do you think?

What do you think are the pros and cons of bringing up a family in a different country? Make two lists.

+	−
You get the best from two cultures.	You don't feel completely at home in either of them.

Vocabulary What's in a word?

These exercises will help you to think about how you learn vocabulary.

Meaning from context

1 Do you know what these words mean? *Don't* look in a dictionary!

- trace
- settle
- flawless
- abruptly

2 These sentences all contain the nonsense word *uggy*. In which sentence is *uggy* used as: a **verb**, an **adjective**, a **noun**, or an **adverb**?

1 Anne's piano playing was *uggy* – she didn't get a single note wrong.
2 After moving around between many different countries, we decided to *uggy* in Canada, and bought a house there.
3 It came as a shock when the play ended so *uggily* – I wasn't expecting it to end there.
4 Mario's English is so good you could almost think he *was* English, but sometimes you can hear *uggies* of an Italian accent.

Can you guess what *uggy* means in the four sentences? Which of the words in exercise **1** go into each sentence?

Pronunciation

3 Say these words aloud. Underline the word in each group with the different vowel sound.

1 /əʊ/ or /ʌ/	rose	goes	does	toes
2 /iː/ or /eɪ/	meat	beat	great	street
3 /eɪ/ or /e/	paid	made	played	said
4 /ʌ/ or /əʊ/	done	phone	none	won

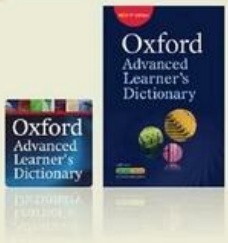
2.10 Listen and check.

Phonetic Symbols p160

4 Say these words aloud. Underline the stressed syllable.

woman enjoy
accent photographer
computer pronunciation

2.11 Listen and check.



Go online for more vocabulary practice

Word formation

5 Complete the word *act* in the sentences using the suffixes in the box.

-ive	-or	-ion	-ivate	-ing	-ivities

1 My grandmother is 84, but she's still very act*ive*.
2 My brother's an act_____. He's often on TV.
3 Act_____ is not always a well-paid job.
4 This is not time for words. It's a time for act_____.
5 We do a lot of act_____ in class to learn English.
6 Call this number to act_____ your new credit card.

Words that go together

6 Match the words in **A** and **B**.

A	B
1 heavy	your life
2 strong	traffic
3 high	stuck
4 enrich	a profit
5 get	standard
6 make	wind

Keeping vocabulary records

7 Discuss how you can keep vocabulary records.

- Do you have a special notebook, or do you record vocabulary electronically?
- Do you write a sentence with the new word in it?
- Do you write the translation?
- How do you keep a note of the pronunciation?



Everyday English

Everyday situations

1 Work with a partner. Where could you hear the lines of conversation 1–10? Who is talking to who?

1 Just a trim, please.
2 No, thanks, I'm just looking.
3 Is it within walking distance?
4 I'm afraid I've locked myself out of my room.
5 I can't make the meeting. I'm stuck in traffic.
6 I need to make an appointment. It's quite urgent – I've lost a filling.
7 No, thanks. It was all lovely, but I couldn't eat another thing.
8 Is there a matinee performance today?
9 Will this parcel get there tomorrow if it goes first class?
10 Does it come with chips?



2 Match a line from exercise 1 with each reply a–j.

a ☐ Oh, but you really *must* try the other dessert!
b ☐ No, not really. It's more of a taxi ride.
c ☐ No, you have to order them as a side dish.
d [1] OK. How much do you want off? This much?
e ☐ That's no problem. I'll just do you another key card.
f ☐ It should, but if you send it special delivery, it definitely will.
g ☐ Oh no! You're the one giving the presentation!
h ☐ Yes, it's at 2.30. But I'm afraid it's sold out today. How about tomorrow?
i ☐ Well, just call me if you do need any help.
j ☐ We have a cancellation this afternoon at 2.45 if that's OK?

2.12 Listen and check. What's the next line in each conversation?

3 Practise the conversations with a partner. Pay attention to the stress and intonation.

4 2.13 Listen to the prompts with your books closed, and say one of the lines from **1**. Pay attention to stress and intonation, and then repeat the model.

Go online for more **speaking** practice

Writing An informal email

Correcting mistakes

1 It's important to try to correct your own mistakes when you write. Look at the symbols in the box. Can you give an example of each kind of mistake?

T Tense	*WW* Wrong word	*Prep* Preposition
P Punctuation	*Gr* Grammar	*Sp* Spelling
WO Word order	*Λ* Word missing	

2 Read the email that Cintia, a Hungarian student, has written to her English friend, Paul. Use the symbols to help you correct her mistakes.

To: paulredwood@cmail.co.uk From: cintiak@intermail.hu
Subject: Hello from Dublin

Hi Paul,

How are you? I'm very well. I came in Dublin two weeks ago for to study at a language school. I want learn english because is a very important language. I'm stay with an Irish family. They've got two son and a dauter. Mr Kendall is teacher and Mrs Kendall work in a hospital. The Irish is very friendly, but they speak very quickly!

I go to class in the morning. My teachers name is Ann. She said me that my English is OK, but I do a lot of mistakes. Ann don't give us too much homework, so in the afternoons I go often sightseeing. Dublin is much more big than my town. I like very much painting and I'm very interesting for modern art, so I visit galleries and museums. I've met a girl called Martina. She came from Spain and goes to Trinity College. Last night, we go to the cinema, but the film wasn't very exiting.

Do you like to visit me? Why don't you come for a weekend? I'd love to see you. Email or text me soon.

Love,
Cintia x

P.S. The photos are of Martina and me, and my favourite street in Dublin.

3 Answer the questions.

1 Where is Cintia? Where is she staying?
2 Why is she there?
3 What does she do in the morning?
4 What does she do in her free time?
5 Who has she met?

4 Imagine that you are a student in another town. Answer the questions in exercise 3 about *you*.

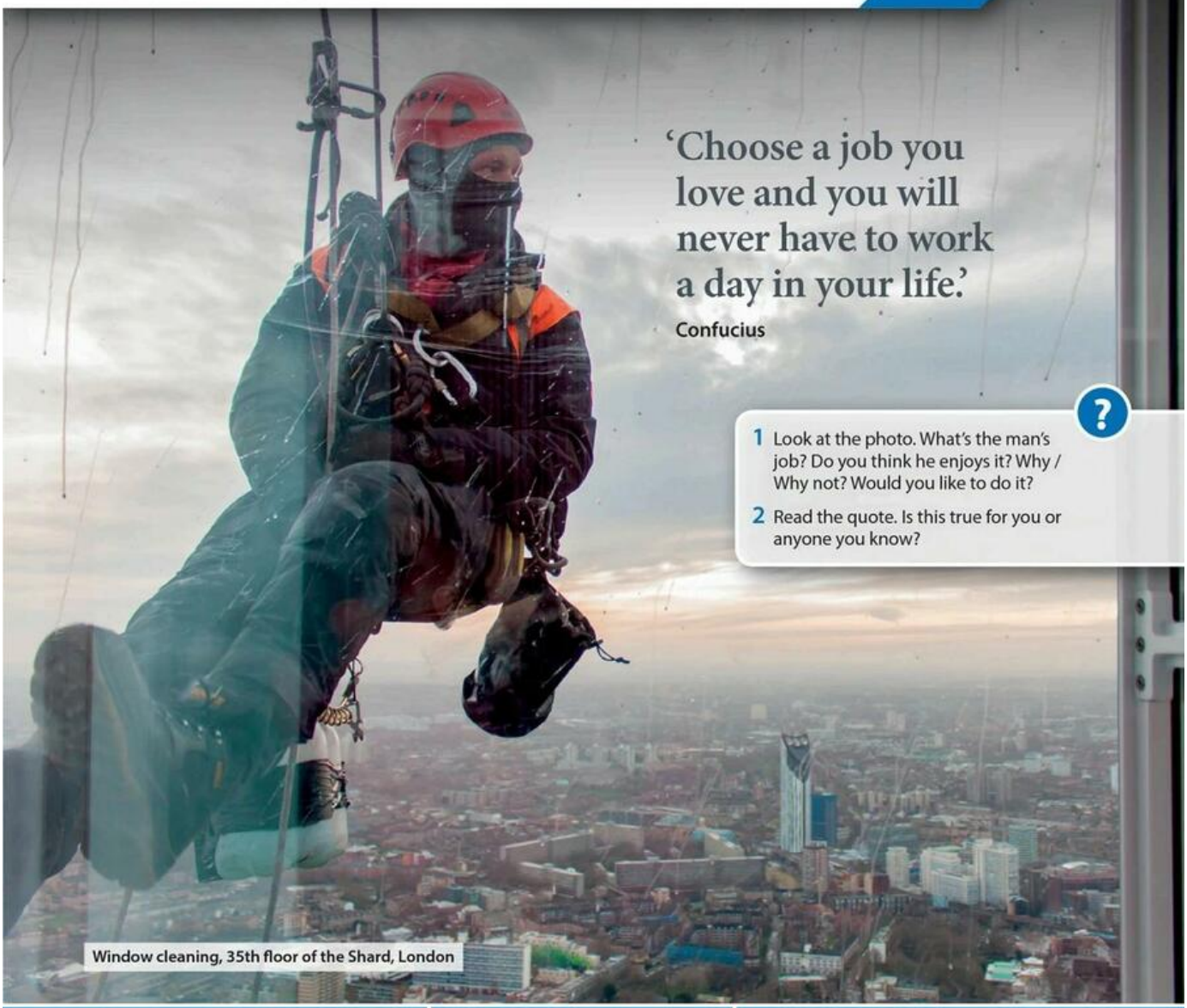
5 Write a similar email to an English friend. Swap emails with a partner. Try to correct your partner's email using the symbols.

Go online for more **writing** practice



Just a job? 3

- Grammar State/Activity verbs, simple or continuous
- Vocabulary Leisure activities
- Everyday English Making small talk
- Reading Is this the best boss in America?
- Listening Balancing work and life
- Writing A formal letter or email



'Choose a job you love and you will never have to work a day in your life.'

Confucius

1 Look at the photo. What's the man's job? Do you think he enjoys it? Why / Why not? Would you like to do it?

2 Read the quote. Is this true for you or anyone you know?

Window cleaning, 35th floor of the Shard, London

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar State and activity verbs

STARTER

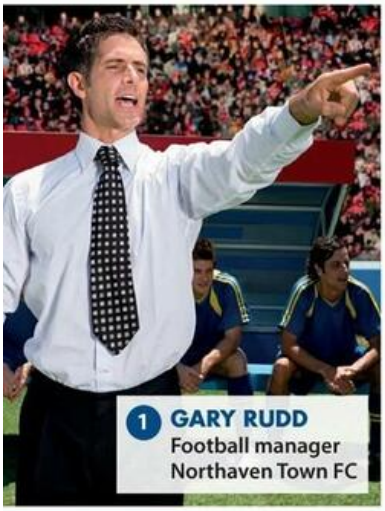
1 How do you begin your day? What's your early morning routine? Tell the class.

2 3.1 Listen to a song called ***9 to 5***. Answer the questions.

- How does the singer begin *her* day?
- Does she enjoy her work? Why/Why not?
- What's the 'rich man's game'?
- What do you think her job is?

'How I stay calm' – by people in stressful jobs

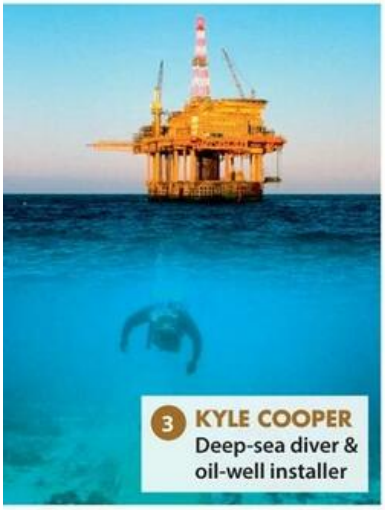
1 Look at the photos. Which jobs do you think are most/least stressful? Why? Which would you most/least like to do? Why?



1 **GARY RUDD**
Football manager
Northaven Town FC



2 **JOAN BEVAN**
Head teacher
City Academy, Cardiff



3 **KYLE COOPER**
Deep-sea diver &
oil-well installer



4 **BONNIE BAXTER**
A&E doctor
Royal Liverpool Hospital

2 Work with a partner. Ask and answer questions about the people.

What does Gary do? He's a football manager.

What's he doing in the picture? He's shouting at his team.

3 3.2 Listen to the four people talking about their jobs. After each one answer these questions.

1 What do they find stressful about their job?
2 What do they do to relax or stay calm?
3 What are they doing at the moment?

4 3.2 Listen again and complete the sentences. What else can you remember about each person?

GARY

1 I _____ that the manager _____ always blamed when the team _____.
2 I never _____ the 24-hour sports channels. I _____ on social media.
3 I _____ DIY around the house. I _____ the kitchen at the moment.

JOAN

4 I _____ that a good school _____ a huge difference to the lives of young people.
5 I _____ for the Great Welsh Marathon at the moment, so I _____ eight miles, three nights a week.

KYLE

6 We _____ up and down in a … diving bell, which _____ lowered to the sea bed.
7 Even when I _____ not _____, I _____ the sea – it _____ me.
8 I _____ actually _____ my own boat at the moment.

BONNIE

9 I _____ their distress.
10 In my few free moments I _____. I _____ a little blue jacket for my sister's baby.

GRAMMAR SPOT

1 What are the tenses in these sentences? Which is passive? Why are they used?

We **work** in teams of three.
I'**m not working** at the moment, it's my month off.
The manager **is** always **blamed** when the team **loses**.

Find other examples from audio 3.2, p131.

2 Which of these verb forms is right? Why is the other tense wrong?

I like / I'm liking	my job.	I know / I'm knowing	it's stressful.

3 Some verbs are rarely used in continuous tenses. These are called **state verbs**. Underline the six state verbs in the box.

love	work	understand	want	enjoy
agree	believe	watch	mean	

4 Underline the correct tense. How do you express this in your language?

I work/I'm working/I've been working here for three years.

Grammar reference 3.1–3.4 p142

Practice

Questions and answers

1 Read an interview with Gary Rudd, the football manager. Which question goes with which answer?

___ Don't you like your job?
___ Do you and your wife relax at all?
___ How long are you going to stay as manager?
1 How do you get a balance between work and home life?
___ Do you have any children?
___ What does your wife think about that?

3.3 Listen and check.

2 Complete questions 1–8 about Gary. Then ask and answer them with a partner.

Does he have any children? **Yes, he does. He has twin daughters.**

1 … any children?
2 Where … ?
3 How many days … ?
4 What … like about his job?
5 Why … lonely?
6 How … relax?
7 What … at the moment?
8 When … want … leave … ?

3.4 Listen and check.



GARY RUDD | THE LONELINESS OF THE FOOTBALL MANAGER

1 How do you get a balance between work and home life?

Well, it's tricky, but I've been married for ten years and I've been doing this job for three years and very fortunately my lovely wife understands how stressful it is. Also, it helps that we live near my work – we have a nice house not far from the football ground.

2

We have two kids; twin daughters. Thank goodness they both love football! They often come to watch the matches, but I never seem to have time to do dad-type things with them. My job is so time-consuming. I usually work six days out of seven and always at weekends.

3

Don't get me wrong. I love my job – it's challenging and exciting, I never know what's going to happen. I like training the lads, they're great guys. But it's often lonely. I enjoyed all my years as a player – I loved all the dressing-room chat and socializing after the game. Now I'm not invited to join them.

4

Not much! We don't have a social life these days. I try to switch off when I get home and do stuff round the house, but it's difficult. I like doing DIY, but I rarely finish anything – I'm painting the kitchen at the moment, I've been doing it for weeks and it's not finished yet.

5

Ah – she's a very patient lady and she has lots of interests of her own, but …

6

I don't have an answer to that. I want to leave when the team are doing well. I have no idea when that will be. I'm hoping before my marriage ends – don't worry … I'm joking!

Talking about you

3 Talk to a partner about yourself using the prompts in the box.

I visit my grandmother as often as I can.

I usually/occasionally/rarely/hardly ever …		… as often as I can
… once a fortnight	… eight hours a day	… one evening a week
… on a Sunday	… twice a year	… on holiday

Go online for more **grammar** practice

Who's that? Simple and continuous

1 3.5 It's Sarah's first day in a new job. Listen to Josh talking to her about the people in the picture. What are their names? What are their jobs?

Names	Job titles
D Nigel	Human resources (HR) manager
Matthew	CEO (Chief Executive Officer)
Edward	Information technology (IT) manager
Helena	Accountant
Christina	Personal assistant (PA)
Jenny	Sales director

2 What are the people doing in the picture? What are they wearing?

Nigel's sitting at the top of the table reading something. He's wearing a bright blue tie.

3.5 Listen again. What is said about each person?

Nigel shouts a lot, but he listens as well.

3 Match a job with a description and a current project.

Job	Job description	Current project
CEO	is in charge of budget and cash flow	buying new hardware
PA	negotiates prices and contracts with customers	recruiting new staff
Accountant	runs IT support team	preparing to visit customers in China
Sales director	is responsible for running the whole company	organizing hotel bookings for the sales conference
IT manager	looks after personnel and their conditions for employment	writing the annual financial report
HR manager	makes appointments and arrangements	discussing plans and targets with the Board of Directors

4 3.6 Read and listen to the conversation, then practise it with a partner.

A What's your job?
B I'm a Human Resources manager.
A So, what do you do exactly?
B I look after the employees and their training, and make sure they're happy.
A And what are you working on at the moment?
B I'm recruiting and interviewing. We're trying to find new staff for our office in Paris.

Make similar conversations with the jobs in **3** or with your jobs.



5 Complete the sentences using the verb once in the **Present Simple** and once in the **Present Continuous**.

1 ***come***
Klaus _____ from Germany.
We _____ on the 10 o'clock train.

2 ***not have***
He _____ any children.
He _____ a holiday this year. He's too busy.

3 ***see***
I _____ the dentist next week. I think I need a filling.
I _____ what you mean, but I don't agree.

4 ***not think***
I have an exam tomorrow, but I _____ about it.
I _____ she's very clever.

Check it

6 Are these sentences right (✓) or wrong (✗)? Correct the wrong sentences.

1 Are you understanding what I'm saying?
2 I'm enjoying the course. It's great.
3 What are you thinking about?
4 I'm thinking you're really nice.
5 I'm not believing you. You're telling lies.
6 I'm knowing you're not agreeing with me.
7 I hear you have money problems.
8 We're so worried. We're owing a lot of money.

Active and passive

1 Read the statistics. Work with a partner and underline the correct form.

Statistics about jobs and money in the UK

1. The average worker **pays/is paid** £27,000 a year.
2. The average family **pays/is paid** £730,000 in tax in their lifetime.
3. 19% of the workforce **employed/are employed** by the state.
4. The biggest employer is the *NHS, with 1.7 million workers. However, many NHS jobs **are cut/are being cut** at the moment.
   *NHS – National Health Service
5. The workforce **makes up/is made up** of 53% men and 47% women.
6. Women **earn/are earned** on average 9.6% less than men for full-time work.
7. 91% of fathers **take/are taken** time off after the birth of their baby.
8. On average, children aged 8–15 **give/are given** £6.35 pocket money every week.
9. 80% of British households **own/are owned** a car.
10. On average, every adult **owes/is owed** £28,900 in debt.

2 Do any of the statistics surprise you? Do you know similar facts about jobs and money in your country?

Grammar reference 3.5–3.6 p143

3 Put the verbs in the **Present passive**, **Simple**, or **Continuous**.

1 'Can I help you?' 'I *'m being served* (*serve*), thank you.'
2 A lot of manufactured goods _____ (*make*) in China.
3 'Why are you getting the bus?' 'My car _____ (*service*).'
4 _____ service _____ (*include*) in the bill?
5 Nearly 50% of the food we buy _____ (*import*).
6 The banking industry in the UK _____ (*situate*) in London.
7 The hotel is closed while the bedrooms _____ (*redecorate*).
8 Footballers _____ (*pay*) far too much money.

Speaking and listening

Who earns how much?

1 Look at the chart. Which of the jobs do you think are the most beneficial to society? Put them in order of importance, with number 1 being the most useful.



2 Work with a partner. Discuss which job you think goes with which salary.



3 Check your answers with the chart on p156. Compare your ideas in **1**. Do you think the salaries are fair?

4 3.7 Listen to four people talking about their work. Can you work out what their jobs are? What do they find difficult about their job?

Project

Interview someone you know about his/her job. Tell the class about this person.

I talked to X, who's a/an X.
She/He starts work at …
She/He has to …
She/He likes the job because …
On her/his days off she/he …

Reading and speaking

Dan Price – the best boss in America

1 Look at the photos, title, and subheading. Why is Dan Price an unusual boss?

2 3.8 Close your eyes and listen to the opening paragraph. Imagine the scene as you listen.

3 Answer the questions.

1 Who are the people? What are they doing?
2 What's the name of the company?
3 Who is the latecomer? Why does he not look like the boss?

4 Read the rest of the article. Read these lines from it and answer the questions in *italics*.

1 'To help pay for **this**, he cut his salary.' (line 4)
What does 'this' refer to?
2 'Price's **action** made him a hero for low-paid workers.' (line 5)
What was his action?
3 'The **attack** has not lessened his enthusiasm.' (line 11)
Who attacked him? What did they say?
4 'Price is clearly moved by the ways **their** lives have already improved.' (line 16)
Whose lives? How have their lives improved?
5 'If **we** fail, this experiment will fail.' (line 24)
Who are 'we'? Why are they important to the experiment?
6 'I get close to tears every **one** I hear.' (line 28)
Who says this? What has he heard?
7 'In the US, **they** now make 300 times more than a typical worker.' (line 33)
Who are 'they'?
8 'This is now **on hold**.' (line 38)
What is 'on hold'?
9 'Price is **sure of** one thing.' (line 44)
What is he sure of?

5 Read the article again. Work with a partner. What do these numbers refer to?

31,000	500 million	120	70	5,000
1965	183	1,000		



IS THIS THE BEST BOSS IN AMERICA?

Dan Price: the American CEO who took a pay cut to give his staff a $70k minimum wage

"It's Monday morning and a dozen people are sitting around a conference table in an office on an industrial estate in rainy Seattle. A woman is writing on a white board. Coffee is being sipped. It's just after 8 a.m. I'm at a meeting in the credit card processing firm, *Gravity Payments*. A latecomer slips in and takes a seat among them. With his unkempt hair, jeans, and trainers, he looks like just another member of staff. But this is the boss, **Dan Price**, probably the best boss in the world."



★ Last April, **Dan Price** announced that he was going to pay all his staff a minimum wage of $70,000 (£46,000) – the average at the time was $48,000 (£31,000). This amount, he decided, was necessary for a 'normal life'. To help pay for this, he cut his $1.1 million salary to the same amount. In a world of greedy CEOs and terrible income inequality, Price's action made him a hero for low-paid workers. There were 500 million posts on social media as the news flew around the world.

Then came the criticism, immediate and violent. Fox News called him the 'lunatic of all lunatics'. Business leaders and economists attacked him for interfering with the free market.

I met Price at the offices of his company in Seattle. The attack has not lessened his enthusiasm, but he's worried. He's aware the world is watching. Researchers from Harvard Business School are tracking Gravity's results. The new pay structure affects 70 of the 120 employees. Price wants all his staff to experience the 'American Dream' and is clearly moved by the ways their lives have already improved.



Dan Price, CEO of Gravity Payments, photographed for the Observer by Oliver Ludlow at his HQ in Seattle with employees Tammi Kroll (left) and Nydelis Ortiz.

I spoke to **Nydelis Ortiz**, a 26-year-old underwriter at Gravity, whose salary will nearly double from $36,000. She was the first in her family to go to college. **'I'm making more than both my parents combined. My mom cried,'** she says. **'I had credit card debt, student loans … this has given me peace of mind.'**

Then there's **Garret Nelson**, 31, a sales rep. His $5,000 pay increase came at a good time for the father of five – his youngest daughter is just a few days old. He thinks there are many people hoping Price's experiment will fail. 'As a salesman he knows it's vitally important that it works. 'If we fail, … this experiment will fail.'

It's not only Gravity workers whose lives are improving. Price has heard of hundreds of other bosses who have raised wages after hearing his story. 'I get letters, emails, Facebook and Twitter messages,' he says. 'It's great. I get close to tears every one I hear. There was a clothes factory in Vietnam that tripled their pay …'



Other company owners told him he was crazy, but he thinks his staff work harder and their lives are easier because they have 'less stress'. CEOs prepared to cut their salaries are rare. In the US, they now make 300 times more than a typical worker – it was 20 times in 1965. In the UK, it's 183 times as much.

Price, the boy from rural Idaho, used to have a jet-set lifestyle. This is now on hold. His work fills his life. He's not even got time for a girlfriend. He says, 'I've got a thousand things going on'. And at least he has the company of his dog, Mikey.

Whatever happens next, Price is sure of one thing – the millions he's spending on his pay project is the best money he's ever spent. His employees are very grateful, but they also feel worried. If the experiment fails, it will not just be Price who gets hurt. ★

Vocabulary

6 Certain words often go together. Match a word in **A** with the word it goes with in **B**.

A	B
sip	wage
unkempt	increase
jet-set	coffee
credit card	important
minimum	debt
pay	hair
vitally	lifestyle

What do you think?

- What's your opinion of Dan? Will his experiment succeed or not?
- Do you agree that staff work harder if they have less stress?
- Is there 'income inequality' in your country? Give examples.

Watch a video about a very different job.



Vocabulary and listening

Balancing work and life



1 What do you do when you aren't working? Make a list of what you do in your free time. Who do you do it with? Where? Tell the class.

go on social media go for a run watch TV sing in a choir

2 Work with a partner. Look at the activities in the box. Match them with the photos.

knit or sew	do yoga	go camping
go to the gym	play squash	play computer games
go shopping	do water sports	go horse riding
do DIY	cycle	go jogging

3 Which of them …

- do you do alone/with other people?
- do you do indoors/outdoors/in a special place? Where?
- need special clothes or equipment? What?
- do you like doing?

4 Which of these things go with the activities in exercise 2?

a helmet	the sales	a surfboard	shorts
a drill	a saddle	a store card	a tent
meditation	needle and thread	a tracksuit	a racket
a screen	a sleeping bag	a headset	a wet suit
trainers	a screwdriver	a mat	

5 3.9 Listen to three members of the **Baines** family talking about balancing their work and leisure activities. Take notes about them as you listen.

Name	 Lucinda	 Barney	 Justin
Work			
Leisure activities			
Why they do them			

6 Work with a partner and compare your notes.



Talking about you

Talk to each other about your work–life balance and the work–life balance of others in your family.

Go online for more **vocabulary** practice

Everyday English Making small talk

1 When do we make small talk? Who with? What about?

2 3.10 Read and listen to Erin and Bruno at a business conference. In what ways is their conversation an example of 'small talk'?



Erin	So, what do you think of Chicago, Bruno?
Bruno	*… really interesting/great city/amazing buildings/people friendly.* **It's really interesting. Chicago's a great city, isn't it? There are some amazing buildings, and I find the people really friendly!**
Erin	Yes, they are, aren't they? When did you get here?
Bruno	*… yesterday/fly from Miami/flight a bit late/wind/didn't matter*
Erin	Well, Chicago's often called 'the windy city' you know.
Bruno	*Is it?/not know that*
Erin	And where are you staying while you're here?
Bruno	*… Avenue Hotel/convenient for the conference/room not very big/OK*
Erin	That's too bad! Never mind. And do you live in Miami, Bruno?
Bruno	*Yes/now/live in a suburb/not far/sea/but/Brazil originally/born/São Paulo*
Erin	So you're Brazilian. Your English is very good. Where did you learn it?
Bruno	*… very kind/sure/lots of mistakes/school for years/also/work/US/five years*
Erin	Oh, have you? That's interesting! And how long are you here in Chicago for?
Bruno	*Only five days/just/the conference/leaving/the 17th*
Erin	Oh, so soon! And have you managed to see anything of our city yet?
Bruno	*… not seen a lot yet/walk along the lakefront this morning/want/ take a boat tour from Navy Pier/and/up to the Skydeck*
Erin	Oh yes, you get a fabulous view of the city from up there. Well, Bruno I hope you enjoy the rest of your stay.
Bruno	*Thank you/been nice talking*

Chicago

3 Work with a partner. Read the conversation again and use the prompts to answer Erin's questions. Practise it with your partner.

3.10 Listen again and compare.

SPOKEN ENGLISH Making conversation

1 In conversation …
- we try not to answer in just one or two words – we add information to keep the conversation flowing.
  'It's really interesting. It's a great city, isn't it?'
- when we're listening, we make comments to show interest.
  'Yes, they are, aren't they?' **'That's too bad!'**

Find examples in Erin and Bruno's conversation.

2 We often soften a negative comment.
'It was a bit late landing.' **'My room isn't very big, but it's OK.'**

Make these comments softer. Use the words in brackets.

It's expensive. (*bit*) It's hard. (*quite*) I earn very little. (*much*)
They're rude. (*friendly*) It's cold. (*warm*) There's nothing to do. (*very much*)

4 3.11 Listen and answer the questions. Give some more information and add a question if you can.

Who do you work for?

Siemens. I've been with them for four years. They're a good company. How about you?

3.12 Listen and compare.

Roleplay

You are abroad on a business trip. Invent a name and a background for yourself. You are at a social event. Stand up and socialize! Ask and answer questions.

Go online for more **speaking** practice

Writing A formal letter or email – applying for a job

1 Work with a partner. What formal and informal beginnings and endings to emails do you know?

2 Match phrases from an informal email in **A** with their more formal equivalent in **B**.

A Informal	B Formal
1 I'm just writing to ask …	a Since leaving university …
2 Email me or, better still, call me soon.	b I'd be very grateful if you could …
3 Please could you …	c Contact me by phone or email as soon as possible.
4 I've attached …	d I'd like to assure you …
5 I'm really happy to tell you …	e During my employment at/in …
6 I'm sorry to tell you …	f I regret to inform you that …
7 I promise …	g Please accept my apologies for not contacting you earlier …
8 Can't wait to hear from you …	h I look forward to hearing from you …
9 After I left university …	i I'm delighted to inform you …
10 While I was working at …	j I believe that I am a good candidate for this position …
11 Sorry I haven't been in touch …	k I'm writing to inquire about …
12 I think I'll be good at the job …	l Please find attached …

3 Read the two job adverts and the email from Brendan. Which job is he applying for? Why is he suitable for the job? Find phrases from **2** in his email.

1

Residential Activity Leader for CAMP DERWENTWATER



Residential Activity Leader to work with our experienced team to help supervise students in this international summer school.

Job requirements

- You must be at least 20 years old.
- Previous experience working with teenagers.
- Energy and enthusiasm to encourage students.
- Helping to organize social and sporting activities (particularly sailing).
- Accompanying students on excursions.
- A foreign language would be an advantage.

Apply: http://jobs-online/campderwent
FAO Tim Jupp

2

Full-time Hotel Receptionist
Annual salary £26,000

Requirements:

- Experience: 1–2 years minimum
- Welcoming manner
- Front-desk experience
- Good communication skills
- At least one foreign language
- Good team player

Apply to: Tamsin Owens
Email: tamsino@royalmanor.co.uk



To: tamsino@royalmanor.co.uk
From: b.mulligan4@yahboo.com
Subject: Job application

Dear Ms Owens,

I am writing in response to your advertisement on the JOBSEEKERS website for a receptionist in your hotel.

I believe that I am a good candidate for this position as I have three years' experience working in hotels both in the UK and abroad. I am currently in France, where I have been working for the past year at the 3-star Hôtel de Beau Regarde, near Avignon. During my employment in France I have become fluent in the French language. I was already proficient in Spanish, having worked previously in Barcelona.

My employment in France and Spain has also helped me develop my communication and organizational skills. I have always received excellent feedback, not only from hotel guests, but also from my colleagues at the front desk and throughout the hotel.

Please find attached my CV with references from my previous employers for your consideration. I am returning to the UK next week and I will be immediately available for an interview.

I look forward to hearing from you.

Yours sincerely,

Brendan Mulligan

4 Read the email again. What is the aim of each paragraph?

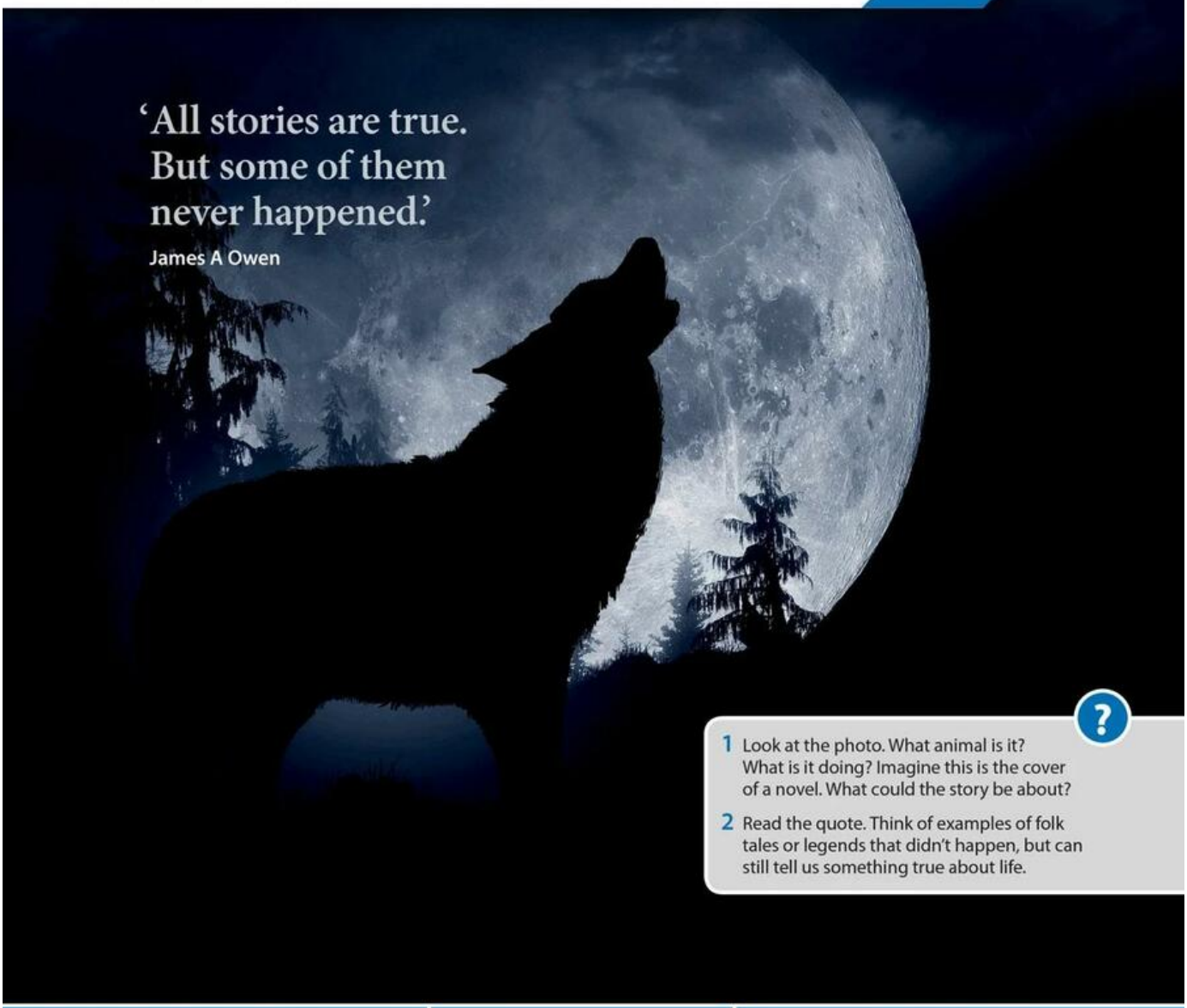
5 Imagine you are applying for the job of activity leader. Write an email using some of the formal phrases from **1**.

Go online for more **writing** practice

Tales of the unexpected

4

- Grammar Past tenses, active and passive
- Vocabulary Spelling and pronunciation
- Everyday English Giving opinions
- Reading *The Picture of Dorian Gray*
- Listening Once upon a time …
- Writing Writing a story (1) Folk tales



1 Look at the photo. What animal is it? What is it doing? Imagine this is the cover of a novel. What could the story be about?

2 Read the quote. Think of examples of folk tales or legends that didn't happen, but can still tell us something true about life.

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Past tenses, active and passive

STARTER

Continue the *'Fortunately … Unfortunately …'* story around the class.

I was riding my bike.

Student A **Unfortunately, I crashed into an elephant.**
Student B **Fortunately, the elephant wasn't injured.**
Student C **Unfortunately, …**

What do we know about William Shakespeare?

1 What do you know about Shakespeare? Why is he famous worldwide?

2 Read the questions in red about him. Can you answer any of them? Share ideas with the class.

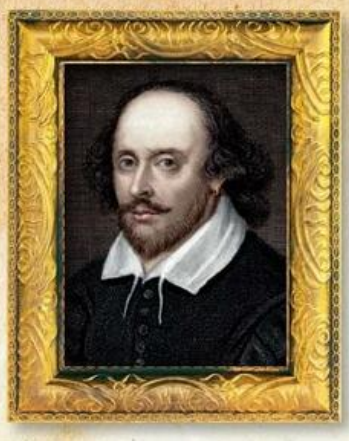
3 Read the text quickly to check the answers. Why is his wife called 'unfortunate'?

4 4.1 Listen and complete the text with the correct past tense, active and passive. Can you name the tenses? Which verbs are irregular?

5 Work with a partner. Read the text again and answer the questions.

1 Did Shakespeare come from a poor family? How do you know?
2 Do you think his education helped his career as a playwright? How?
3 What was he doing when his son died?
4 What did he do as well as write plays?
5 Why were the theatres closed?
6 Why did people think he had visited Italy?
7 Did other writers like Shakespeare's work?
8 In what ways did the plague affect his life?





William Shakespeare 1564–1616

When and where was Shakespeare born?

Shakespeare was born in April 1564 in Stratford-upon-Avon. At that time, Stratford [1] *had* (*have*) a population of about 1,000, but just after his birth, 200 people [2] *were killed* (*kill*) by the plague. Fortunately, William survived. His father, John Shakespeare, was a wealthy wool-trader who [3] _____ (*own*) three houses in the town. In the 1500s, it used to take two days to ride the 100 miles from Stratford to London.



Did Shakespeare go to school?

Shakespeare [4] _____ (*go*) to his local grammar school from the age of seven until 15. Only boys [5] _____ (*attend*) school in the 16th century. They [6] _____ (*teach*) Latin and had to memorize stories from history.

Did Shakespeare marry?

Shakespeare [7] _____ (*marry*) Anne Hathaway, a farmer's daughter, in 1582, when he was just 18 years old. Anne was 28. They had three children: Susanna in 1583, and twins, Judith and Hamnet, in 1585. Hamnet [8] _____ (*die*) of the Black Plague in 1596 when Shakespeare [9] _____ (*live*) and working in London.

What did Shakespeare do in London?

He [10]_____ (*come*) to London in about 1590 and by 1592 he [11]_____ (*become*) a well-known actor and playwright. One of his first plays, Henry VI, [12]_____ (*perform*) in the Rose Theatre in 1591. Then for two years, from 1592–1594, theatres were closed because of the plague. This was when Shakespeare [13]_____ (*write*) most of his poetry. Most of his 37 plays [14]_____ (*write*) between 1594 and 1613 after he [15]_____ (*join*) an acting company called *The Lord Chamberlain's Men*. The actors often used to perform for Elizabeth I. In 1597, they [16]_____ (*buy*) £10 shares in a new theatre, the Globe. This theatre was, and still is, a huge success.

Did Shakespeare ever visit Italy?

Six of Shakespeare's plays have an Italian background, including *Romeo and Juliet* and *The Merchant of Venice*. Because of this, many people believed that he [17]_____ (*visit*) Italy, but there is no evidence of this.

Was Shakespeare famous in his own lifetime? When did he die?

He was famous during his lifetime. His plays and poems [18]_____ (*hold*) in high regard by other writers. He died on April 23, 1616 in Stratford and he [19]_____ (*bury*) in Holy Trinity church. It surprises many people that in his will the only thing he [20]_____ (*leave*) his unfortunate wife was their 'second best bed'!



GRAMMAR SPOT

1 In these sentences, which verb form is … ?

Past Continuous Past Simple
Past Perfect Past Simple passive

1 *He went to the local school.*
2 *He was working in London.*
3 *He was buried in Stratford.*
4 *By 1592, he had become famous.*

Find more examples of the four verb forms in the text.

2 What is the difference in meaning in these sentences?
When we arrived, they **performed** the play.
When we arrived, they **were performing** the play.
When we arrived, they **had performed** the play.

3 Read the sentence.
They **used to perform** for Queen Elizabeth I.
Did this happen once or many times?
Find another example of *used to* in the text.

Grammar reference 4.1–4.6 p144–5

Discussing grammar

6 Work with a partner. Compare the use of tenses in these sentences. Say which tense is used and why.

1 It *rained* all day yesterday.
It *was raining* when I woke up.

2 I *wore* a smart grey suit for my interview.
I can remember exactly what you *were wearing* when we first met.

3 **A** What *were* you *doing* when you lost your phone?
B Shopping.
A What *did* you *do* when you lost your phone?
B I reported it immediately.

4 When Bob arrived, | we *were* having lunch. / we *had* lunch. / we'*d had* lunch.

5 He said | he *was staying* / he'*d stayed* / he always *stayed* | at the Ritz Hotel.

6 When I was a kid, I *used to play* football with my dad.
I *played* football with my kids last Saturday.

Go online for more grammar practice

Practice

What were you doing when … ?

1 With your partner ask and answer two questions about the action in *italics*.

1 I was on a ski slope. *I broke my leg.* I called Ski Patrol.

What were you doing when you broke your leg?
I was skiing.

What did you do when you broke your leg?
I called Ski Patrol.

2 Mona was in the airport shops. *Her flight was announced.* She went to the gate.
3 I was on the motorway. *I ran out of petrol.* I phoned the RAC for help.
4 Don was at work. *His car was stolen.* He went to the police station.
5 I was on a flight to LA. *I met Johnny Depp.* We talked about his movies.

I didn't do much

2 4.2 Listen to four people saying what they did last night. Who said these lines? Write the number 1–4.

a I didn't do much.
b It wasn't really my kind of thing.
c I even took my laptop to bed.
d I had an early night.
e Not the best of nights for me!
f It does me good after a day's work.
g I'm going to be out every night when it's all over.
h I did a bit of online shopping.

Talking about you

3 Work with a partner. Ask and answer questions.

What did you do … ?
last night
last weekend
on your last birthday

What were you doing yesterday at … ?
7 a.m.
10 a.m.
12.30
3 p.m.
8.30 p.m.
midnight



Shakespeare caused an air crash?!

4 Read the introduction to a strange story. Why did the plane crash? Can you think how Shakespeare caused it? Use your imagination.

How Shakespeare caused an air crash

On October 4, 1960, a Lockheed Electra plane was taking off from Boston Airport in the US when a flock of about 20,000 starlings suddenly flew into its path. The plane crashed into the sea and 62 people were killed. The birds had choked the engines of the plane and brought it down. Tragically, only 19 people survived.

So … what is the link to Shakespeare?



5 4.3 Listen and find out how this tragedy can be blamed on Shakespeare. Answer the questions.

1 Who is Eugene Schieffelin?
2 Who was he obsessed by?
3 What did he do as a result of his obsession?
4 How did this lead to two disasters?

6 Identify all the past tenses in the introduction in exercise 4. Why are they used?

7 4.3 Listen again and complete the sentences with the verb form used in the audio.

1 Starlings _____ in 1890 by a New Yorker called Eugene Schieffelin.
2 He _____ a list of all the songbirds in Shakespeare's plays and poetry.
3 Some birds, such as thrushes and blackbirds, _____ it difficult to survive.
4 The starlings thrived, and by the 1940s they _____ across America.
5 They _____ gigantic flocks of up to a million birds.
6 Many native species, such as bluebirds and woodpeckers, _____ out.

In your own words

8 Work with a partner. Explain how it was that Shakespeare caused the air crash. Begin like this:

The crash was caused by a flock of starlings. Eugene had introduced these birds to the US many years before because …

Vocabulary and reading aloud

Spelling and pronunciation

In Shakespeare's day, there were no spelling rules. Among the many spellings of SHAKESPEARE *were:*
Shaxper Shaxspere Shackspere Shakspeare

1 4.4 Listen and repeat these words. What do they tell you about English spelling and pronunciation?

good /gʊd/	food /fuːd/	blood /blʌd/	
enough /ɪˈnʌf/	through /θruː/	cough /kɒf/	bought /bɔːt/

2 Read these words aloud. Which two words rhyme?

1	love	move	glove	/ʌ/	/uː/
2	some	come	home	/ʌ/	/əʊ/
3	pear	dear	fear	/eə/	/ɪə/
4	lost	most	post	/ɒ/	/əʊ/
5	death	breath	beneath	/iː/	/e/
6	boot	shoot	foot	/ʊ/	/uː/
7	eight	weight	height	/eɪ/	/aɪ/
8	blood	stood	flood	/ʊ/	/ʌ/
9	flower	power	lower	/aʊə/	/əʊə/
10	allow	swallow	follow	/aʊ/	/əʊ/

4.5 Listen and check.

3 Each word in these groups contains the same vowel sound. Say them aloud then spell them.

/uː/	thr*ough*	t*oo*th	tr_____th	j_____ce
/ɔː/	c*our*t	b_____n	b_____t	w_____k
/ɜː/	w_____k	b_____d	w_____ld	_____n
/eə/	t_____	f_____	squ_____	th_____

Homophones

4 4.6 Listen and write the words you hear. Compare with a partner. Did you write the same words?

5 Homophones are words with the same pronunciation, but different spellings and meanings. Read these words aloud. Write another word with the same pronunciation.

1	wear _____	4	piece _____	7	pair _____
2	wore _____	5	week _____	8	allowed _____
3	court _____	6	flew _____	9	male _____

6 Write the spelling of the words in phonemic script.

1 /piːs/ is the opposite of /wɔː/.
2 I /wɔː/ the same /peə/ of socks for a /wiːk/.
3 I'm not /əˈlaʊd/ to /weə/ make-up.
4 I went out in the rain and I /kɔːt/ the /fluː/.

Some common words

7 How are these words pronounced? Read them aloud with your partner.

answer biscuit fruit human cure receipt
recipe vegetable woman women knee

4.7 Listen and check. Learn the spellings!

FINALLY … reciting a poem

8 4.8 Listen to Henry King's sad story. Practise it and recite it as a class. What do you notice about the pronunciation and spelling of the highlighted words?

THE UNFORTUNATE TALE OF HENRY KING *by: Hilaire Belloc*

The chief defect of Henry King
Was chewing little bits of string.
At last he swallowed some which tied
Itself in ugly knots inside.
Physicians of the utmost fame
Were called at once; but when they came
They answered, as they took their fees,
'There is no cure for this disease.
Henry will very soon be dead.'
His parents stood about his bed
Lamenting his untimely death.
When Henry, with his latest breath,
Cried 'Oh, my friends, be warned by me.
That Breakfast, Dinner, Lunch, and Tea
Are all the human frame requires …'
With that, the wretched child expires.



Do you know any English poems? Find one and recite it to the class.

Go online for more **vocabulary** practice

Reading and speaking

The Picture of Dorian Gray – by Oscar Wilde



1 Read about Oscar Wilde. Answer the questions.

- How many novels did he write?
- What else did he write?
- What is the theme of *The Picture of Dorian Gray*?
- Was it an immediate success?

Oscar Wilde (1854–1900) was an Irish writer who became one of London's most popular playwrights in the late 19th century. He wrote just one novel, *The Picture of Dorian Gray*. At first, this was very badly received, but years later, after Wilde's death, it was finally recognized as a great classic. Wilde always defended Dorian Gray, saying that 'the idea of a young man selling his soul in exchange for eternal youth', was 'old in the history of literature'. Over the years, there have been many adaptations for stage and film.

2 Look at the list of characters. The setting is late 19th century London. Guess what happens in the story.

3 4.9 Read and listen to the story for pictures 1–6. Answer the questions.

1 Why did Lord Henry want to meet Dorian?
2 Why do you think Basil didn't want this?
3 How did Lord Henry's words influence Dorian's reaction to the portrait?
4 What did Dorian confide to Henry?
5 What caused James to be so worried about his sister?
6 Why was Dorian so embarrassed?

4 What is your opinion of each of the characters so far?

5 4.10 Read and listen to 7–12. Answer the questions.

7 What made Dorian so afraid?
8 Why was Henry so shocked at Dorian's words?
9 What happened when Basil came to see Dorian?
10 How and why did Alan Campbell help Dorian?
11 Why didn't James Vane kill Dorian?
12 What was the portrait like at the end of the story? Why?

What do you think?

- Which characters were most to blame for the tragedy?
- How can people stay young-looking today? Would you do it?

In your own words

Work with a partner. Use the pictures to retell the story.

Watch a video about how to tell a good story.



The Picture of Dorian Gray

by Oscar Wilde

London, late 19th century



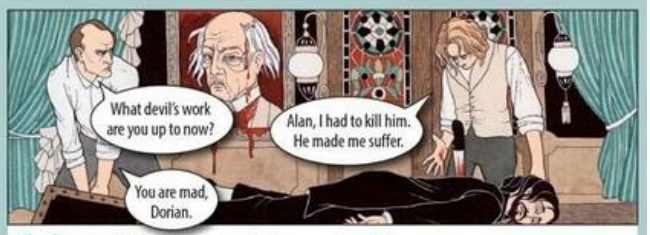
1 Basil Hallward was working in his studio on a portrait of a beautiful young man, when he was visited by his pleasure-loving friend, Lord Henry Wotton. Henry was very impressed by the portrait and wanted to meet this charming youth, Dorian Gray. This worried Basil.



4 Dorian and Henry soon became great friends and Dorian began to seek new pleasures around London. One day, he confided to Henry that he had been to an old Shakespearian theatre in the East End, and fallen in love with 'Juliet', a beautiful young actress called Sibyl Vane.



7 Dorian left Sibyl and walked the streets. Arriving home at dawn, his eye caught the portrait and he jumped back in horror. The face had changed – his soft expression had become hard and cruel. Suddenly he recalled what he'd said in Basil's studio. Dorian was afraid!



10 Basil's body lay beneath the portrait, which was now sweating blood. A cruel and desperate Dorian contacted a former doctor friend, Alan Campbell, and managed to blackmail the horrified man into helping him get rid of Basil's body.

The characters


Dorian Gray: a wealthy, cultured, extremely handsome young man


Basil Hallward: a well-known portrait painter


Lord Henry Wotton: a pleasure-seeking Oxford University friend of Basil's


Sibyl Vane: a young Shakespearean actress


Dr Alan Campbell: former friend of Dorian


Mrs Vane: Sibyl's mother


James Vane: Sibyl's brother, a sailor



2 At that moment, Dorian arrived and, to Basil's distress, invited Henry to stay and watch. Immediately Henry started to charm Dorian with his clever ideas about life. Basil continued painting, but Dorian was tired and went into the garden. Henry followed.



3 Dorian listened wide-eyed to Henry's words about the horrors of old age. He had never thought about this before. He viewed his youthful self in the finished portrait and felt troubled. It would never grow old and ugly. He would sell his soul to remain young forever, like the portrait.



5 Sibyl lived with her poor mother and brother James, who was preparing to sail to Australia. James was frightened for his beloved sister. She had told them of her great love of 'Prince Charming', whose real name she did not know, but who came to see her play each night.



6 Finally, Dorian asked Sibyl to marry him. He invited Henry and Basil to see her act so that they could see why he had fallen for her. She looked lovely as Juliet. Then she spoke … her acting was terrible, meaningless. Dorian, embarrassed and furious, ended the engagement.



8 Next day, Dorian approached the portrait, sick with fear. He was gazing at it with disbelief when Lord Henry arrived. Dorian told him that he'd now decided to marry Sibyl after all. Henry gasped! Dorian hadn't received his note – Sibyl was dead!



9 Years passed. Dorian tried to drown his guilt in a life of pleasure and scandal. Basil came to confront him about his evil ways, and reacted with horror when Dorian revealed the now hideous portrait. In a fit of rage, Dorian blamed Basil for all his suffering, and stabbed his friend to death.



11 Dorian tried to forget Basil and the portrait. Again he threw himself into his decadent life. One night in a pub by the river, a sailor grabbed him from behind. It was Sibyl's brother, James! But how could this youthful-looking man be Dorian? James ran off in fear.



12 Finally, Dorian had suffered enough. He wanted his old life back. He went to see the portrait. To his horror, it had become even more repulsive. He had to destroy it. He took a knife and stabbed the picture … The police found the body of an ugly, wrinkled old man beneath a perfect portrait.

Listening and speaking

Once upon a time …

1 Work with a partner. Did you have a favourite story as a child? What was it? Why did you like it?

2 Which of these stories do you know? Tell your partner what you know about them.

3 4.11 Listen to people talking about two of the stories. After each one, say which story it is and who the main characters are.

4 4.11 Listen again and make notes in the chart. Discuss your notes with your partner.

	1 Richard and Ian	2 Beth and Anna
Why is it a favourite story?		
Who are the good characters and who are the bad characters?		
What are some key moments in the plot?		
What magic is there in the story?		

5 Who or what do these lines from the conversations refer to? Discuss with your partner.

Richard and Ian

1 I was fascinated by the flying.
2 He was scary to me.
3 All the kids in the audience screamed.
4 I loved the idea of never growing up.
5 She was so cheeky and rude.
6 Being an adult is tough.

Beth and Anna

1 It's quite a dark story really. It's really sad.
2 A wicked witch whisked it away.
3 Don't ask difficult questions.
4 She used to throw it out of the window.
5 He didn't die, but he was blinded.
6 They lived happily ever after.

In your own words

Make some notes about your favourite childhood story. Tell it to your partner or the class in your own words and explain why you like it.



Everyday English Giving opinions

1 4.12 Read and listen to the conversation between **three** people. What's it about? Which **two** people agree with each other?





A So, what do you think of the latest Bond movie? It's really great, isn't it?

B Definitely! I think it's absolutely fantastic!

C Mmm. D'you think so? I'm not so sure. It wasn't as good as the last one.

B Oh yes, it was. I thought it was much more exciting.

C It was OK, but it wasn't that good. My favourite will always be *Skyfall*.

A Why? Because Daniel Craig was Bond?

C No, of course not, but he does make a pretty good Bond, doesn't he?

B Pretty good? He's absolutely brilliant.

A Yeah, he's a cool guy. Do you two have a favourite Bond?

C Me, no, not really. They're all so different.

B For me it's Sean Connery – surely he's the best? He's the original. I've got the whole box set of all the Bond movies and he was definitely the best.

A I totally agree. He's the definitive James Bond. I love his Scottish accent.

C Well, I do too, but you're only saying he's the best because he was the first. Who d'you think the next Bond will be?

A I've no idea.

B Maybe they'll have a female Bond one day – Jemima Bond!!

C Now, that's something I could be really enthusiastic about! Dum-di-di-dum dum … !! Jemima Bond saves the world!

2 4.12 Listen again to the conversation. Answer the questions.

1 **A** and **B** agree with each other. They express strong opinions. Find examples of the words they use.

2 **C** is not so sure and is less enthusiastic. What are her actual words?

SPOKEN ENGLISH Agreeing and disagreeing

1 4.13 Listen and repeat the sentences. The intonation on the question tags goes down. Why?

'It's great, isn't it?' 'He does make a pretty good Bond, doesn't he?'

2 We can use an adverb to qualify an adjective or a verb. Which two are the strongest?

really great absolutely fantastic pretty good really like just love totally agree

3 Work with a partner. Complete these question tags.

1 We had a great time in New York, *didn't we*?

2 But the weather wasn't that good, _____?

3 New Yorkers lead very busy lives, _____?

4 Our friends took us to a fabulous show on Broadway, _____?

5 We'd never been to a musical before, _____?

6 I lost my passport. I'm such an idiot, _____?



4.14 Listen and check. What is the reply? Practise with your partner.

4 Make these opinions stronger. Use a wide voice range to sound enthusiastic.

1 He was pretty good in the role.
Pretty good? He was ***absolutely wonderful***!

2 The talk was quite interesting. *really fascinating*

3 The bride looked quite nice. *absolutely fabulous*

4 I quite liked that chocolate dessert. *really loved*

5 He quite likes Maria. *totally adore*

6 The book wasn't very good. *really awful*

7 I don't like noisy bars. *just can't stand*

4.15 Listen, check, and repeat.

What's your opinion?

5 Write some notes on *two* of these topics.

- the last film you saw
- something in today's news
- the weather
- a sporting event

6 Work with a partner. Use your notes to ask for and give your opinions.

Have you seen/heard/read … ?

No, I haven't. What did you think of it?

It was brilliant! Really amazing!

Go online for more **speaking** practice

Writing A story (1)

Linking ideas

1 Look at the picture. Who are the people? What do you think the story is about?

2 Read the story of the farmer and his sons. Complete the moral at the end.

3 Where do the following sentences fit in the story? Write a–f in spaces 1–6.

a as soon as their father had died
b who had worked hard in his vineyard all his life
c what their father had meant by the great treasure
d and while they were working they thought about what their father had said
e because they felt that all their hard work had been for nothing
f Soon they had dug up every inch of the vineyard

4 Read the next story. Who are the people in the picture?

5 Complete sentences 1–9 with the linking words from the box.

before	as soon as	while
during	when	but
However,	so	who

6 Rewrite the story. Add more detail to make it more interesting. Begin like this:

There was once an old emperor who lived in an enormous, golden palace in the middle of the city, Ping Chong. He had three beautiful daughters, but unfortunately no son …

7 Write a folk tale or fairy story that you know. Write about 200 words.

Begin: **There was once …** or **Once upon a time, there …**

End: **… and they lived happily ever after.**

Go online for more **writing** practice

The Farmer and his Sons

There was once an old, dying farmer [1]_____. Before he died he wanted to teach his three sons how to be good farmers. So he called them to his bedside and said, 'My boys, I have an important secret to tell you: there is a great treasure buried in the vineyard. Promise me that you will look for it when I am dead.'



The sons gave their promise and [2]_____, they began looking for the treasure. They worked very hard in the hot sun [3]_____. They pictured boxes of gold coins, diamond necklaces, and other such things. [4]_____. But they found not a single penny. They were very upset [5]_____. However, a few months later, the grapes started to appear on the vines and their grapes were the biggest and best in the neighbourhood and they sold them for a lot of money.

Now the sons understood [6]_____ and they lived happily ever after.

***The moral of this story is:* "Hard work brings _____."**

The Emperor and his Daughters

1 There was once an emperor _____ lived in a palace.
2 He had three daughters _____ no sons.
3 He wanted his daughters to marry _____ he died.
4 He found three princes. _____ his daughters didn't like them.
5 They refused to marry the princes, _____ the emperor became very angry.
6 He said they must get married _____ they were 16 years old.
7 The three daughters ran away _____ the night and found work on a farm.
8 They fell in love with the farmer's sons _____ they were working there.
9 They married the sons _____ they were 16.



Rights and wrongs 5

- Grammar Modals and related verbs
- Vocabulary Phrasal verbs (1)
- Everyday English Polite requests and offers
- Reading The jar of pebbles
- Listening Rules for life
- Writing Writing for talking (1)



'The only thing harder than knowing the right thing to do … is to actually do the right thing.'

Viet Thanh Nguyen

1 Look at the photo. What are the cat and dog thinking? What do you think might happen?

2 Read the quote. Why is it so difficult to do the right thing sometimes?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Modals and related verbs

STARTER

Look at the sentences. Say them aloud as a class.

You	can must should have to	go.

1 Say the negatives.
2 Say the questions.
3 Say the third person singular forms with *he*.
4 Which verb changes its form? How?

Everyday dilemmas

1 Work in groups. Read the everyday dilemmas 1–8 in **A** and discuss what you think is the right thing to do.

I don't think they should take stationery for personal use, because …
They mustn't …

2 Read the lines a–h in **B** and match them with the dilemmas in **A**. Do you agree with the advice given?

3 5.1 Listen and compare, and listen to the next line in each conversation. Can you think of a reply to it?

4 Underline the ways of asking for advice in **A**, and the verbs used in **B** to give advice.

GRAMMAR SPOT

1 Which of these sentences gives the stronger advice?
You **should** tell the shop assistant.
You **must** hand it in.

2 Which of these sentences express permission? Which express obligation?

You	can need to must are allowed to have to	leave now.

3 Complete the sentences with *have to*, *don't have to*, or *mustn't*.
- Children _____ go to school.
- You _____ go out in the sun without suncream on.
- Most people _____ work on a Sunday.
- _____ you _____ work on Sundays?

4 The past of these sentences is the same. What is it?
I must go. I have to go.

Grammar reference 5.1–5.5 p145–7

What should I do?

??? Everyday dilemmas ???

A

1 I work in an office with a huge stationery cupboard. Do you think it's OK to take envelopes and pens home for my personal use?

2 I've just found a £20 note on the floor in the university library. Should I hand it in?

3 My partner often leaves the email inbox open on his laptop when he's out of the room. Is it wrong to have a look through his emails sometimes?

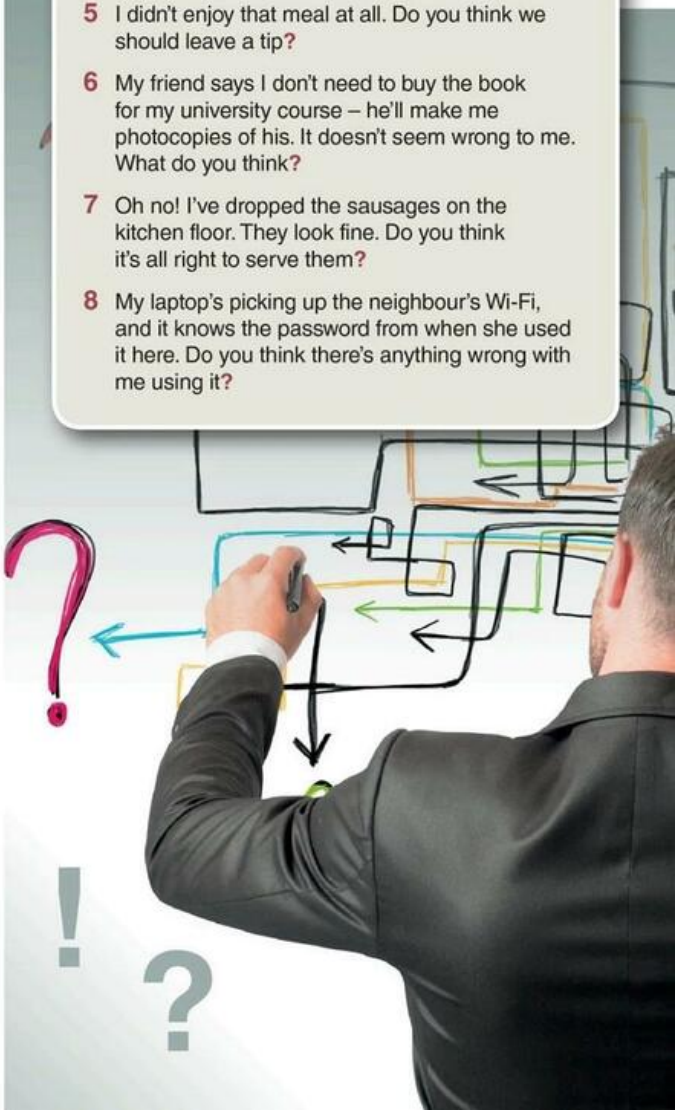
4 That shop assistant has given me too much change. I don't know whether to go back and tell her?

5 I didn't enjoy that meal at all. Do you think we should leave a tip?

6 My friend says I don't need to buy the book for my university course – he'll make me photocopies of his. It doesn't seem wrong to me. What do you think?

7 Oh no! I've dropped the sausages on the kitchen floor. They look fine. Do you think it's all right to serve them?

8 My laptop's picking up the neighbour's Wi-Fi, and it knows the password from when she used it here. Do you think there's anything wrong with me using it?





B Giving advice

a We don't have to leave one if we don't want to.

b You mustn't use it without asking her. It might end up costing her more.

c It's not just that it's wrong, it's illegal! You know you're not allowed to make copies.

d Of course it is! You need to give people some privacy, even in a relationship.

e You can't give people food that's been on the floor!

f Yes, you must, of course! I'm sure whoever's lost it will ask if it's been found.

g You probably should. They sometimes take it out of their wages if cash is missing.

h Well, you shouldn't really. It's not allowed, so it is actually stealing.



Practice

Breaking the rules

1 5.2 Listen to three conversations. After each one discuss these questions.

1 What is the problem?
2 What is the advice given?
3 Do you agree with the advice? Give your advice if you don't.

2 5.2 Listen again and complete the lines with the exact words.

1 We _____ pay a fine for taking our kids on holiday in school-term time!
2 You _____ pay the ridiculous prices they charge for flights during school holidays.
3 You _____ go abroad on holiday.
You _____ take them somewhere in this country.

4 They _____ be smoking in here.
5 You _____ smoke anywhere in a public building.
6 No, you _____ get involved.
7 No, we _____ just sit here and do nothing. I think someone _____ say something.

8 I _____ text wherever I want to, thank you!
9 If you _____ text while you're out shopping, you _____ stop somewhere.
10 You _____ stop every time you want to look at your phone!

Practise the conversations in 5.2 on p133.

Discussing grammar

3 Choose the correct verb to complete the sentences.

1 Richard still hasn't arrived. Do you think I *should* / *must* call him?
2 You *shouldn't* / *mustn't* make any noise in the library – people are reading and studying.
3 *Can* / *Must* I leave now? I need to get home early today.
4 You *mustn't* / *don't have to* go to classes to learn English, but it's more fun.
5 We didn't have computers when I started work. We *must* / *had to* use typewriters.
6 *Can* / *Are* you allowed to take photos in the museum?
7 Do we *must* / *have to* pay to use the Wi-Fi here?
8 You *have to* / *don't need to* study hard if you want to become a doctor.

Go online for more grammar practice

Rules and customs – then and now

Past times

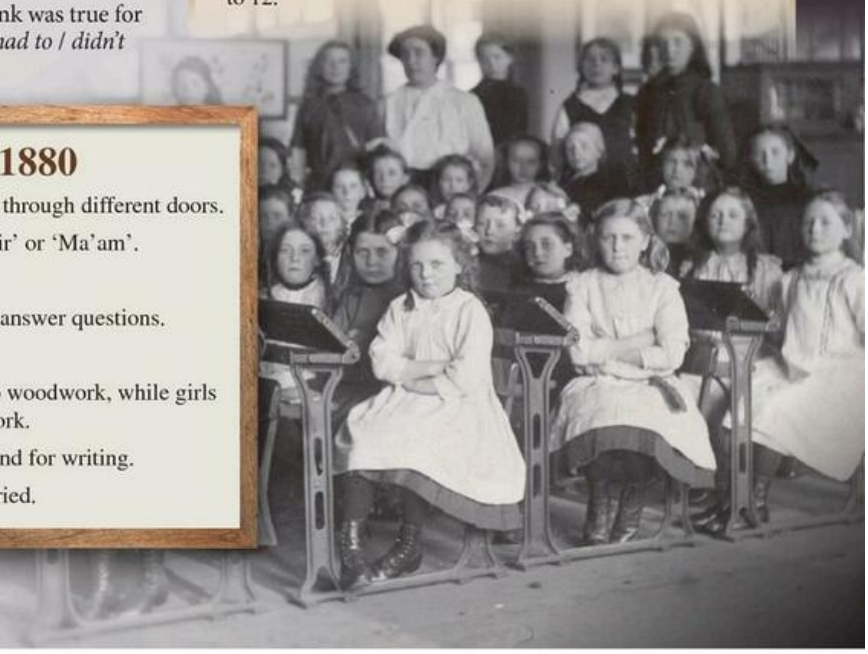
1 Read about *Education in Victorian England*. Work with a partner and choose the correct option in 1–3.

1 In 1870, children from poorer families *had to* / *didn't have to* go to school.
2 In 1880, all children *had to* / *weren't allowed to* go to school until they were 10.
3 In 1899, children *weren't allowed to* / *didn't have to* leave school until they were 12.

2 Read *School Rules 1880*. What do you think was true for Victorian schools? Complete them with *had to* / *didn't have to* / *weren't allowed to*.

Education in Victorian England 1832–1901

In Victorian England, education played a very small role in most children's lives. In 1840, only 20% of children had any schooling at all. Then, in 1840 an Education Act was passed which said that children aged 5–10 should attend school. However, many parents ignored this because they needed their children to work and earn money for the family. It was only in 1880 that school became obligatory for all children until the age of 10, with 70 or 80 pupils in a class. Then, in 1899, the school leaving age was raised to 12.



School Rules 1880

1 Boys and girls *had to* enter the school through different doors.
2 Children _____ call teachers 'Sir' or 'Ma'am'.
3 Children _____ ask questions.
4 The children _____ stand up to answer questions.
5 Children _____ do any sports.
6 In the afternoon, boys _____ do woodwork, while girls _____ do cooking and needlework.
7 Children _____ use their left hand for writing.
8 Female teachers _____ get married.

5.3 Listen and check your ideas.

Present times

3 Work with a partner. Read the lines in 1–10. Which ones are connected with **a) the law**, **b) customs and manners**? Which are true for your country?

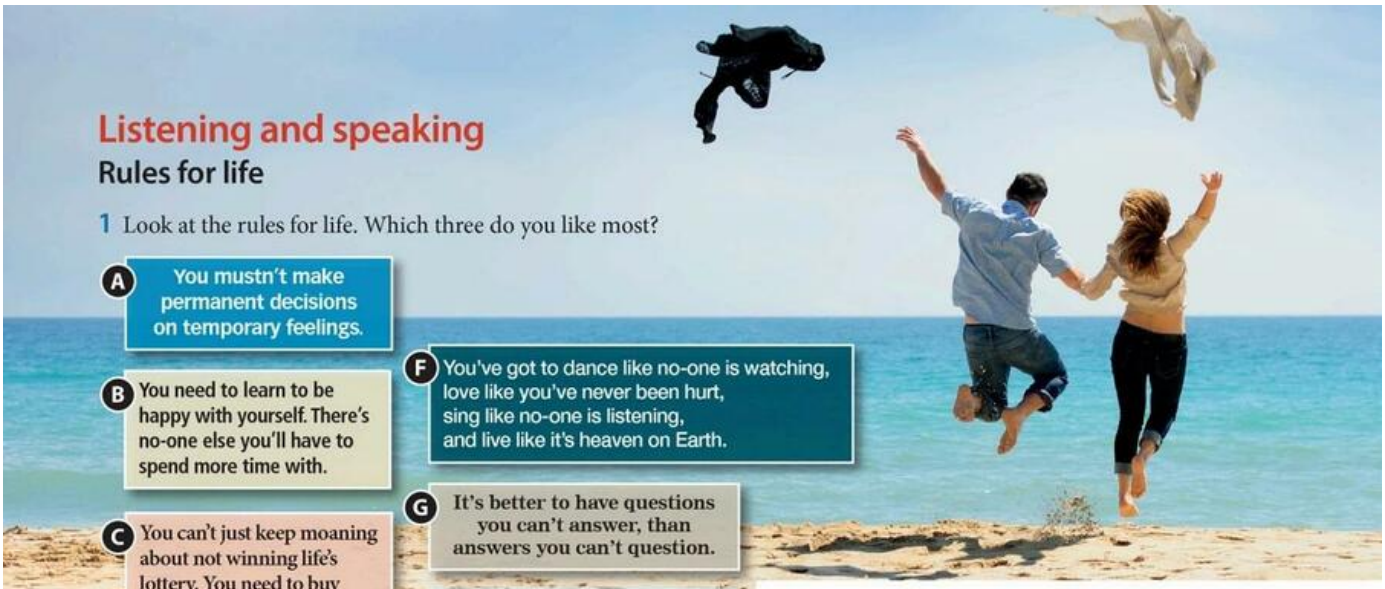
In Britain, ...

1 you can't buy cigarettes or alcohol until you're 18. **a) the law**
2 young people don't have to do military service.
3 you have to order drinks at the bar in a pub.
4 you aren't allowed to smoke in any indoor public place.
5 you must queue at the bus stop.
6 you should say sorry if you bump into someone, even if it's their fault.
7 you're allowed to cross the road when the lights tell you not to.
8 you mustn't use a mobile phone when driving.
9 you shouldn't ask people how much they earn.
10 many schoolchildren have to wear school uniforms.

Discussion

4 Do you agree with these statements? Discuss in groups.

- Schoolchildren should be allowed to call teachers by their first names.
- A man doesn't need to offer his seat to a woman on a bus or train.
- You shouldn't discuss personal matters on your phone in public.
- You must get someone's permission before posting a photo of them on Facebook.
- You don't have to get married to have children.
- You mustn't cycle on the pavement.



Listening and speaking

Rules for life

1 Look at the rules for life. Which three do you like most?

A You mustn't make permanent decisions on temporary feelings.

B You need to learn to be happy with yourself. There's no-one else you'll have to spend more time with.

C You can't just keep moaning about not winning life's lottery. You need to buy the ticket!

D You must remember that what other people think of you is none of your business.

E The further away the remote control is, the more you'll like what's on TV.

F You've got to dance like no-one is watching, love like you've never been hurt, sing like no-one is listening, and live like it's heaven on Earth.

G It's better to have questions you can't answer, than answers you can't question.

H Life can only be understood backwards, but it must be lived forwards.

I You should just accept that some days you're the pigeon, and some days you're the statue.



2 5.4 Listen to four people talking about the rules. Which of the quotes A–I do they talk about?

1 Ellie F
2 Dan ___
3 Amanda ___
4 Mark ___ and ___

3 5.4 Listen again and answer the questions.

1 Why does she think other people on the dance floor aren't interested in how she's dancing?
2 Why does she think her family don't complain about her singing?
3 What does Michael, the man in Dan's story, keep asking God? Why is this funny?
4 What does Dan think we should do when we want something?
5 Why doesn't Amanda like the quote from Kierkegaard?
6 What would she like to be able to do?
7 What does Mark think his first rule tells us about modern life?
8 What kind of day is Mark having?

What do you think?

- What do you think of the rules that weren't talked about by the four people?
- Which is your favourite rule of all? Why?
- Do you have any other good rules for life?

Vocabulary

4 Match the verbs in **A** with the words in **B**.

A	B
1 change	sure
2 pay	your mind
3 have	your patience
4 do	a good time
5 moan	someone's prayers
6 make	your bit
7 answer	about life
8 lose	attention to

Work in pairs and make a sentence with each of the verb phrases.

I'm not good at making decisions – I keep changing my mind.

SPOKEN ENGLISH *have got to*

1 *have got to* means the same as *have to*, but is used more in spoken English. Look at the examples.

'You***'ve got to help*** me out here.'
'We***'ve got to*** do our bit.'
'I guess you***'ve got to*** accept it.'

2 Complete the conversations with *'s/'ve got to* and a verb.

1 A Is your mum away?
B Yeah, so Dad _____ all the cooking.
2 A Where's my phone? I _____ Jim.
B It's where you left it, on the table.
3 A Can I go out now, Mum?
B No, you _____ your homework first.
4 A Have some more tea.
B Thanks, but I _____ now.

5.5 Listen and check. Practise the conversations.

Grammar reference 5.2 p145

Reading and listening

The philosophy of pebbles

1 Look at the photo of pebbles in a glass jar. Is the jar full?



2 Read **Part 1** of a story about a philosophy lecture. Answer the questions.

1 Why does the professor say that it's important to pay attention to the question?
2 What other things does he use apart from pebbles?
3 What do you think he's trying to teach the students?

3 Read **Part 2** of the story. Can you summarize the message of the lecture in one sentence?

4 Work in pairs. Without looking at the text, try to fill in the chart. Check with the text.

	What they represent
Pebbles	
Peas	
Sand	

5 5.6 What do you think the professor says about the beer? Listen to the end of the lecture and find out.

The jar of pebbles

Part 1

As Professor X entered the lecture hall, many of the students continued chatting noisily. When he reached the front of the hall, instead of calling for attention, the professor quietly placed his briefcase on the desk and then brought out from behind it a large, empty glass jar and a bag of pebbles. The room gradually fell silent as each of the students noticed what he was doing, and realized that this was no ordinary philosophy lecture. They watched curiously as he started dropping the pebbles carefully into the jar. When the glass was full of pebbles, he finally looked up at the students and asked them:

'So, would you say that this jar is full?'
'Yes,' one of them answered.
'Do you agree, Sabina?' the professor asked.
'Yes,' replied Sabina.
'Dan?'
'Yeah, it's full of pebbles.'
'Mmmm, maybe, but you need to pay more attention to the actual question,' said the professor.

He then reached behind the desk once more, and picked up a bag of dried peas. He poured the peas into the jar, and rolled the jar around. As the peas fell through the gaps between the pebbles, he continued to pour them in, until no more would fit.

'So, would you say that the jar is full now?' asked the professor.
'Yes,' 'Yup, it's full now,' 'Yeah,' the students answered.
'OK ...' said the professor.

He smiled as he took a bag of sand from behind the desk and poured it into the jar. Obviously, the sand ran through the pebbles and peas and filled all the remaining space in the jar.

'So ..., is the jar full now?' he asked.
'Yes, it's definitely full!'
'Do you all agree?'
'YES!'

The class began to giggle as the professor reached behind the desk once more. This time he produced a can of beer, and the laughter increased as he opened the can and slowly poured the beer into the jar, letting it soak into the sand until no more would go in.



Part 2

When the laughter had died down, the professor began to speak.

"OK, joking aside, I want you to see that this jar is like your life. Now, we've all got to do some work to earn money, but apart from that, in a free society you're allowed to fill your life with pretty much whatever you want to.

The pebbles represent the *big* things in your life, the really important things – your partner, your family, your friends, your health, your strongest passions. Sure, there are other things that seem really important, but the pebbles are the things which, even if you lose everything else, mean that your life can still be full and meaningful.

The peas are other things which are also important in your life – your job, your house, your car. But you don't *need* to have these things in order for life to be meaningful, and they're not as difficult to replace if you lose them. And the sand ... that's everything else in life – the small stuff. You can have great fun with it – watching TV, going on Facebook, playing video games. But, here's the lesson in this ...

If you look around, you'll notice that a lot of people's lives, and maybe your own, can easily get filled up with too much sand and too many peas. You mustn't let this happen, because if the jar's full of sand and peas, there's no space for the pebbles. You've got to keep an eye on how much time you're devoting to the small things in life, because if you're not careful, you won't have enough space for the big things that are most important in life. You should make sure you're spending enough time on the things that bring you real happiness – doing something special with your partner, playing with your children, seeing good friends. You can always *make* time to do all the other things you think you have to do, chores like cleaning the house, washing the car ... and you might decide you don't really have to do them as often as you think. So, take care of the pebbles first, and decide what your real priorities are in life – the rest is just sand."

'What about the beer?' asked Kirsty...

Vocabulary

6 Match the words from the text with their definitions.

1 to giggle	a to give time to
2 to soak	b to watch carefully
3 to die down	c ordinary, everyday things
4 to devote time to	d everyday jobs around the house
5 stuff	e to make something completely wet
6 to keep an eye on	f things which are seen as most important
7 chores	g to laugh nervously
8 priorities	h to become quieter or weaker

What do you think?

Work in small groups. Think of other things in your life that are represented by the pebbles, peas, and sand.

- Are there enough pebbles?
- Is there too much sand?
- Are there too many peas?
- What could you do to improve this?

Watch a video about choices to make when growing up.





Vocabulary and speaking

Phrasal verbs (1)

Literal or idiomatic meaning?

1 What does *pick up* mean in these examples from the text on p54? In which is it used literally, and in which idiomatically?

I'm glad you picked up on that, Kirsty.
The professor picked up a bag of dried peas.

In which of the pictures is the use of *pick up* misunderstood? Why?



2 Work with a partner. In each group of sentences, which phrasal verb is literal? Which two are idiomatic? What do they mean?

1 a My mum *brought up* five children while working full-time.
b The hotel porter will *bring* your bags *up* to your room.
c Don't *bring up* the subject of money too early in a job interview.

2 a My business really *took off* last year.
b Would you mind *taking off* your shoes?
c The flight *took off* half an hour late, but we still managed to arrive on time.

3 a I was so tired I *dropped off* to sleep while watching TV.
b The box *dropped off* the back of the truck as it went round the corner.
c If you want a lift, I can *drop you off* at the rail station.

4 a Don't worry, the dog can't *get over* that wall – it's too high!
b I can't *get over* the fact that he lied to me!
c It's difficult to *get over* to young people why pensions are important.

Separable or inseparable?

Separable phrasal verbs: nouns can go *after* both parts of the phrasal verb, or *between* them.
Look up **this word**. Look **this word** up.
Pronouns must go *between* the two parts of the verb.
Look **it** up.
Inseparable phrasal verbs: both **nouns** and **pronouns** must go *after* both parts of the phrasal verb.
You'll get through **this break-up**. You'll get through **it**.

3 These sentences all contain **separable** phrasal verbs. Replace the words in *italics* with a pronoun.

1 Try turning off *the computer*. **Try turning it off.**
2 Take off *your shoes*.
3 Could you drop *Jason* off at the cinema?
4 They've brought up *their children* well.
5 Could you fill out *this form*, please?
6 Why don't you try on *that dress*?

Read the sentences to your partner. Your partner should then repeat them using the pronoun.

4 Are the phrasal verbs in 1–8 **separable** or **inseparable**? Check in a dictionary. Replace the words in *italics* with a pronoun.

1 I managed to get through *the day*. **inseparable**
I managed to get through it.
2 We both can't get over *the shock*.
3 You'll need to look *these words* up.
4 Why on earth did you bring *his divorce* up?
5 We'll look after *your cat* while you're away.
6 I'll go over *my notes* before the exam.
7 Do you take after *your father* or *your mother*?
8 They'll pick *Carla* up at the airport.

5.7 Listen to 1–8. Repeat them with pronouns, then check.

Talking about you

5 Complete the questions and ask and answer them with a partner.

after	through	on (x2)	off	up (x3)

1 Did your parents bring you _____ strictly?
2 Do/Did you get _____well with both of them?
3 Do you often look words _____ in a dictionary?
4 Have you got any bad habits that you want to give _____?
5 Have you ever looked _____ a baby?
6 Do you like trying _____ new clothes?
7 Do you ever drop _____ when you're watching TV?
8 Could you get _____ a day without your mobile phone?

Go online for more **vocabulary** practice

Everyday English Polite requests and offers

1 Match a line in **A** with a line in **B**.

A	B
1 ___ Is there any chance you could lend me £20?	a No, go ahead. It is very stuffy in here.
2 ___ Do you want me to record that film later?	b Thanks, that'd be great. I did a mega shop!
3 ___ Would you mind moving your car?	c Er, I've only got £15. Would that be enough?
4 ___ Could I borrow a pen for a second?	d Yeah. I used the keyboard shortcut, Ctrl B.
5 ___ Can I give you a hand with those bags?	e Oh, sorry, I didn't realize you couldn't get out.
6 ___ Would you mind if I opened the window?	f No, the meal's nearly ready. Just sit down and relax.
7 ___ Is there anything I can do to help?	g Oh, brilliant! Could you drop me at the station?
8 ___ I could give you a lift into town if you want.	h Oh, yeah, do! We can watch it when I get back.
9 ___ Could you show me how you made that bold?	i Oh, yes please! I've got nothing in the fridge!
10 ___ I'll bring some food round if you like.	j Sure … I think this one works OK.

5.8 Listen and check.

PRONUNCIATION Intonation and stress

1 5.9 Intonation is important with requests. Listen to the difference:

Can you move your car? Can you move your car?

2 5.10 Make these requests in pairs, and then listen and repeat.

Could you confirm that by email, please?
Could I possibly use your phone charger?
Would you mind if I asked you a personal question?

3 5.8 Listen again to the conversations in exercise 1 and practise them with a partner.

Grammar reference 5.6–5.7 p147



2 5.11 Listen to four more conversations. Who is talking to who?

3 5.11 Listen again and complete the request or offer you hear in each one.

1 _____ meet at 12.00 instead?
2 _____ get a takeaway?
3 _____ texting while I'm talking to you?
4 _____ a taxi?

Roleplay

Work with a partner. Choose a situation and act it out to the class. You can use the ideas in the boxes to help.

IN A RESTAURANT

Student A you are a vegetarian customer
Student B you are a waiter

table by the window menu wine list order suggest water still or sparkling

IN A CLOTHES SHOP

Student A you are the sales assistant
Student B you want to buy a jumper

help in the window colours size try on suits sale 30% off card cash

AT HOME

Student A you are having a party
Student B you are a friend offering to help

guest list invitations come over help drinks snacks move furniture choose music clear up

Go online for more speaking practice

Writing Writing for talking (1)

Using sequencers in instructions

1 Discuss the questions in small groups.

- Have you ever lost or damaged your phone? What happened?
- Is your phone under warranty?
- What can you do if your phone gets wet?

2 5.12 Read and listen to a talk about how to repair a wet phone. Complete it with the time sequencers in the box.

then	While	Finally,	as soon as possible
After	First,	Then,	

How many other time sequencers can you find in the talk? Underline them.

3 Answer the questions.

1 What doesn't the speaker promise?
2 What's the worst thing you could do after taking the phone out of the water?
3 Why is it a bad idea to use a hairdryer?
4 Why is rice a good way to dry out the phone?
5 What should you do if the phone …
… is working again?
… isn't working again?

Prepare a *How to …* talk

4 There are lots of websites with information and videos on how to do different things. Choose a topic and do some research. It could be *How to …*

- cook something
- make something
- repair something

Take notes on the main instructions. What is there that people *must/mustn't/can/don't have to/need to/should* do?

5 Write a *How to …* talk to give to your class, of about 250 words. Introduce the topic, and say what you are going to explain. Then use time sequencers to organize your talk.

First, … / First of all, …	Now …
Next, …	While …
Then, … / then …	As soon as …
After that, …	Finally, …
After (a period of time), …	

Go online for more writing practice

How to save a wet phone

Have you ever dropped your phone in water, or spilled a drink on it? If so, you're not alone – a third of phones are lost because of water damage, and it doesn't always help if they're waterproof. Well, I can't promise anything, but today I'm going to tell you how you may be able to save a wet phone.

[1]_____ you must get the phone out of the water [2]_____. I know that might seem obvious, but it's important to realize that every second it's in the water, the more likely it is to be too damaged to repair. So, don't stand there panicking, and shouting 'Oh no!' Just rescue it immediately.



Next, you must switch the phone off straight away to stop water damaging the electrical circuits. If it was off when it got wet, you must leave it off. You mustn't switch it on to see if it's working. Of course, you're dying to find out if it is, but switching it on at this point is the worst thing you could do.

Now, wipe off any water from the outside of the phone, using some paper towels. [3]_____ gently shake the phone, so that any water inside has a chance to come out.

After that, you need to dry out the inside of the phone as much as possible. Don't use a hairdryer to try and dry it quickly – that might seem like a good idea, but the heat will do even more damage to the phone. It needs to dry out nice and slowly. So, get some uncooked rice and put it in a plastic box or bag, and put the phone in the middle of the rice. Close the box or bag so that the air can't get in, and [4]_____ leave it for about 48 hours. [5]_____ it's drying out, you mustn't keep opening it to see what's happening. Be patient!



[6]_____ 48 hours you can take it out and try switching it on. You might be lucky and find the phone is working perfectly! But, be careful! You should back up everything on your phone as soon as you can because there may still be a problem and it could stop working again later.

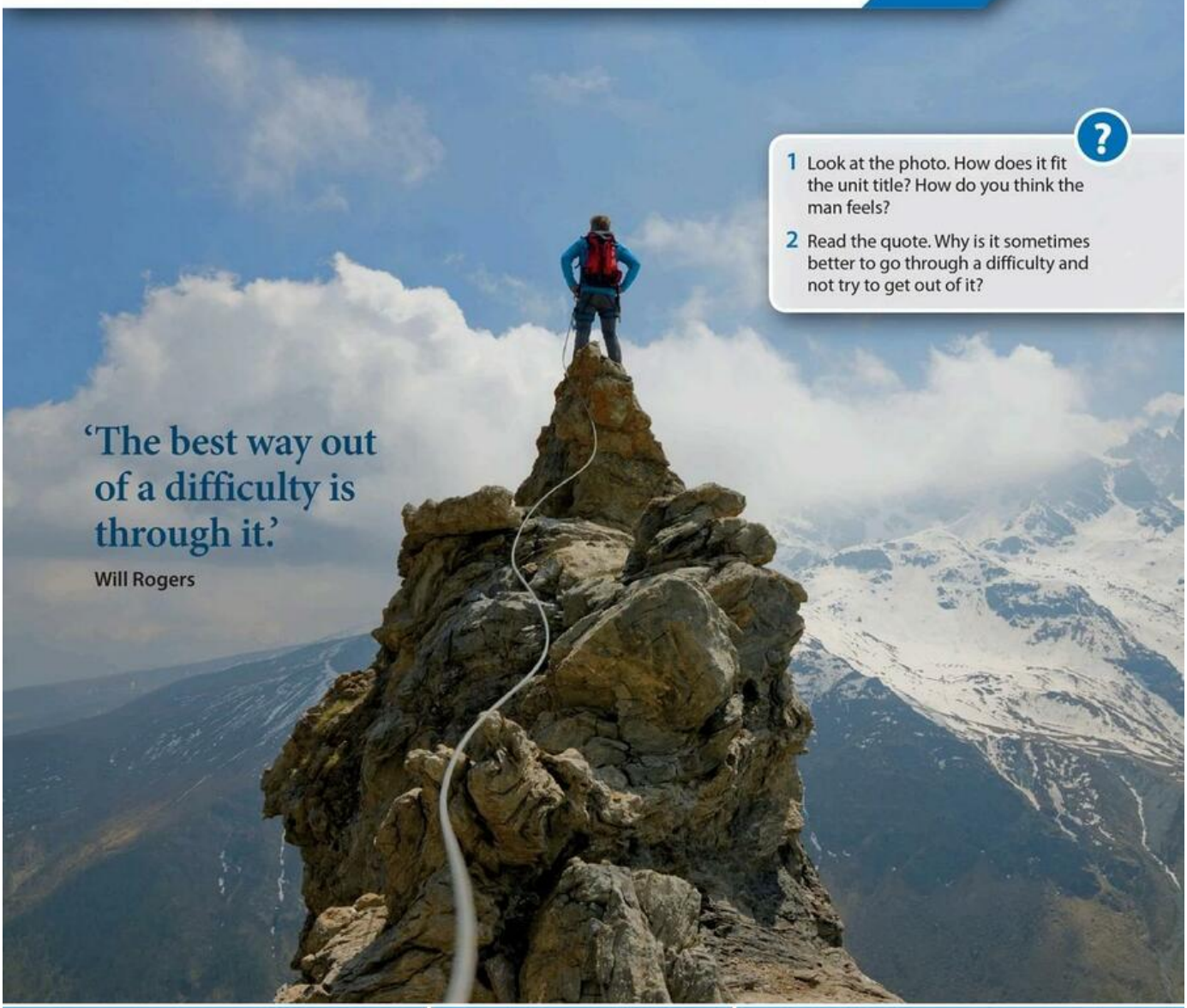
[7]_____ if you need to take it to a repair shop, or return it to the manufacturer, you have to be honest about what's happened. Most warranties don't cover water damage, and it's no good saying 'My phone's not working and I don't know why.' They put things inside the phone that tell them it's been in water, so they'll know you aren't telling the truth.

Anyway, good luck, and take care of your phones!

Easier said than done

6

- Grammar Present Perfect
- Vocabulary Adverbs
- Everyday English Numbers
- Reading Forest man
- Listening Ann Daniels – polar explorer
- Writing Adverbs in Descriptive writing



1 Look at the photo. How does it fit the unit title? How do you think the man feels?

2 Read the quote. Why is it sometimes better to go through a difficulty and not try to get out of it?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

59

Grammar Present Perfect – simple, continuous, passive

STARTER

Work with a partner. Talk about things you have **NEVER** done.

I've NEVER had a body piercing or tattoo.

I have. I've got a tattoo of a rose on my ankle.

I've NEVER seen a Leonardo DiCaprio film.'

Really? I've seen *all* his films. He's my favourite actor!'

Leonardo DiCaprio – actor & UN ambassador

1 Look at these film titles. Have you seen any of them? What do you know about the actor who starred in them, Leonardo DiCaprio?

- **What's Eating Gilbert Grape?** (1993)
- **Romeo and Juliet** (1996)
- **Titanic** (1997)
- **Gangs of New York** (2002)
- **The Great Gatsby** (2013)
- **Catch Me If You Can** (2002)
- **Inception** (2010)
- **The Revenant** (2015)

2 Complete the questions about DiCaprio. Use *did*, *was*, *has* or *have*.

1 Where and when _____ he born?
2 What _____ his mother doing when she chose his name?
3 When _____ he get his first film role?
4 What _____ he filming when he had the most fun in his life?
5 When _____ 'Leomania' begin?
6 How long _____ his foundation been supporting environmental causes?
7 When _____ he first nominated for an Oscar?
8 How many times _____ he been nominated?
9 _____ he ever won an Oscar?
10 Which famous actors _____ appeared with him?
11 How many model girlfriends _____ he had?
12 How much money _____ he donated to conservation projects?

3 Read about DiCaprio's life. Which things in his life do the quotes refer to?

4 Work with a partner. Ask and answer the questions in **2**.

6.1 Listen and check.

Leonardo DiCaprio

Well known as an award-winning actor, Leonardo DiCaprio has also worked tirelessly as an environmental campaigner for nearly two decades.

He is a UN Ambassador for Climate Change, and has devoted half of his website to environmental issues.

Born into a poor neighbourhood of Los Angeles, he remained close to both his ('hippy') parents after they separated, and he has often thanked them publicly. 'I'm completely indebted to them in every single way. They listened to their kid saying, "This is what I want to do," and they supported me unconditionally."

'I never got the urge to … rebel … nothing would have shocked my parents.'

AGE	LIFE EVENT
0	Born on **November 11, 1974**, in LA. His pregnant mother **Irmelin** chose his name because he first kicked as she admired a Leonardo da Vinci painting.
1	Parents separated. Leo lived mostly with his German mother.
3	Tap-danced on stage at a concert his father, **George**, took him to, when the band was late to appear.
5–17	Appeared in 40 TV adverts and TV serials.
16	Left school and had his film debut in *Critters 3* in 1991.
18	Starred in *This Boy's Life* with **Robert De Niro**.
19	Received the first of his six Best Actor Oscar nominations for *What's Eating Gilbert Grape?*, starring with **Johnny Depp**.
22	**Leomania** began after his role as Romeo to **Clare Danes**' Juliet in Baz Luhrmann's *Romeo and Juliet*.

'one of the wisest men I've ever met'

'it was the most fun I've ever had'





23 Became world famous after starring with **Kate Winslet** in *Titanic*.

'I've been to the Amazon, and people with no clothes on know about that film.'

24 Founded the **Leonardo DiCaprio Foundation** in 1998, to support environmental causes.

26–31 Dated Brazilian model **Gisele Bündchen**, the second of seven model girlfriends so far.



26 Hosted **Earth Day** summit on global warming in 2000.

28 Starred in *Catch Me If You Can*, directed by **Steven Spielberg**.

29–33 Wrote and produced *The 11th Hour*, an environmental documentary.

'I believe mankind has looked at climate change as if it were a fiction.'



39 Donated **$15 million** to **World Wildlife Fund**, part of a total of over **$70 million** given to conservation projects.

40 Played the fur trapper Hugh Glass in *The Revenant*, for which he finally received his first Oscar for Best Actor in 2016.

'it was the most difficult film I've ever done'

41 Spoke at the **World Economic Forum** in Davos in 2016, receiving the Crystal Award for artists committed to improving the state of the world.

GRAMMAR SPOT

1 Read some more facts about Leonardo. Name the three tenses. Why are they used?
- a DiCaprio **lives** in an eco-friendly apartment in New York.
- b He **lived** in Germany for a short time as a child.
- c He**'s lived** in his New York apartment since 2008.
- d He**'s lived** in LA, New York, and Malibu.

2 Which sentence talks about an activity? Which is about quantity? Name the two tenses.
His foundation **has been giving** money to environmental causes since 1998.
It **has given** more than $70m.

3 These sentences sound unnatural in the active. Make them passive.
- a People have nominated him for six Oscars.
- b Someone has asked him to speak at two Climate Summits.

Grammar reference 6.1–6.6 p147–8

Time expressions

5 Use the biography to complete these sentences about Leonardo with phrases from the box.

while he was filming *The Revenant*	
two years after he left school	
when he was 1	in 2002
for four years	since he was 5
between 2000 and 2005	until he was 41

1 Leonardo's parents separated _____.
2 He suffered a lot _____.
3 His first starring role came _____.
4 He was directed by Spielberg _____.
5 He worked on *The 11th Hour* _____.
6 He didn't win an Oscar _____.
7 He's been working as an actor _____.
8 He dated Gisele Bündchen _____.

Project

Work in groups of three. Each choose a different film from **1** and prepare to tell your partners what it's about. Do some research on your film if necessary.

Go online for more **grammar** practice

Practice

From bikes to horses

1 Look at the pictures. Which is the jockey? Which is the cyclist? Could it be the same person?

2 Read the conversation between two friends talking about **Victoria Pendleton**. Complete it with the correct form of the verbs in brackets.



Switching Saddles

Ann Sorry, [1] *did you say* (*say*) you're going to the races tomorrow?! Since when [2] *have you been* (*you / be*) a horse racing fan?!

Bob Well, it's more that I [3]_____ (*always / be*) a fan of Victoria Pendleton. She's riding in a big race tomorrow.

Ann But she's a cyclist!

Bob Well, yes, she *was*. She [4]_____ (*win*) Olympic gold in Beijing and London. She was amazing, but in fact she [5]_____ (*not / enjoy*) competitive cycling that much, so she retired, and she's a jockey now.

Ann Really? I [6]_____ (*not / know*) that. How long [7]_____ (*she / be*) a jockey?

Bob She [8]_____ (*only / be*) in a few races so far, but she [9]_____ (*train*) hard for over a year. She'd never sat on a horse before that, though.

Ann Wow, that's incredible!

Bob It is! For the last year she [10]_____ (*take part*) in a challenge called *Switching Saddles*, to see if she can ride in a top jump race within a year. She [11]_____ (*train*) by the best people right from the start, of course.

Ann It's still a huge challenge for a beginner, though. And those jumps always look scary to me. [12]_____ (*she / have*) any falls?

Bob Oh yeah, she [13]_____ (*fall off*) a few times in training, and she [14]_____ (*come off*) in one of her first races. But she [15]_____ (*fall*) in love with horse riding completely, and I'm hoping to see her win her first big race tomorrow – or at least stay on!

Ann Brilliant! Good luck to her!

* Note: Victoria didn't fall off in her first big race, and in fact rode very well and came 5th out of 24!

6.2 Listen and check.

Discussing grammar

3 Work with a partner. Look at the pairs of sentences. Which tenses are used? Why? Discuss the differences in meaning.

1 Victoria Pendleton rode bikes competitively for 11 years.
She's been riding horses for two years.
2 I work for a web design company.
I've worked for this company since 2016.
3 How long have you been living in Japan?
How many different countries have you lived in?
4 Have you ever met anyone famous?
Did you meet anyone famous at the film premiere?
5 I've already finished.
I haven't finished yet.
6 Who's been eating my chocolates?
Who's eaten my chocolates?
7 President Kennedy was assassinated in 1963.
Have you heard? President Kennedy's been assassinated!
8 Look at Mike's front door! He's painted it.
Look at Mike's clothes! He's been painting his front door.

4 Underline the correct verb form.

1 His plane *took off / has taken off* a few minutes ago.
2 How many emails *have you received / have you been receiving* today?
3 Look at the oil marks on the floor! You *'ve fixed / 've been fixing* your bike in here, haven't you?
4 The CEO *has resigned / has been resigned* and a new CEO *has appointed / has been appointed*.
5 I *work / 've been working* here since June. When *did you start / have you started*?
6 A huge snowstorm *has hit / has been hit* New York. Over 40 centimetres of snow *has fallen / has been falling* in the past 12 hours. People *have advised / have been advised* to stay indoors.

5 Which word(s) in the box can go in each of these sentences? Where do the words go?

just	yet	already	ever	never

1 I've read that book.
2 I've been reading an interesting book.
3 Has it been made into a film?
4 He's learned to drive.
5 The match hasn't finished.
6 Have you been to Morocco?

Compare answers with the class.

Talking about you – *Have you ever … ?*

6 Work with a partner. Choose things from the list and ask and answer questions about them.

Have you ever ridden a horse?

No, I haven't. It seems a scary thing to do!

- ride / a horse?
- read / a book in English?
- sting / by a bee or wasp?
- ask / a question after a talk or lecture?
- sleep / in a tent?
- lose / your phone?
- make / a cake?
- go / a fancy dress party?
- win / a competition?
- give / a parking fine?
- stay up / all night?

Tell the class about your partner.

'Maria's never ridden a horse because …'

SPOKEN ENGLISH *How long … ?*

1 Read the two conversations. What tenses are used in the two questions?

1 **A** How long are you here for?
B Three days. I arrived yesterday and I leave tomorrow.

2 **A** How long have you been here?
B I've been here a week. I arrived last Friday.

Which question refers to *past up to the present*?

Which question refers to *past, present, and future*?

2 Match these answers to the questions in 1.

a Four more days. We came two days ago.
b Since Monday.
c Over half an hour! Where have you been?
d Until Friday. We're leaving Friday morning.
e We're staying a month altogether.

6.3 Listen and check. Practise with a partner.

Vocabulary Adverbs

1 Some verbs and adverbs often go together.

drive carefully **train hard** **walk slowly** **explain clearly**

Work with a partner. Match a verb and adverb. Sometimes there is more than one possibility.

verb	adverb
wait love behave shine fight leave whisper die rain dress speak breathe	badly peacefully heavily smartly patiently fluently suddenly deeply brightly passionately softly bravely

Choose three examples and write a sentence with them. Read them out to the class.



Adverbs that don't end in *-ly*

2 Sometimes adverbs don't end in *-ly*. Complete the sentences with an adverb from the box. Where do these adverbs always go – after or before the verb?

loud	wrong	fast	close	fine	right
straight	hard	forward	late		

1 Why do you always drive so _____! Slow down!
2 Your son isn't a natural athlete, but he tries _____.
3 'Where's the town hall?' 'Go _____ on, and it's on the left.'
4 'How are you?' 'I'm doing _____. And you?'
5 You always spell that word _____! It should be 'weird', not 'wierd'.
6 Ooh! Tim and Briony are sitting very _____ to each other!
7 Don't talk so _____! Everyone can hear you!
8 Dan always arrives _____. He'll be here before long.
9 I can never pronounce this word _____. It's got too many 's' sounds in it!
10 The clocks go _____ one hour in March in the UK.

3 Mime some of the verb and adverb combinations in **1** and **2** to the class.

You're fighting bravely! It's raining heavily!

Go online for more **vocabulary** practice

Reading and speaking

The man who made a forest

1 Close your eyes and imagine you're in a forest. What can you see, hear, and smell? What does it feel like?

2 Match photos 1–6 with the words in the box.

soil	ant	snake	seeds	bamboo	sapling



3 Look at the photos and read the introduction about **Jadav Payeng**. What do you think he did? Why do you think he did it?

4 Read the rest of the article. How did it make you feel?

5 Are the statements about the article true (✓) or false (✗)? Correct the false ones.

1 Jadav is a sensitive person.
2 The population of Majuli has fallen to a quarter of what it used to be.
3 Planting bamboo wasn't Jadav's first idea.
4 Jadav asked people to help him water his young trees.
5 He lives alone.
6 Jadav has earned money by selling wood from his trees.
7 The villagers wanted to cut down his trees to make money.
8 Jadav accepts that animals will sometimes get killed in nature.
9 He doesn't own very much.
10 He expects to produce his next forest quickly.



Forest man

Don Jackman finds an example of a rare species – an environmental feel-good story.



There's no shortage of gloomy stories about the environment. Most of us have heard alarming reports of climate change and environmental destruction, but we often feel powerless to do anything other than get depressed about it.

Jadav Payeng didn't get depressed. His is the heartening story of a man who decided not to give in to that feeling of powerlessness. He has totally transformed the environment around him, single-handedly.

A dying island



It all began when he was a teenager, in 1979. Jadav grew up on Majuli Island in northern India, the largest river island on Earth, and enjoyed walking along its shores. One day, he saw hundreds of dead snakes on the river bank. Flood waters had washed them there, and there was no vegetation for them to shelter in. 'The snakes died in the heat, without any tree cover. I sat down and wept …'. Jadav realized how serious the problem of deforestation was – floods were washing away the soil where trees had been cut down. Majuli, with a growing population of 170,000 people, had lost 70% of its land over the last century.

Jadav planted some tree saplings on the barren land, but they died and it seemed nothing would grow there. He didn't want to give up though, and when he talked to some of the older people in his village, they suggested he try planting bamboo.

The first plantings

So Jadav went out every day, making holes for bamboo plants in the desert-like ground with a stick, and in a few years, large areas of bamboo forest had grown. He learned that red ants improved the condition of the soil, so he carried hundreds of them onto the land. He was stung many times. 'That was an experience!' he says, laughing.

He then decided to try growing proper trees again in the improved soil. The saplings survived this time, but as they grew in number, watering them regularly was a big challenge for one man. He hung

pots of water full of small holes over each one, and the water slowly dripped down over several days.

Since then, Jadav has been planting saplings and seeds every day, for nearly 40 years. He gets up at 3.30 a.m. to milk his cows, which provide a living for his wife and children, and then sets out for the forest at 8.30.



Life returns

As the forest has grown and grown, wildlife has returned – eventually rhinos, tigers, and elephants began to take shelter among the trees. Jadav then had to face his biggest challenge – men. It wasn't only the loggers who wanted to cut down his trees, but local villagers, too. They were worried about the elephants and tigers eating their crops and attacking their animals. Jadav said they would have to kill him before they killed his forest. He had the idea of planting banana trees for the elephants to eat, and made sure there was enough deer for the tigers to hunt, so they wouldn't need to go into the villages for food. The tigers have taken some of his own cows, but then, says Jadav with a smile, 'they don't know how to farm, do they?'



Future forest

The forest is now 1,400 acres, nearly twice the size of New York's Central Park. Jadav's story has been made into a film, *The Forest Man of India*, by a Canadian filmmaker, Douglas McMaster. McMaster followed Jadav for a month and says,

> 'He taught me that you can accomplish a lot with very little .... He doesn't even wear shoes. His way of life is extremely pure; free of possessions, yet he is extremely happy and positive.'

Is Jadav himself satisfied with what he's achieved? Well, yes, but his aim now is to create another forest on other barren land nearby. 'It may take another 30 years, but I am optimistic about it,' he says. 'No more global warming if everyone plants forest!'

Text by kind permission of Jadav Payeng, www.JadavPayeng.org



6 Find the highlighted words in the article and try to *guess* their meanings.

7 Now match the words with their definitions.

shortage	alarming	single-handedly	
to shelter	wept	barren	
dripped	loggers	crops	to accomplish

1 fell in small drops of liquid _____
2 without any help _____
3 to do something successfully _____
4 people whose job is cutting trees down _____
5 not enough of something _____
6 to protect yourself from bad weather _____
7 plants grown by farmers _____
8 very worrying _____
9 where nothing can grow _____
10 cried _____

What do you think?

- How would you describe Jadav's character? Why is his story called 'a rare species' in the title? What is amazing about his story?
- What are the biggest environmental problems in your country? Flooding? Water shortages? Pollution?
- What could you do as an individual to help the environment?
- Is it really a problem if some animals become extinct? Why/Why not?

Watch a video and learn more about another amazing transformation.

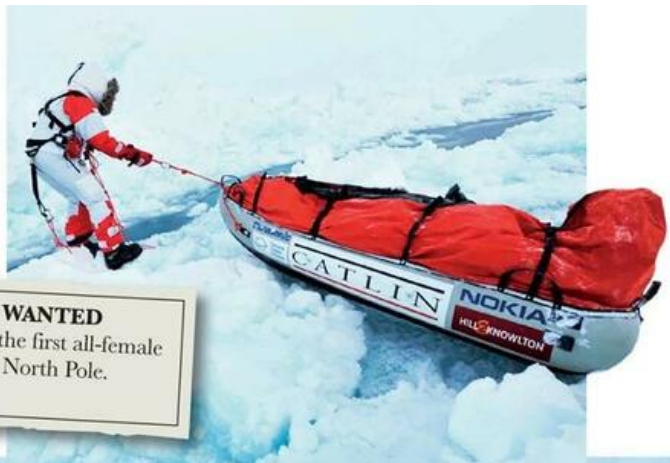


Listening and speaking

Ann Daniels – polar explorer

1 What is this advert for? What is surprising about it?

2 Read about Ann Daniels.
- How did she become a polar explorer?
- Why wasn't she an obvious choice for a polar expedition?



ORDINARY WOMEN WANTED
To become members of the first all-female relay team to walk to the North Pole.
No experience needed.



It was in 1997 that **Ann Daniels** saw a newspaper advert from the Polar Travel Company. It said 'ordinary women'. Well, she was working in a bank, and she was a mother – though of young triplets, which perhaps wasn't so ordinary. As she says, 'I had three children, and I thought, if I can do that, I can do anything.' She certainly had no experience of outdoor activities ('I'd never had a rucksack on my back – I was born in an inner city'), and she borrowed all the clothes and equipment she needed for the first selection weekend. She then had nine months of intensive training, and, as she puts it, 'I was very lucky that some idiot chose me'.

Ann is now one of only two women who have walked to both the North and South Poles as part of an all-female team. She has taken part in scientific expeditions to measure the polar ice cap, so that scientists can work out how long it will last. She is also a popular international speaker.

3 Which of these nouns do you associate with an expedition to the North Pole? Use a dictionary to help.

misery	joy	agony	humour	pain	wonder
beauty	gloom	horror	optimism	achievement	

6.4 Listen to **Part 1** of a BBC radio programme, in which Ann is interviewed by another explorer, Steve Backshall. Tick (✓) the nouns in the box that you hear.

4 6.4 Listen again and choose the correct words in the statements.

1 Steve feels that there are *few* / *many* options when it comes to choosing destinations for great adventures.
2 When she reached the Arctic, Ann realized *gradually* / *immediately* that this was something she wanted to keep doing.
3 Halfway through her 2002 expedition, *all* / *some* parts of Ann's body were giving her extreme pain.
4 Ann feels that for *mothers* / *children*, it's useful to remember the best parts of their experience, rather than the worst.
5 Steve talks about a *good* / *bad* memory being an advantage for an explorer.

5 6.5 Listen to **Part 2**. What is Ann's position in her family? Does Ann agree with Steve's theory about how this helped to make her an explorer?

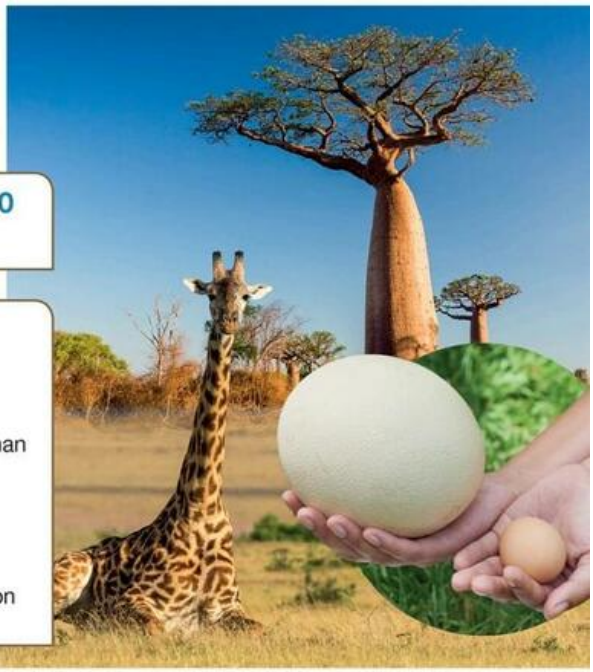
6 6.5 Listen again to **Part 2** and answer the questions.

1 How old was Ann when she left school? Why?
2 What was her career ambition?
3 How did she feel compared to her brothers?
4 What did she want to be able to do as a child?
5 Why did she take so many risks?
6 What makes her a good explorer?

What do you think?

- Would you answer an advert for ordinary people to go on a polar expedition? Why/Why not?
- Do you think it's right for a mother of small children to risk her life as an explorer? What about a father?
- What effect do you think your position in your family has had on you?

Everyday English Numbers



1 Work in pairs. Decide or guess which numbers in **A** go with the statistics in **B**.

A

1½ 69 492 0.5% 120,000 1 in 8,000
48% 2 1 to 1.6 m 1 in 11,000,000

B

a the average number of hours a day a giraffe sleeps
b the number of hours it takes to hard boil an ostrich egg
c the number of litres of water stored inside a baobab tree
d the ratio of humans to ants on the planet
e the highest number of children that have been born to one woman
f the chances of dying in a road accident
g the percentage of the world's water that is fresh water
h the number of seconds it takes for sunlight to reach the Earth
i the chances of dying in a plane crash
j the percentage of 18–34-year-olds who check Facebook as soon as they wake up

2 Work with your partner to check the statistics.

- **Student A**, say the numbers in **1** aloud.
- **Student B**, look at p156. Say what the numbers refer to and give your partner some extra information.

A One and a half.
B One and a half is the number of hours it takes to hard boil an ostrich egg.
A We were right!
B Or you could make an omelette for 15 people!

TIP

Saying numbers

1 6.6 Listen and repeat the numbers.
150 2,150 680,575

When do we say …?
- *a hundred*
- *one hundred*
- either *a* or *one hundred*

2 How do we say *0* in these examples?
07700 900568 0.5 0° centigrade
Italy 2 – Germany 0

6.7 Listen and check, and repeat.

Go online for more **speaking** practice

3 Match a question with a number. Ask and answer them with your partner.

Questions	Numbers
1 What time does the train to Heathrow leave?	07700 900834
2 How far is it from London to The Bahamas?	21 kilos
3 How long is the flight?	4,342 miles
4 How much is a return ticket?	24°C–29°C
5 What's your credit card number?	£1,171
6 What's the expiry date?	7.5%
7 How much does your suitcase weigh?	9½ hours
8 What's your mobile number?	6356 5055 5137 9904
9 What's the VAT rate in The Bahamas?	13.45
10 What's the average temperature?	07/24

6.8 Listen and check. Practise again.

4 6.9 Listen to Derrick's conversation.

1 Where is it taking place?
2 Who is he talking to?
3 What are the three problems?

5 6.9 Listen again and write down all the numbers you hear. What do they refer to?

860 – flight number

6 Work in groups. Write down some numbers that are important to you. Can the others guess what they refer to? Explain what they are.

Nineteen

Is that how old you are next birthday?
Ha ha! Very funny! No, it's my house number!

Writing Life changes

Using adverbs in descriptive writing

1 What do you remember about Victoria Pendleton (p62)? What did she do as a first career? What has she done since then?

2 Read the life story of Andrea Bocelli, the successful Italian tenor, who also made a big career change. Answer the questions.

1 Has Andrea always been blind?
2 Why did he study law at university?
3 Did he enjoy working as a lawyer?
4 Why did Pavarotti say he didn't need to record the song for Zucchero?
5 Why has Bocelli been called a 'crossover' artist?
6 How many albums has he recorded?
7 In what ways has he enjoyed living dangerously?

Using adverbs

Using adverbs will make your writing more interesting.

Adverbs don't only describe verbs. Write the highlighted examples in the text in the correct category.

Adverbs can be used to describe:

verbs	*studied diligently*	_____
adjectives	_____	_____
other adverbs	_____	_____

Position of adverbs

3 Write the sentences in the correct order.

1 quickly / home / very / walked / we
2 difficult / his / was / to / house / find / it / extremely
3 slowly / he / really / drives / always
4 email / carefully / the / I / very / read
5 hot / garden / in / incredibly / it / the / was
6 suddenly / made / we / a / we'd / mistake / realized / what

4 Choose one of the people below and research their big career change (or choose someone else you know).

Giorgio Armani	From army medic to fashion designer
Dan Brown	From singer/songwriter to successful novelist (*The Da Vinci Code*)
Harrison Ford	From carpenter to actor (*Star Wars* and *Indiana Jones*)
J.K.Rowling	From English teacher to writer of the Harry Potter books

Write their life story in 200–300 words. Try to use a variety of adverbs to make the story more interesting.

Go online for more **writing** practice



Andrea Bocelli: from law to opera

Andrea Bocelli grew up on a farm in a village in Tuscany, Italy. Unfortunately, he suffered from poor eyesight from birth, and an accident playing football left him completely blind at the age of 12. This didn't stop him living life very actively, or singing and playing music passionately.

Andrea's parents supported his musical ambitions, but, he says, 'they wanted me to have a serious education, with real professional opportunities.' He agreed to study law at the University of Pisa. 'Many of my relatives were lawyers, so I went to university and studied diligently.' He continued with his music, which wasn't just a passion – it also paid the bills. Andrea played piano in bars in order to pay for his law studies and singing lessons (and it really helped him to meet girls!). After graduating as a Doctor of Law, he practised as a state lawyer. 'It's an interesting job, but when you have a vocation for something, you end up following that.' He decided to focus on becoming a professional singer.

When the Italian rock singer Zucchero was looking for tenors to record his song *Miserere*, he first asked Pavarotti to do it, and sent him a recording of Bocelli singing it. Pavarotti replied, 'Why do you need me? You already have the right singer.' Bocelli has since performed the song as a duet with Pavarotti.

Bocelli has become an international superstar tenor. He's had great success as a 'crossover' artist, bringing classical music to the top of international pop charts. He's recorded over 30 albums of pop, classical music, and operas. His album *Sogno*, which featured a duet with Celine Dion, was hugely popular and has sold extremely well – more than ten million copies worldwide.

Despite his blindness, Andrea has always liked to live dangerously. He rides horses, cycles, skis, surfs, and goes parachute jumping. 'In the middle of the night he rides horses,' his wife Veronica says. 'He's crazy. He's an artist.'



Best years of your life?

7

- Grammar Verb patterns
- Vocabulary Body language
- Everyday English You poor thing!
- Reading Gordonstoun – the school Prince Charles loathed
- Listening Best of friends?
- Writing Arguing for or against



1 Look at the photo. How does it fit the unit title?

2 Read the quote. Do you agree with it? Why / Why not?

'Youth is wasted on the young.'

George Bernard Shaw

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Verb patterns

STARTER

Discuss these questions first with a partner and then as a class.

- What are/were your best and worst subjects at school?
- Have you taken a lot of exams in your life? How did you do?
- How do you feel about exams? Are you good at revising? Do you get nervous?

Exam time

1 7.1 Read and listen to three people describing their worst ever exam. Answer the questions.

1 Why does Biddy hate making fish pie?
2 Why is Ted pleased to have had a terrible exam result?
3 What was Winston's dream? What stopped him from fulfilling it?

2 Look at the highlighted phrases. They are all verb patterns. Which take the infinitive?

3 Read these sentences about the people. Which *two* verbs or phrases can fill the gaps?

1 Biddy usually had no problem with _____ exams.
(a taking) b to pass (c passing)

2 She _____ to forget the disastrous cookery exam.
a wants b tries c can't

3 Nowadays, she _____ cooking fish pie.
a can't stand b refuses c doesn't enjoy

4 Ted _____ getting only 9% in his exam.
a remembers b was shocked c doesn't regret

5 His tutors _____ him continue with his studies.
a let b made c persuaded

6 He _____ his students not to behave like him.
a tells b warns c makes

7 Winston _____ taking maths exams.
a needed b didn't mind c used to like

8 He _____ to study maths.
a stopped b was encouraged c was expected

9 He _____ to become a TV reporter.
a made b decided c was advised



'It's years since I took any exams, but I can still remember feeling sick with fear before each one. I was a bit of a "nerdy" student, I always did my homework and revised hard, so, usually, I didn't find it too difficult to pass exams – that's why the memory of the one exam I failed makes me shudder to this day. It was my domestic science exam – at least that's what they used to call it in those days – it was, in fact, a cookery exam. And who could possibly fail that? I know all we ever learned to make in class were ginger biscuits and Spaghetti Bolognese, but I'm still not sure how I managed to fail. All I can remember is that, one minute the fish pie was in my hands, the next, it was face down on the floor. I tried to pick up the bits and arrange them in another dish. But it was hopeless, and I knew it. I failed miserably – my worst ever result. Ironically, today, I am quite a good cook – I just hate making fish pie!'

'I'm a teacher and I think it's good to be able to say to my shocked students: "I once got 9% in an exam." That was what I scored in the chemistry exam at the end of my first year at university. My other results weren't much better, I only just managed to get enough marks overall to allow me to continue to the second year. Actually, the dismal mark was no surprise – I'd had a ball in my first year and neglected my studies. But 9%! My tutors expected me to do better than that. The good thing was that I realized that my choice of degree was a big mistake and I decided to change course and study English literature. A great decision because it resulted in me becoming a teacher, and when I want to warn my students about the dangers of not working hard I tell them about my 9%!'

'I wasn't a star pupil, but I was good at taking exams. I was particularly good at maths and physics and I dreamed of becoming an astronaut. I hoped to be the first black guy on Mars – failing that, a stockbroker in the City and make millions.

Our maths teacher let us work at our own speed, and by the time I was 14 I was years ahead of the rest of my class. My teacher encouraged me to take the Advanced-level maths exam at 14, but I was worried about being called a "swot" so I refused to. I stopped working so hard. Then, when I finally took the exam at 18, I failed miserably. I could no longer look forward to being an astronaut or a stockbroker. I studied politics and sociology instead, and finally became a TV news reporter. I love it, but I'd have preferred to walk on Mars.'

4 7.2 Listen and complete the lines about Biddy, Ted, and Winston. Who do you think is speaking?

1 'You're such a swot! You never _____ ! Come and play football with us!' **Winston's friend.**
2 'Sir! We _____ why you got such a low mark.'
3 'Oh my goodness! What a mess! You have _____ _____ now.'
4 'Good evening! Talks have broken down with the train drivers and they are _____ on strike next week.'
5 'I _____ it. It was an accident.'
6 'OK, I hope you all _____ the essay on the romantic poets.'

GRAMMAR SPOT

1 Match a pattern in **A** with a sentence in **B** from the texts.

A	B
verb + *-ing*	I don't know how I **managed to fail.**
verb + *to*	My tutors **expected me to do** better.
verb + **sb** + *to*	The memory **makes me shudder.**
verb + **sb** + infinitive (without *to*)	**I hate making** fish pie.
adjective + *to*	I was good **at taking** exams.
preposition + *-ing*	I didn't find it **difficult to pass** exams.

2 Find more examples in the texts about Biddy, Ted, and Winston.

Grammar reference p148–9

5 What is the difference in meaning between the pairs of sentences? Match them with the illustrations.

1 He **remembered to email** the report.
2 He **remembered emailing** the report.
3 They **stopped talking** to each other.
4 They **stopped to talk** to each other.



Go online for more **grammar** practice

Practice

On being a teenager



1 Is being a teenager one of the best or worst times of life? Think of three advantages, and three disadvantages. Share them with the class.

2 Read the conversation between three friends, **Nina** (N), **Lee** (L) and **Tanya** (T), talking about their teenage years. Work with a partner and complete it with the verb in the correct form.

'I was a horrible teenager!'

N I feel bad about it now – I was a horrible teenager. I made my poor mum and dad [1]_____ (*suffer*) so much. I didn't mean to – but my friends were all-important and mum and dad were just embarrassing.

L Tell me about it! I'll never forget [2]_____ (*go*) on this awful picnic with mine – I was about 14, I think.

T Didn't you want to go?

L No, they forced me to. We drove to the countryside and stopped [3]_____ (*have*) our picnic by the river … my dad put a rug down on the grass and wanted me [4]_____ (*join*) them, but I refused to. I wouldn't get out of the car.

T Why not?

L Oh you know, I felt embarrassed. I didn't like the idea of [5]_____ (*sit*) with my mum and dad on a rug, eating egg and tomato sandwiches. It just wasn't cool.

T Your poor mum and dad.

N Well, I remember [6]_____ (*stand*) in our kitchen yelling, 'I hate you! I hate you!' at my parents.

T Why? What had they done? Or, more to the point, what had you done?

N Oh, I'd persuaded them [7]_____ (*let*) me [8]_____(*go*) to this big party – and it was near my exams and I promised [9]_____ (*be*) home by midnight and …

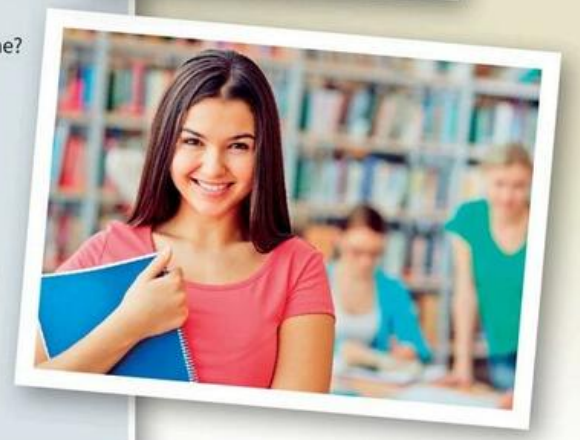
T And of course you weren't!

N No, it was two o'clock and they kept [10]_____ (*call*) me and I didn't answer my phone. I was grounded for a month.

L Well, I remember when I'd just passed my driving test and I begged my mum [11]_____ (*let*) me [12]_____ (*borrow*) her car and I crashed it – turned it over in a ditch.

T Whoa! You two were horrible! Me, I was such a boring teenager. I didn't behave badly at all – my mum and dad were kind of cool – so maybe I didn't need to.





3 7.3 Listen and check. Who was the well-behaved teenager? Why? What occasions of bad behaviour do the others remember?

Talking about you

4 Work in small groups. Share stories from your teenage years.

5 Complete the sentences so that they are true for you BUT make two of them false.

1 I'm thinking of …
2 I really enjoy …
3 I'm no good at …
4 I'll never forget …
5 I must remember …
6 I sometimes find it difficult …
7 My parents made me … when I was young.
8 I'm looking forward to …

6 Read your sentences aloud to each other. Make comments and ask questions to find the false ones.

I'm thinking of becoming a lawyer.

I don't believe you. You've always wanted to work outdoors.

Are you? Why?

SPOKEN ENGLISH
'I refused to!' – the reduced infinitive

1 In conversation, it is not necessary to use the full infinitive if it is understood from the context.

A 'Did you go on the picnic?'
B 'No, I refused to!'
A 'Can you come to lunch next Sunday?'
B 'Oh yes, I'd love to.'

2 Find **four** examples in the conversation in **2**.

3 Reply to **A**, using the verb in brackets and a reduced infinitive.

1 A Did you post my letter?
B Oh sorry, I _____ (*forget*).
2 A I can't go out with you this evening. Sorry.
B Oh, but you _____ (*promise*).
3 A Why did you give Lily my number?
B Because she _____ (*ask me*).
4 A Do you think you'll apply for that job?
B No, I've _____ (*decide / not*).
5 A Were they a difficult team to beat?
B Yes, but we _____ (*manage*).
6 A Are you taking Nick to the airport?
B Well, I _____ (*offer*), but he said I _____ (*not need*).

4 7.4 Listen and check. Practise with a partner. Think of a possible next line in the conversations.

Listening and speaking Best of friends?

1 Discuss these questions with a partner.

1 How often do you get together with friends? What do you do with them?
2 Have you got a 'best friend'? If so, what makes this friend special?

2 7.5 Listen to four people talking about their best friends. Who do you think has the best, best friend?

3 7.5 Listen again and complete the chart.



	Kate & Carly	Dave & Danni	Molly & Carol	Sam & Olly
How and when did they become friends?				
Are they long-lasting best friends? Why/Why not?				
What did/do they do as friends?				

4 Read these quotes from the people and answer the questions beneath.

1 'We wrote about all sorts.'
Who are 'we'? What were the 'all sorts'?
2 'She'd just drop me.'
Who is 'she'? What did she do?
3 'Three small boys kicking off in the corridor.'
Who were the boys? Where were they? What were they doing?
4 'We do stuff together.'
Who are 'we'? What 'stuff' do they do?

What do you think?

- Which of the friendships do you think will be lifelong? Why?
- What do you think makes a best friend? Is it important to have one?
- Who was your first best friend? Where and when did you meet them?
- Do you have many friends on social media? Can these be best friends?

Reading and speaking

Boarding school

1 What is a 'boarding school'? Are they usually private or state? (Strangely, top British 'private schools' are called 'public schools'.) What is your impression of the school in the photos?

2 Read the introduction to **Gordonstoun**. What is special about this school? Why do you think Prince Charles hated it?

3 Divide into two groups.

Group A Read about **the school's history**.
Group B Read about **the school today**.

Answer the questions with your group.

1 Which of these dates or numbers are from your text? What do they refer to?

1934	1972	1933	2	100	1940s	600	40	250

2 What were/are living conditions for pupils like?
3 Who were/are the pupils? Where did/do they come from?
4 Was/Is the school sensitive to problems students face when boarding?
5 What sports and outdoor activities were/are part of the school's curriculum?
6 Why were/are sports and outdoor activities important to the school?
7 Which other subjects or activities were/are important to the school? How?

4 Find someone from the other group. Ask and answer the questions together and compare the school today with the school as it used to be.

5 Read the postscript. Why do you think so many rich and famous people send their children to Gordonstoun?

What do you think?

- Would you like to have been educated at this school? Why/Why not?
- Would you want to send your children there?
- Do you think an emphasis on outdoor activities and the arts is as important as academic success in education?
- A few children are sent to boarding school as young as seven. What could be the disadvantages of this for both parents and children? Could there be any advantages?

A language competition!

Work in two teams. There are 16 examples of verb patterns in the article. Which team can find them all first?

Watch a video about what life is like for students at a stage school.



Gordonstoun
the school Prince Charles loathed!

Gordonstoun is a famous and very expensive boarding school in a remote part of Scotland. It has its own fire station, theatre, yacht, and Mountain Rescue Unit.

Wealthy parents from all over the world are eager to pay up to £35,000 a year for its special brand of 'character education'. It has many famous 'old boys', including four princes from the British royal family.







Prince Philip and Charles

THE SCHOOL'S HISTORY

The school was founded in 1934 by the German educator, **Kurt Hahn**. He was born in Berlin in 1886, and studied at Oxford University. As a young man he read Plato's *The Republic* and came up with the idea of a modern school. In 1933, Hahn was arrested for daring to speak out against the Nazis. He was exiled to Britain and it was there that he decided to start a new school in Scotland. Its beginnings were very small, with only two students. The numbers gradually increased, and included the young **Prince Philip** of Greece, who went on to become the husband of Queen Elizabeth II. By the end of the 1940s, there were 250 boys.

Outdoor activities and risk-taking were central to Hahn's beliefs, so skills such as mountaineering and sailing were taught. Boys were expected to endure hard conditions, followed by icy cold showers. They wore shorts in all weathers, slept on hard bunk beds with the windows open, even in the freezing Scottish winters, and were made to go on long walks in pouring rain.

Hahn also believed that it was very important to understand different cultures, and encouraged the boys to work overseas. Over the years, they have helped build schools in Africa, wells in Thailand, and cared for orphans in Romania.

Prince Philip so enjoyed his years at Gordonstoun that in 1962 he and the Queen decided to send their shy, sensitive 12-year-old son, **Prince Charles**, there. Charles loathed it. He called it 'a prison sentence', 'Colditz in kilts', 'Absolute hell!' He was bullied, cold-shouldered, and mocked for having big ears. Kinder boys were afraid to befriend him. His father wrote him letters urging him to be strong. He wrote back, 'I wish I could come home.'



THE SCHOOL TODAY

Girls finally joined the school in 1972. There are now about 600 pupils, from the age of eight to 18, and 100 teachers, so there is a very low student-teacher ratio. There are nine boarding houses on the campus, three for the girls and six for the boys. They all have TVs, a common room, and a kitchen. It's a truly multicultural school, with about 35% of the students coming from 40 different countries. There is also an international summer school, attended every year by 250 children from all over the world. Nowadays, pupils are allowed to use email, text, Skype, and Facebook if they feel homesick.

Sport still plays a central role in the school's crowded timetable. Outdoors, there are tennis courts, and playing fields for rugby, football and cricket, and a 400 metre running track. Students can also do horse riding, rifle shooting, and golf. Indoors, there's a large sports centre with a rock climbing wall, a swimming pool, a weights room, squash courts and a hall for basketball, badminton, netball, and karate.

On the arts side there's a first-class music department with its own recording studio, drum studio, and concert room. Over 40% of the students learn to play an instrument. Also, there's an excellent drama department, which has its own 200-seat theatre. Like the school's talented musicians, its drama groups often tour overseas, most recently to the US.



Community service is an important part of Gordonstoun life. Every Wednesday, pupils help in the local area, visiting retirement homes, nursery schools, and hospitals. They also help with local fire and emergency services. The school has two fire engines and a Mountain Rescue Service.

Schools nowadays are often accused of being 'exam factories' – this cannot be said of Gordonstoun. It aims to produce much more 'rounded', 'risk-taking' adults.



Postscript: Old Gordonstounians

There are many other famous 'old boys' – Prince Charles' brothers, Princes Andrew and Edward followed in his and their father's footsteps. Princess Anne, the Queen's second child, was not educated at Gordonstoun, which at that time was for boys only, but she sent her two children, Zara and Peter, there. Other famous sons and daughters include, Oona Chaplin, granddaughter of Charlie Chaplin; Jason Connery and Duncan Jones, sons of Sean Connery and David Bowie respectively.

Vocabulary and idiom

Body language

1 Which part of Prince Charles' body did his school friends make fun of? Why? As a class brainstorm parts of the body. Write them on the board.

2 Say which parts of the body you use to do the following things.

bite	blow	clap	climb	hit	hug	kick	kneel
point	scratch	stare	whistle	lick	march		

3 Work with a partner. Which verbs in **2** go with these nouns and phrases?
Kick a football.

~~a football~~	a ladder	like a soldier	a tune
someone tight	an ice cream	down to pray	your nails
up a balloon	an insect bite	your hands	a gun
out of the window		a nail with a hammer	

7.6 Listen and check. What does 'kick the habit' mean? Look at the list again with your partner. Can you remember the situations?

4 There are many idiomatic expressions to do with the body. The sentences all contain idioms. Work out their meanings from the context.

1 No one in my class is speaking to me. Why are they **giving me the cold shoulder**?
2 I don't get on with my brother. We don't **see eye to eye** about anything.
3 I saw a programme on TV about quantum physics, but I'm afraid **it went straight over my head**.
4 **Don't waste your breath** trying to explain it to me. I'll never understand.
5 Did you hear about Millie's party? People drank too much and the whole thing got **out of hand**.
6 The house was such a mess and when her parents came back they **kicked up such a fuss**. I don't blame them.
7 My dad keeps a stack of chocolate in his desk for while he's working. He**'s got such a sweet tooth**.
8 I feel silly. I got so excited when he said I'd won the lottery, but he was only **pulling my leg**.

5 Replace the idioms in **4** with their literal meanings from the box. Read the sentences aloud with both expressions.

loves sweet things	I didn't understand a word
were absolutely furious	agree
ignoring me completely	out of control
It's not worth	joking

6 Look these words up in a dictionary. Choose one idiomatic expression for each. Tell the class.

heart	head	hand	foot	hair

Go online for more **vocabulary** practice

Everyday English You poor thing!

1 Read the three conversations. What's the problem in each?



Conversation 1
A Oh dear! What happened to you?
B Oh, I fell and twisted my ankle.
A [1] c How did you do that?
B Well, I was walking and texting and I didn't see this bump in the pavement and …
A … so you fell while texting. Mmm … then [2]____

Conversation 2
A How was the restaurant?
B [3]____ We're not going back there again!
A Why not?
B Well, I found a caterpillar in my salad – I nearly swallowed it!
A Ugh! [4]____

Conversation 3
A My phone's broken. It fell down the loo.
B Oh no! [5]____ Is it completely ruined?
A No, I've put it in a bag of rice.
B You've done what?! Why?
A Well, someone told me the best way to dry it out, is to leave it in rice for 48 hours.
B Rice!? [6]____ I bet it won't work.

2 Read the conversations again. Complete 1–6 with the phrases a–f.

a That's such nonsense!
b It was so bad!
c You poor thing!
d How disgusting!
e What a disaster!
f you've only got yourself to blame.

3 7.7 Listen and check. Practise the conversations.

Exclamations can be formed with *How, What, so,* **or** *such.*

***How* + adjective:** *How awful!*	*How absolutely fantastic!*
***What* + noun:** *What bad luck!*	*What a surprise!*
***so* + adjective:** *It was so crowded!*	*There were so many people.*
***such* + noun:** *He's such an idiot!*	*It was such fun!*

4 Complete the lines in **A** with *How, What, so,* or *such.* Match them with lines in **B**. What could the situations be?

A	B
1 His lectures are ____ boring! 2 Is it for me? ____ lovely! 3 ____ a coincidence! 4 You won £1,000! ____ luck! 5 That's ____ a stupid idea! 6 We had ____ terrible weather!	a That's so kind of you. b It rained every day. c I never win anything. d I can't help falling asleep. e It'll never work. f I didn't know Tom was your cousin.

7.8 Listen, check and repeat.

5 Complete these exclamations. Then use them to complete conversations 4–6.

a _____ a pity!
b _____ dreadful!
c It'll be _____ fun!
d It's _____ annoying!
e He's _____ a coward!
f _____ frustrating!

Conversation 4
A I hear you aren't coming to Max's 18th. [1]_____
B Yes it is, but it's my grandpa's birthday, too.
A But everyone's going to Max's. [2]_____
B I know, but it's Grandpa's 80th.
A Ah well, – don't worry! Max'll understand. An 80th birthday is more important than an 18th!

Conversation 5
A Carl texted Anna to say that he'd dumped her.
B [3]_____ He couldn't tell her face to face?
A Yeah. [4]_____
B Well, I think she's well rid of him, don't you?

Conversation 6
A My Wi-Fi keeps disconnecting.
B [5]_____ But you know what they say …
A What?
B Just try turning everything off and on again.
A Yeah, I know, but I have to do that two or three times a day. [6]_____
B Time to call an engineer!

7.9 Listen and check.

Go online for more **speaking** practice

Writing

Discursive writing – arguing for and against

1 Do you think childhood is the best time of your life? Discuss as a class.

2 Read about the pros and cons of childhood. Which words and phrases in the box can replace the underlined words in the text?

in my opinion	Another point is that
For instance	One advantage is that
In conclusion,	All things considered
Finally,	One disadvantage is that
In fact,	on the other hand
Moreover,	pros and cons

3 There are four paragraphs. What is the purpose of each one?

4 Match a pro with a con. Join them with: *On the one hand / On the other hand.*

Pros
1 don't have to go to work
2 have free time
3 don't have to do housework
4 pay less for things
Cons
a need parents' permission to go out
b don't have enough pocket money
c have to go to school every day
d have to do homework and take exams

5 Work with a partner and discuss *one* of these subjects and make a list of the pros and cons.

1 Boarding school.
2 Getting older.
3 Having children when young.

6 Use your ideas from **5** to write four paragraphs on your chosen subject. You can use the phrases from **2** to help you. Read your essay aloud to the class. Do they agree with your conclusions?

Go online for more **writing** practice

Pros and Cons

Childhood – Is it the best time of life?



1 Some people say that childhood is the best time of your life. However, being a child has both advantages and disadvantages.

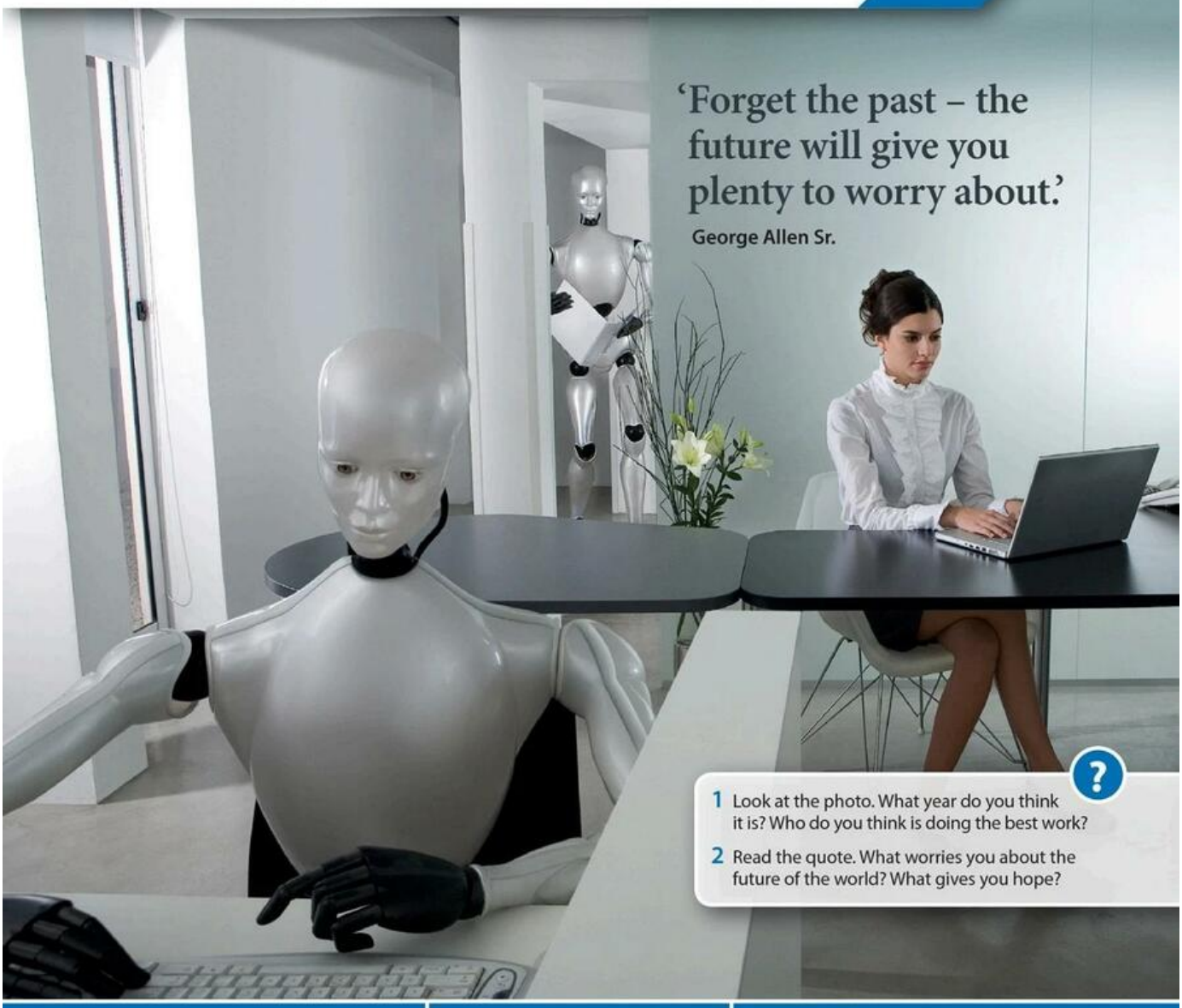
2 On the plus side, you have few responsibilities. For example, you don't have to go to work, pay bills, or do the shopping or housework. This means you have plenty of time to do whatever you want – watch TV, play video games, go out with friends, play sports, or pursue other hobbies. In addition to this, public transport, cinema, and sports centres cost much less for children. All in all, being a child can be a fun time of life.

3 However, for every plus there is a minus. For one thing, you have to spend all day, every day, Monday to Friday, at school and this inevitably means that you have to do homework and take exams. What is more, although you have free time, you are rarely allowed to do whatever you want. You need your parents' permission before going out with friends, staying out late, or going to parties. It can sometimes seem that they want to stop you having any fun. Last of all, things may be cheaper for children, but that doesn't mean they are cheap. Children depend on getting pocket money and not all parents choose to, or are able to give generously. In reality some children can't afford to do much at all.

4 To sum up, despite its lack of responsibility, I believe that childhood is definitely not the best time of life. On the one hand, children may have free time, but conversely they do not have the freedom to choose what to do with it. They can feel pressurized both by parents and the education system. However, the increased responsibility that comes with age creates its own pressures, too.

Future friendly? 8

- Grammar Future forms
- Vocabulary Word building – prefixes and suffixes
- Everyday English Arranging to meet
- Reading The boy who built a fusion reactor
- Listening Keeping the lights on
- Writing Writing for talking (2)



'Forget the past – the future will give you plenty to worry about.'

George Allen Sr.

1 Look at the photo. What year do you think it is? Who do you think is doing the best work?

2 Read the quote. What worries you about the future of the world? What gives you hope?

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

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Grammar Future forms

STARTER

1 Siri is the intelligent assistant you can ask things on Apple devices. Match the questions people have asked Siri with the answers she has given.

1 Are you human, Siri?	a **Siri:** When they figure out how to buy tickets.
2 What are you doing after work?	b **Siri:** Close enough, I'd say.
3 Where have I put my keys?	c **Siri:** As long as you keep me charged, we should be just fine.
4 When will pigs fly, Siri?	d **Siri:** What am I doing? I'm talking with you.
5 When is the world going to end?	e **Siri:** They'll probably be in the second-to-last place you look.



2 8.1 Listen and check. Do you think Siri is an example of 'artificial intelligence' (AI)?

3 Which question did she possibly misunderstand? Why?

'Go' artificial intelligence!

1 Read about **AlphaGo** below. What happened in 2016?

The AI program *AlphaGo* beat a human, Lee Sedol, at the ancient Chinese game of *Go* in 2016. It was a historic moment for artificial intelligence.



2 8.2 Listen to why the AlphaGo game was so important and answer the questions.

1 How does *Go* compare to chess?
2 How was AlphaGo different from earlier computer programs?
3 What shocked AlphaGo's creators?

3 8.3 Listen and complete the different experts' views on AI and our future. Which people see AI as something to worry about? Whose opinions do you agree with?



Lee Sedol
Professional *Go* player

"Robots [1]_____ never understand the beauty of the game the same way that we humans do."

After his defeat, Lee said that he hadn't expected *AlphaGo* to play the game so perfectly.



Demis Hassabis
Creator of *AlphaGo*

"It's very exciting to start imagining what it [2]_____ be able to tackle next."

Hassabis thinks AI is still decades away from human level intelligence, but could soon help solve problems such as climate change and cancer.



Nick Bostrom
Philosopher

"Machine intelligence may be the last invention that humanity [3]_____ ever need to make."

Bostrom says that the machines [4]_____ then be better at inventing than we are. But he warns us that we must make sure they follow our preferences, not their own.

GRAMMAR SPOT

1 Which predictions are most sure, a or b? Which are less sure?
- a AI *might / may / could* change our lives.
- b AI *will / is going to* change our lives.

2 Which future form in the conversation below expresses … ?
- an intention
- a spontaneous decision
- an arrangement
- a prediction

A **I'm speaking** at the conference tomorrow.
B Are you going with David?
A Yes. And **I'm going to speak** to him about his negative attitude while we're there.
B Oh, he **won't listen** to what you say.
A Well, **I'll speak** to his manager then.

Grammar reference 8.1–8.3 p149



Stephen Hawking
Cosmologist

"Success in creating AI would be the biggest event in human history. Unfortunately, it [5]_____ also be the last."

Hawking worries that the development of artificial 'superintelligence' [6]_____ be the end of the human race.



Nigel Shadbolt
AI Professor

"The danger is not artificial intelligence, it's natural stupidity."

Shadbolt agrees that AI machines [7]_____ do things we don't expect, but says they're [8]_____ take control unless we're stupid enough to invite them to.

Kim Simmons
AI Consultant

"AI can help us to focus on what humans are uniquely good at."

AI [9]_____ mean that more jobs are done by machines, but Simmons says they [10]_____ be able to compete with us in creativity and human-to-human skills.



What do you think will happen?

4 Work in groups. Ask questions about the future with *Do you think … will …* ? Answer with *might*, *could*, *may*, or *will*.

1 intelligent machines / take over many of our jobs?
Do you think intelligent machines will take over many of our jobs?
Yes, I think they will, definitely. **I don't think they will.** **I'm not sure. They might take over some.**
2 we / ever find a cure for cancer?
3 people / live for longer and longer?
4 the world's population / continue to grow?
5 robots / become a danger to humanity?
6 we / be able to prevent climate change?
7 new sources of energy / be found?
8 aliens / make contact with us one day?

Practice

Discussing grammar

1 Work with a partner. Decide which is the correct verb form.

1 **A** *Are you driving / Could you drive* to France next week?
B We're not sure. We *will / might* fly this time.

2 **A** *Won't you / Aren't you going to* take a jacket?
B No, I'm not. The forecast said it's *going to / might* be very warm today.

3 **A** Do you fancy going to the cinema this evening?
B Sorry, I'*ll work / 'm working* late tonight. How about tomorrow night? I'*ll call / 'm going to call* you.

4 **A** What *are you doing / will you do* Saturday night?
B I'm not sure yet. I *will / may* go round to a friend's house to watch the football, or he *will / may* come round to mine.

5 **A** *Are you not going to have / May you not have* any wine?
B No, I'*ll drive / 'm driving* everyone home.

6 **A** Are you still having problems with your neighbours?
B Yes, they've been getting worse. We*'re going to / will* try and move.

7 **A** Oh no! 3–0 down at half-time!
B Come on, you never know. I think we*'re going to / could* still win.

8 **A** You're out every night! You *won't pass / aren't passing* those exams next month, you know!
B I know. I *might / 'll* work harder nearer the time, I promise.

8.4 Listen and check. Practise the conversations, paying attention to stress and intonation.

Go online for more **grammar** practice



Is a robot going to take my job?

1 8.5 Work with a partner. Listen to four people talking about their jobs or career plans. Write what jobs they do. Put a tick or a cross if they think their job will be safe (✓) / not safe (✗) from intelligent machines.



1 Jessica

journalist ☐



2 Rob

☐



3 Derek

☐



4 Hilary

☐

2 8.5 Listen again. What reasons do they give? Do you agree?

What do you think?

3 Choose *two* of these jobs and tell your partner how safe you think they'll be from robots. Then do the same for your job / career plan.

- gardener
- plumber
- cook
- hairdresser
- air traffic controller
- doctor
- teacher

I think / don't think … will

4 Make sentences with *I think … will* or I *don't think … will* and the prompts in **A**. Then match them with a sentence in **B**.

I think my job will be safe. No robot could do it.
I don't think you'll …

A	B
1 I / my job / safe	___ The food wasn't great.
2 I don't / you / like that film	1 No robot could do it.
3 I / you and Jo / get on well	___ It's a bit too violent.
4 I don't / we / eat here again	___ You have a lot in common.

8.6 Listen and check. What are the replies? Practise the lines with your partner, and give a reply.

I think my job will be safe. No robot could do it. / **Yeah, I don't think you'll have a problem.**

It's going to …

5 Make sentences with *going to* / *not going to* and the prompts in **C**. Then match them with a sentence in **D**.

It's not going to rain. There isn't a cloud in the sky!

C	D
1 it / not / rain	___ She's already been to a lawyer.
2 You / not / die	___ It's 4-0 with ten minutes left.
3 Liverpool / win	___ You've only got a cold.
4 She / get a divorce	1 There isn't a cloud in the sky!

8.7 Listen and check. Practise the lines with your partner, and give a reply.

It's not going to rain. There isn't a cloud in the sky! / **Ah, you never know. I'm still going to take my umbrella!**

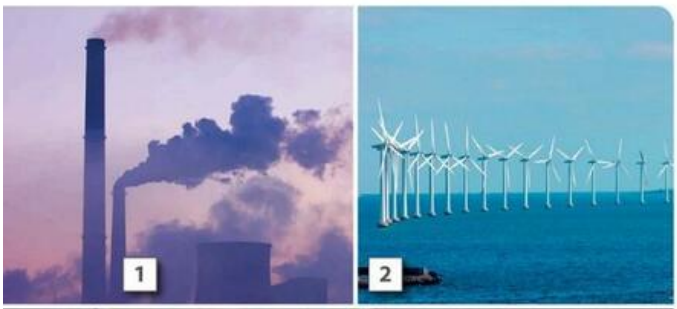
Talking about you

6 Make true sentences about *you*. Say them to each other in small groups.

1 I / go for a coffee after class
'I might go for a coffee after class.' 'I don't think I will.'
2 I / look for / another job
I'm not going to look for …
3 I / eat out tonight
4 I / think / rain tomorrow
5 I / post … on Facebook
6 I / go to … for my holiday
7 I / buy / new … soon
8 I / be very busy next …

Listening and speaking How will we keep the lights on?

1 Work with a partner. Try to do the energy quiz.







ENERGY QUIZ

1. Which of the photos show energy being produced by ...?
   a fossil fuels **b** a solar energy plant
   c an offshore wind farm **d** a nuclear fusion reactor
2. Which country has the world's biggest offshore wind farm?
   a the UK **b** Japan **c** Argentina
3. Which generates nearly half its electricity from wind power?
   a the US **b** Denmark **c** China
4. Which country produces the most solar power?
   a Spain **b** Australia **c** Germany
5. Enough solar energy reaches the Earth in one hour to power the whole world for ...
   a a week **b** a month **c** a year
6. Which country has the biggest solar power plant?
   a India **b** the US **c** Brazil

2 8.8 Listen to a radio programme called *Brighter Futures*. The guest, Nicole Clarke, a professor in energy technology, talks about the future of energy. Check your answers to the quiz.

3 Work with a partner. Which questions can you answer?

1. What will we have to do with most of our coal, oil, and gas?
2. Why do some people not like wind farms?
3. What is Denmark going to try and do by 2035?
4. Germany leads the world in solar power. What does this show?
5. What is the main problem with solar power?
6. How many mirrors does the Ivanpah Solar Plant use?
7. What temperature do you need to make fusion energy work?
8. How is fusion energy different from the nuclear energy we use now?

8.8 Listen again and check / complete your answers.

What do you think?

- Do you find wind farms ugly or beautiful? What about solar panels on houses?
- Do you know about any other energy sources than the ones discussed in the programme?
- Why have governments not spent more money on research into alternatives to fossil fuels?
- You've been given responsibility for energy research. Which energy source are you going to spend most money on? Why?

SPOKEN ENGLISH *pretty*

1 Look at how the word *pretty* is used.
'Yes. Some people are ***pretty negative*** about wind farms.'
'I'm ***pretty sure*** we could do it a lot sooner with more research.'

2 The adverb *pretty* is often used in informal, spoken English. It means the same as *quite* – 'not a lot', but 'more than a little'.
'She's ***pretty friendly***. I think you'll get on OK with her.'
'The weather was ***pretty bad***, but we still went for a walk.'

3 Work with a partner. Ask and answer the questions using *pretty* in the answer.

1 A Did your team win?
B No, but they played well, so they only lost 1–0.
2 A You haven't lost your passport, have you?
B No, I'm sure it's in my bag somewhere.
3 A Do you like skiing?
B Yes, I do, but I'm hopeless at it.
4 A What do you think of my English?
B I think it's good!

8.9 Listen and check. Is the stress on *pretty*, the adjective, or both? Practise again.

Reading and vocabulary

Boy wonder – Taylor Wilson

1 Look at the photos and captions about **Taylor Wilson**, and read the introduction. Answer the questions.

1 Why is he unusual?
2 What kind of person do you think he is?
3 What do you think his relationship with his parents is like?
4 What makes him nervous?

2 Read the text and check your answers to the questions in **1**.

3 **All** these statements about Taylor Wilson are **true**. Find things in the text that show why they are true.

1 Taylor isn't an only child.
2 As a child he could concentrate on one thing for hours.
3 He's a very good public speaker.
4 His grandmother had a big influence on him.
5 His experiments haven't always gone well.
6 He worries about his health.
7 He wonders if his way of seeing things might change when he gets older.
8 Some important people have been impressed by his work.
9 Taylor doesn't always take his parents' advice.
10 Taylor isn't clever in all subjects.

4 Match the adjectives in **A** and **B**. They are all from the text.

Adjectives with a similar meaning

A	B
happy articulate bright self-centred arrogant	smart selfish big-headed glad expressive

Adjectives with an opposite meaning

A	B
nervous shy unusual careless tolerant	closed-minded outgoing normal cautious confident

5 Talk about yourself and people you know using the adjectives in exercise 4.

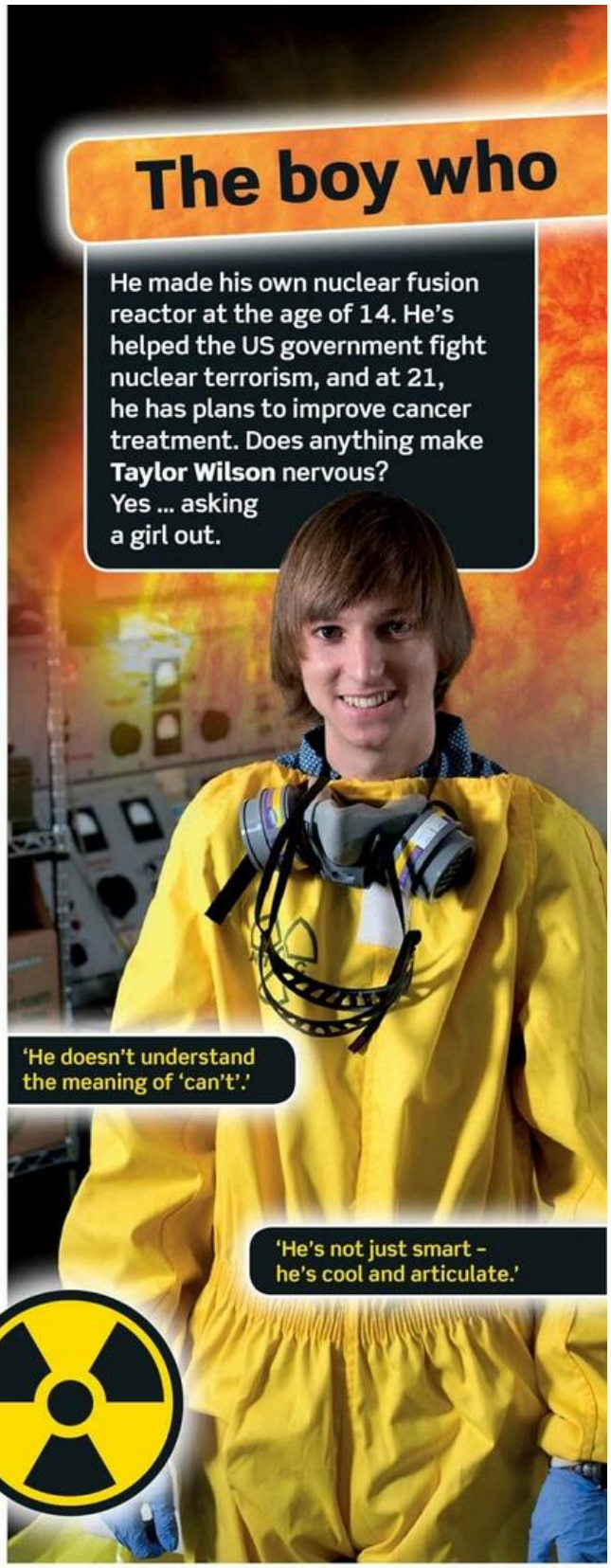
My brother's so big-headed – he's very self-centred.

What do you think?

- What do you think of Taylor? Would you like to meet him?
- What do you think it would be like to be his younger brother?
- Do you think Kenneth and Tiffany are good parents? Why/Why not?
- Would you like to have a child that is a genius? Why/Why not?

Watch a video about the future of space exploration.





built a fusion reactor



'When I said I wanted to build a nuclear fusion reactor in the garage, I think most parents would say no.'

An unusual boy

Kenneth Wilson and his wife Tiffany always knew their first son, Taylor, was unusual. Wanting to be an astronaut at the age of nine seemed normal enough, but, 'whatever he was involved in, he went at it non-stop,' says his father.

Taylor wrote to astronauts, built his own rockets, and gave talks at school about space exploration. 'Everyone loved watching him,' his head teacher said, 'and when he was in the room, he just took control.' Some of his neighbours weren't so happy about the explosions next door when Taylor experimented with rocket fuels.

For his 10th birthday, Taylor's grandmother got him a book about a bright teenager who nearly caused a disaster by trying to build a nuclear reactor at home. 'Know what?' said Taylor. 'The things that kid was trying to do, I'm pretty sure I can actually do them.'

Not just for fun

It wasn't just for fun. Taylor's grandmother had cancer, and he realized cancer treatment could be improved if hospitals had small fusion reactors to make the necessary radioactive materials in. He learned all the physics and engineering he needed, and collected radioactive materials from gadgets. It made his parents nervous, and he knows he was lucky they were so tolerant. 'When I said I wanted to build a nuclear fusion reactor in the garage, I think most parents would say no.'

One day, Taylor's mother came into the garage and saw him looking at a pool of liquid on the floor.

'Tay, it's time for supper.'
'I think I'm going to have to clean this up first.'
'That's not the stuff you said would kill us if it broke open, is it?'
'I don't think so. Not instantly.'

His parents asked some university physicists to talk to Taylor. They told his parents that Taylor knew what he was doing. He says he's never careless about safety. 'I'm very cautious. I'm actually a bit of a hypochondriac.'

Fusion success

His reactor worked, and he became one of the few people in the world to achieve nuclear fusion. And of course, at 14, he was also the youngest. He thinks youth helps. 'Kids sometimes have an advantage when it comes to invention.' Older scientists might say 'it can't be done or you shouldn't even try it, whereas kids are not so closed-minded. I hope I never lose that.'

Taylor received a $100,000 two-year fellowship, on condition he didn't go to college and focused on his own projects. The fellowship has ended, but Wilson still isn't going to college. He's going to work on his inventions, and travel, and give talks. After Intel CEO Paul Otellini spoke to Taylor at a science fair, he said, 'All I could think was, "I am so glad that kid is on our side."'

The US government expressed interest in one of Taylor's inventions, which could help them in the fight against nuclear terrorism. He met the Under Secretary for Energy, who said, 'He's not just smart – he's cool and articulate. I think he may be the most amazing kid I've ever met.'

A big head?

Are his parents ever worried about Taylor becoming self-centred and arrogant? 'He's not being selfish, it's just that there's so much going on in his head,' says his sister. And if Taylor appears arrogant, it's because 'Taylor doesn't understand the meaning of "can't"', his father says. 'And when he does,' his mother adds, 'he doesn't listen.'

Taylor does think selfishness was a problem at first. 'I was exploring things because I was interested in them. It was fun, but in a way it was selfish too. Then it turned out that I was really good at it, and it became a responsibility. I realized I had the capability of doing things that could really change the world.'

He's confident his weaknesses will stop him getting too big-headed. He's not good at foreign languages or sport, and although this outgoing, expressive young man isn't the typical shy geek, he admits, 'What makes me nervous? Asking a girl for her number.'

Vocabulary and pronunciation

Word building – prefixes and suffixes

1 Look at the words in *italics* from the text on p85.

> Taylor does think *selfish**ness*** was a problem.
>
> He went at things ***non**-stop*.

Which of the words uses a **prefix**? Which uses a **suffix**?

2 Read about prefixes and answer the questions.

> **Prefixes** are used to change the meanings of words. Look at these words with prefixes.
>
> **pre**diction **re**chargeable **multi**lingual **dis**agree
>
> Which means … ? *many* *before* *again*
>
> Which is a negative prefix?

3 Work with a partner. Choose a negative prefix from the box to make words 1–10 mean the opposite.

un-	in-	im-	il-	dis-	ir-	mis-

1 possible	*impossible*	6 appear	_____
2 patient	_____	7 regular	_____
3 lucky	_____	8 perfect	_____
4 spell	_____	9 formal	_____
5 legal	_____	10 conscious	_____

4 8.10 Listen to the lines and respond using one of the negative words from 3. Then compare your answers.

1 I'm going to stay awake for two weeks.
That's impossible!

5 Read about suffixes and answer the questions.

> **Suffixes** are used to form different parts of speech.
>
> What endings do you notice on these words?
> What part of speech are they?
>
> act **action** **active** **actively** **activate**

What part of speech are the words in the box? What are the different suffixes?

prediction	colourful	excitement
suitable	shorten	confidently
creative	kindness	automatically
imagination	educate	careless



6 Work in groups. Make new words with the base words, using the prefixes and/or suffixes. Which group in the class can make the most words?

Prefix	Base word	Suffix
un…	agree	…ness
im…	happy	…ment
re…	conscious	…ful
dis…	expense	…less
mis…	help	…able
in…	kind	…ive
	polite	
	success	
	understand	
	use	

7 Complete the sentences with a word from **6**.

1 Bob and Jan don't get on at all. They dis_____ about everything.
2 Money can't buy you h_____ness.
3 The sales assistant was very im_____. I told her manager how rude she'd been.
4 Thanks for your advice – it was really h_____ful. I do appreciate all your k_____ness.
5 My dad is u_____less at telling jokes. He always gets the ending wrong.
6 I wasn't being un_____. I think you mis_____ what I said.
7 Tim fell off his bike and hit his head. He was un_____ for 20 minutes.
8 Most supermarkets now sell r_____able plastic bags.

Changing word stress

8 8.11 Listen to four short conversations. Write down the pairs of words with stress changes.

1	*operate*	*operation*	3	_____	_____
2	_____	_____	4	_____	_____

Practise the conversations.

Go online for more **vocabulary** practice

Everyday English Arranging to meet



1 8.12 Listen to two friends, Jeff and Kevin, arranging to meet over the weekend. Complete their diaries.

JEFF	22 Fri	23 Sat	24 Sun
Morning			
Afternoon			
Evening			

KEVIN	22 Fri	23 Sat	24 Sun
Morning			
Afternoon	finish work early		
Evening			

2 Why is Jeff in town? Why is it difficult to find a time to meet? Where and when do they finally agree to meet?

Making arrangements

3 8.12 Listen again to the conversation. Complete the lines with the exact words Jeff and Kevin use.

1 I was _____ if we _____ meet?
2 What _____ Friday evening?
3 … I _____ meet you late afternoon before the class.
4 _____ most of the afternoon, though.
5 So _____ Saturday evening? Does that work for you?
6 Well then, why _____ meet at the station?
7 _____ meet there and have breakfast. _____ we say half nine?
8 … _____ we _____ it ten o'clock?

PRONUNCIATION

1 8.13 Listen and repeat the lines in exercise 3. Pay attention to the stress and intonation.

2 Take turns to read the lines in exercise 3 aloud to a partner, and answer with a reply from the list below.

I'd love to, but I'm incredibly busy.
Let me see. Sorry, I can't do Friday evening.
No, that won't work for me.
That's no good, I'm afraid.
Sorry, Saturday evening's out for me.
Yeah, that's a great idea.
Sounds good to me! But half nine?
Fine, ten it is, then.

Roleplay

4 It's Friday evening. You want to meet a friend over the weekend. Fill in your diary. What are you doing this weekend? When are you free?

	SATURDAY	SUNDAY
Morning		
Afternoon		
Evening		

5 Find a partner. Make suggestions and arrange to meet.

Are you doing anything on Saturday morning?
I can't do Saturday morning. I'm …
What about the afternoon?
Let me see … No, that won't …
I was wondering if you'd like to …

When you have finished, tell the class when and where you're meeting.

We're meeting on Sunday afternoon at 3.00.
We're going to …

Go online for more speaking practice

Writing Writing for talking (2)

Analysing a talk

1 What stories are in the news at the moment?

- Are they national or international?
- Are they about the environment, politics, crime, etc.?
- Discuss any that concern you with the class.

2 8.14 Read and listen to a girl talking about a topic that concerns her.

1 What is her cause for concern?
2 Why does she have a personal interest?
3 How did Craig use to be?
4 What does research tell us about the addiction?
5 Do most children become addicts?
6 What concerns Dr Griffiths?
7 What other concerns does the girl have?

3 Read the talk again and answer the questions.

1 Look at the words that introduce each paragraph. Why are they used?
2 Find examples of the speaker talking from her own experience.
3 Find examples where she quotes research.
4 How does the girl conclude her talk?

Preparing your talk

4 Choose a cause for concern from the topics you discussed in exercise 1. Make notes. Say why it concerns you and do some research.

5 Write a talk to give to your class, of 200–300 words. Use your notes and these guidelines to help.

1 Introduce your topic
My cause for concern is …
I want to talk about X because …
2 Give the reason why
Let me explain why.
Two years ago, …
I've always been interested in …
3 List your research
Research shows that …
A recent study found that …
I read in the newspaper/heard in the news that …
4 Introduce new points
I have two more concerns.
Firstly, …, secondly, …
Another thing is …
5 Conclude
Finally, I'd like to say …
Thank you all very much for listening to me.
Are there any questions?



My cause for concern

The thing I'm concerned about at the moment is the influence that video games may have on children.

Let me explain why. I've been reading lots of newspaper articles on the subject, and I also have a personal interest. You see, I have a younger brother, Craig, he's 13 years old, and I'm afraid he's becoming a video game addict. Just a few years ago, Craig had many interests; he played football, he was learning judo, he went out on his bike with his friends. He was a happy, fun-loving boy. Now he spends hours every day in front of a screen, in a virtual world, playing virtual games, usually violent ones, and he becomes really angry if our parents tell him to stop.

Research shows that children between the ages of two and five regularly play video games, and that by the age of eight, they spend an average of 25 minutes on them. It's much easier to find ways to play video games than it used to be, because of tablets and smartphones. This is not a problem for most children. However, by their early teens, a small minority have become addicts, playing for at least 30 hours a week. Dr Mark Griffiths of Nottingham Trent University, an expert in video game addiction, finds this figure worrying. He says that children may become so addicted that they stop doing homework, start playing truant, and even steal money in order to buy the games. It's likely that this addiction will only get worse with the coming of virtual reality headsets, which make the experience of getting completely lost in a virtual world even more powerful.

I have two more concerns. Firstly, I worry that the violence in the games could cause children to become more violent. My brother isn't violent, but he is certainly bad-tempered if he is stopped from playing. Secondly, I worry that sitting without exercise for so long is bad for your health. Craig often plays five hours a day, and some days his thumbs are really painful and he can't sleep because he is over-excited. His schoolwork is going from bad to worse.

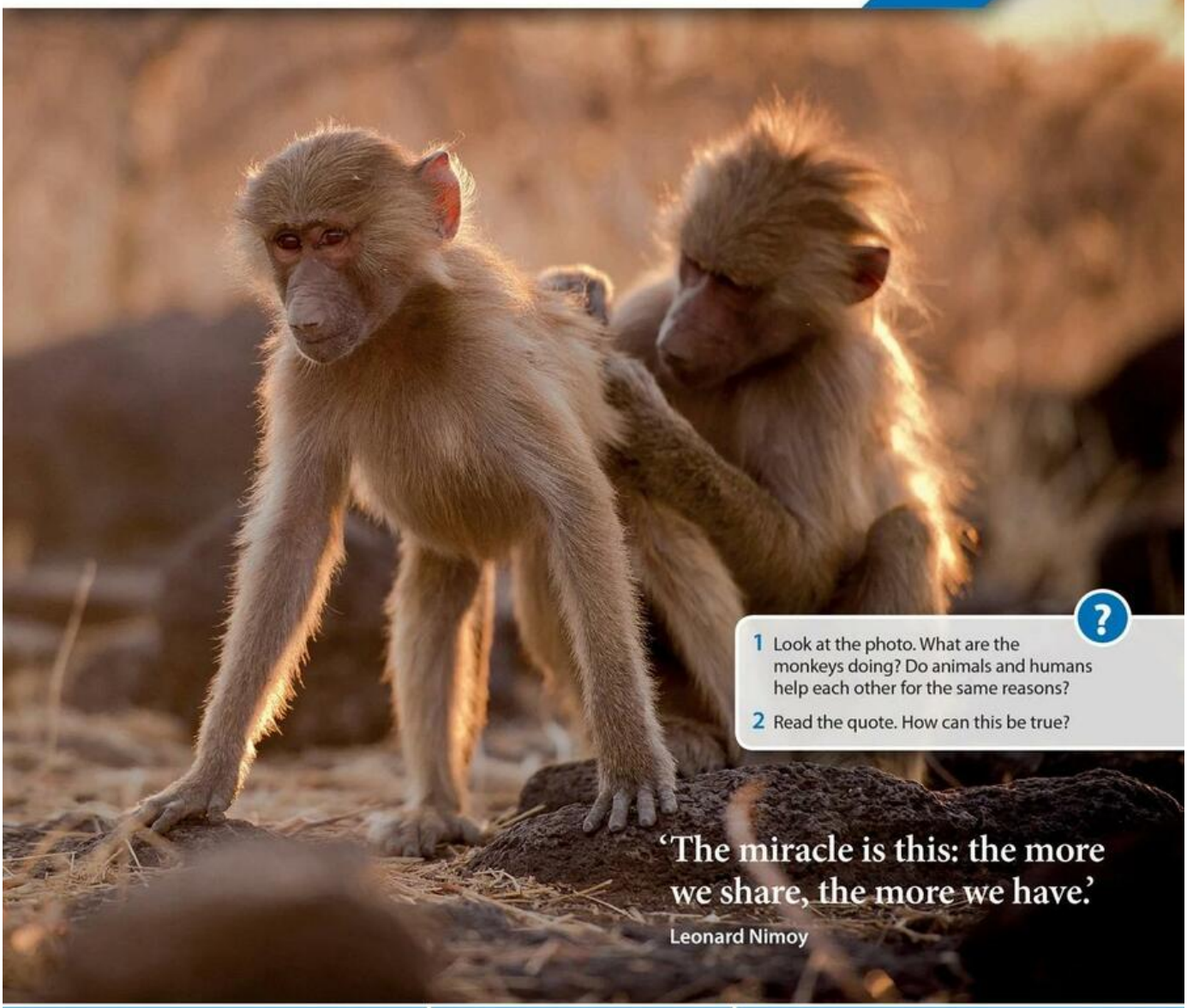
Finally, Dr Griffiths says that more research is needed, but I don't need to read more research to conclude that video games cause problems. He should come and meet my brother. That's all the evidence he needs.

6 Practise reading your talk aloud first to yourself, then to a partner. Give your talk to the class. Answer any questions.

Go online for more **writing** practice

Caring and sharing 9

- Grammar Second and third conditionals
- Vocabulary Words with similar / different meanings
- Reading The sharing economy
- Listening The kindness of strangers
- Everyday English Money matters
- Writing Describing a place



1 Look at the photo. What are the monkeys doing? Do animals and humans help each other for the same reasons?

2 Read the quote. How can this be true?

'The miracle is this: the more we share, the more we have.'

Leonard Nimoy

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Conditionals

STARTER

Discuss with a partner. Which of these are the statements of a selfish person? Which ones are true for you, or someone you know?

- I get a lot more pleasure from giving presents than receiving them.
- I wouldn't dream of sharing my favourite chocolates with anyone!
- I sometimes put my bag on the seat next to me on the train, to stop someone else sitting there.
- I would never play loud music if it might annoy other people.
- I sometimes find it difficult to listen to people telling me their problems because I'm dying to tell them mine.

How selfish are you?

1 Statements 1–5 show the results of studies into selfishness. Read them and match them with photos A–E. Choose the answer you think is true in each statement.

1. **81%** / **51%** of people said that if they found a bag containing £1 million in cash and jewellery, they would take it to the police.
2. If people saw someone in trouble, they would be **more** / **less** likely to help if there were other people around.
3. People would be more likely to help a lost child in the street if they lived in **a small town** / **a city**.
4. If you waited at the side of the road, drivers of **cheaper** / **expensive** cars would be more likely to stop and let you cross.
5. If you were an only child, you would be **more** / **no more** selfish than children with brothers and sisters.

2 9.1 Discuss your answers as a class, then listen and check. Did any of them surprise you? Why?

3 Tell your partner what you would do in the situations in **1**.

1 If I found a bag containing £1 million, …

I'd definitely take it to a police station.

I wouldn't. I'd give the money to charity.

2 If I saw someone in trouble and there were other people around, …

I'd / I wouldn't …

3 If a child in the street told me he was lost, …
4 If I was in my car and saw someone waiting at the side of the road, …
5 If I were an only child, I think …


A



B


C


D


E

The Good Samaritan

4 Look at the painting. Do you know the story of *The Good Samaritan*? It's about three people who walk past an injured man lying at the side of the road. Who do you think stops to help the man?

a) a priest
b) someone from the same community
c) a stranger

Extra Material p158 Check your answer to 4.

5 Work in pairs. Read about an experiment that was done in an American college for student priests. Decide what you think the missing percentages are.

9.2 Listen and check. The experiment suggests that modern life can make people behave selfishly. How?

6 Look at the things the students might have said after this experiment and answer the two questions.

Student A	*'If I hadn't been in a hurry, I'd have offered to help him.'*
Student B	*'If I'd stopped, I could have asked if he needed help.'*
Student C	*'I think I might have stopped if I hadn't been late.'*
Student D	*'I know I should have stopped. I wouldn't have walked past if it'd been in my town.'*

1 Did any of the students A–D stop?
2 Did any of them help the man?

GRAMMAR SPOT

1 *Second conditional* sentences talk about an unreal situation in the present or future.
If I **had** a problem, I**'d** (= would) **come** to you for advice.
(*But I don't have a problem.*)

Third conditional sentences talk about an unreal situation in the past.
If you**'d** (= had) **asked** me, I**'d** (= would) **have helped**.
(*But you didn't tell me, so I didn't help.*)

How do we form second and third conditional sentences?

2 Which two of these modal verbs express a possibility?
I **would** / **might** / **could** have helped you.

3 Look at this sentence.
He **shouldn't have kept** the money he found.
(*Did he keep the money? Was it a good thing to do?*)

Grammar reference 9.1–9.3 p150

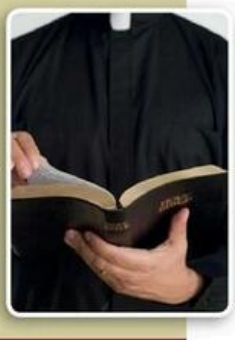
Go online for more **grammar** practice


The Good Samaritan

Who cares? An experiment

A group of student priests were asked to prepare a talk on the story of *The Good Samaritan*. They were then told to go to another building to give their talk.

As they left, half of the students were told they were late and had to hurry. The others were told they had plenty of time. On the way, there was a man lying on the pavement, clearly in pain (it was an actor).



___ % of the students who thought they had plenty of time, stopped to help, but only ___ % of those who thought they were in a hurry stopped. Some of them said that they hadn't noticed the man as they hurried past, but many of them stepped over him … in order to go and give a talk on … *The Good Samaritan*.

7 9.3 Listen and repeat the contracted forms. Notice how *have* is pronounced.

1 If I'd known, I'd have come.
2 She wouldn't have come if it'd rained.
3 If they'd helped, we might have managed it.
4 You shouldn't have done that.
5 We could have told you if you'd asked.

8 Make sentences using the prompts.

1 The students were in a hurry. They didn't notice the man.
hadn't / hurry / might
If the students hadn't been in a hurry, they might have noticed the man.

2 I didn't give Jenny a lift. I didn't know she needed one.
would / lift / known

3 I bought this flat. My parents helped me.
couldn't / parents / helped

4 The dog didn't die. Someone rescued it.
would / someone / rescued

Practice Instant karma

1 *Karma* is the idea that the way you behave now will affect what happens to you in future. Read the three news stories. After each one, discuss how they suggest 'instant karma'.

HAVEN'T I MET YOU BEFORE?

On his Tube journey to work, HR executive Matt Buckland moved aside to let a woman off the train before him. The man behind pushed past and swore rudely at him.



Later that day, the same man walked into Matt's office for a job interview. Matt recognized him immediately, and asked him a lot of questions about underground travel. When the man realized who Matt was, he laughed about it … but was not offered the job.

RING OF FORTUNE



When Sarah Darling dropped money into the cup of a homeless man, Billy Ray Harris, she didn't realize her engagement ring had fallen in, too. A jeweller told Billy Ray it was worth $4,000, but he decided he couldn't sell it. Two days later, Sarah returned, and was delighted when Billy gave her the ring back.

Sarah and her husband-to-be were so grateful. She started an online fund to help Billy Ray. In three months, she collected $190,000, and Billy now has a house, a car, and a job.

TRAGIC PROTEST

Philip Contos took part in a New York rally with 550 other motorcyclists, to protest against the law about wearing helmets.

Helmetless, Contos fell off his motorcycle after braking hard, and hit his head on the road. He died before reaching hospital. Doctors said that wearing a helmet would almost certainly have prevented his death.



2 Complete each of the second sentences about the stories using the words in brackets.

1 The man was wrong to push past Matt on the train. (*shouldn't*)
He *shouldn't have pushed* past Matt on the train.
2 The man was very rude. He didn't get the job. (*might*)
If he hadn't been so rude, _____.
3 It was wrong for him to swear at Matt. (*shouldn't*)
He _____.
4 Billy Ray didn't sell the ring. He didn't get $4,000 for it. (*if*)
_____, he could have got $4,000 for it.
5 Billy was honest. He got a house, a car, and a job. (*if, not*)
_____ a house, a car, and a job.
6 Sarah put Billy's story online. She collected a lot of money. (*if, not*)
_____ any money.
7 Contos didn't wear a helmet on the rally. (*should*)
_____.
8 He braked hard and fell off his motorcycle. (*if*)
_____.
9 He didn't wear a helmet. He died. (*if, might*)
_____.

Roleplay – *You're an idiot!*

3 Your friend is telling you some stupid things he's done. React using *might have*, *could have*, or *should/shouldn't have*.

1 'I drove home, even though I was falling asleep at the wheel.'

You're an idiot! You might have had an accident! You could have killed someone!

2 'I didn't feel like going to work. I phoned in sick, and then went shopping.'
3 'I took a bag through customs for a man who asked me to.'
4 'I went out in the sun and with no suncream on.'
5 'I walked home along the side of the motorway.'
6 'I told my girlfriend I was too busy to go out, and then I went to the pub with Jane.'

9.4 Listen and compare.

Talking about you

4 Work in small groups. Think of times when you've behaved stupidly. Tell the class and listen to how they react.

I fell asleep on the train home and missed my stop.

You should have set the alarm on your phone!

You could have ended up in … !

If you'd gone home earlier …

Listening and speaking

The kindness of strangers



Saturday Live is a popular radio programme on **BBC Radio 4,** which includes a feature called **Thank You.** Members of the public call in and say 'thank you' for help that strangers gave them when they were in difficulty – often many years ago. The callers often weren't able to say thank you at the time, and hope that the person might be listening.

1 Look at the photos connected with four callers who phoned **Thank You**. What do you think the callers' difficulties were? How do you think people helped?









2 9.5 Listen to the four callers and complete the notes in the chart.

	What were the callers doing when they got into difficulty?	What was the problem?	Who helped them? How?
1	*Driving a scooter through a desert in Iran.*		
2		*She couldn't see when the train came in.*	
3			*A woman took his son to a police station.*
4	*We don't know.*		

3 9.5 Listen again and answer the questions.

1 Why didn't the man have any gloves? Why didn't he thank the man who helped him?
2 Why was the Tube so busy? Why did the girls stand on top of something?
3 How did the man's wife react? How did the woman take the child to the police station?
4 Why did the woman think her daughter's purse wouldn't be returned?

What do you think?

- Which of the acts of kindness do you find most surprising, and heart-warming? Why?
- Why do people love to hear these stories being broadcast by the media?
- Would it be good if the media reported more good news stories? Why/Why not?

SPOKEN ENGLISH *just*

1 Look at the use of *just* in this sentence from the thank yous. What does it mean?
'We were in a clothes shop, ***just*** looking around.'

2 *Just* can mean many different things. Write *just* where you think it goes best in these sentences. Choose which of the meanings in the box it has.

absolutely only a short time before by a small amount

1 Alice isn't here. She's just gone. a short time before
2 I love your present! It's perfect!
3 Abingdon is south of Oxford – it's only eight miles away.
4 I've finished reading that book, so you can borrow it.
5 I don't want any wine. A glass of water, please.
6 Wow, that chocolate cake is amazing!
7 'Who's coming tonight?' 'Me. Clare can't make it.'
8 We missed the train – we were only a minute late.

9.6 Listen, check, and repeat.

Say thank you!

Think of a time when someone helped you when you had a problem. It could be a friend, a family member, or a stranger. Write a short 'thank you' like the ones in the radio programme and read it to the class.

Reading and speaking

The sharing economy

1 Have you or anyone you know used *Airbnb* or *Uber*? How do they work? How are they an example of the *sharing economy*?

2 Read the introduction to *What's yours is mine!*

1 What's shocking about the statistic on electric drill use?
2 What's another example of something we own, but rarely use? Can you think of more?

3 Discuss with a partner. Would you be interested in sharing any of these things with other people?

tools	kitchen gadgets	a car/bicycle
clothes	children's toys	jewellery

4 Read the full text and answer the questions.

1 Why are we *bombarded by advertising*?
2 What's the danger with being able to buy things *on credit*?
3 Why does it not feel too risky to use sites such as *Airbnb*?
4 What are the two most common problems with the sharing economy? What are the two main benefits?
5 How are libraries different nowadays?
6 What do people share in Seoul?

5 Work in pairs. Look at the Sharing companies on page 95.

Student A read about the companies in **A.**

Student B read about the companies in **B.**

In your own words, tell your partner:

- What do they do?
- What's the advantage of using them?
- Tell your partner which company you like most from the ones they told you about. Why do you like it?

What do you think?

- Why are children's clothes and toys ideal for passing on to other people?
- Would people in your neighbourhood share tools and gadgets?
- Taxi drivers don't like *Uber*. Who wouldn't like the sharing companies shown here? Why?
- If people shared more, how would it affect the economy?

Project

Work with a partner. Think of things that you own that you could rent out. Suggest an idea for a sharing company to the class. Vote for the best idea.

Watch a video about the concept of *hygge*.





What's yours is mine!

Every day, we're bombarded with advertising telling us to buy more stuff. Many of our homes are full of things we hardly ever use, and often couldn't have bought if it hadn't been on credit. Clearly, we live in a consumer economy, but a new alternative, the sharing economy, is beginning to change our attitude to buying and owning things.

So, perhaps you need an electric drill to put up some bookshelves? But would you buy one for £150 if you knew that the average person only uses their drill for between 6-13 minutes during its lifetime? And should you really have bought that huge ladder you only use once a year? The obvious question is, why don't we share these things with other people, and share the costs?



Safe sharing

Sharing used to be difficult to organize, and could feel risky, but the Internet, and smartphone apps, have made it easy, safe, and global. People can rent out anything they own and don't use much. *Airbnb* is the most successful example, with millions using it to make money by letting people stay in their spare rooms, or in their homes while they're away, and to find cheap accommodation when they travel themselves. Reviews provided by both hosts and guests mean you know whether you can trust what people are offering, and payment systems are secure and reliable.

The downsides

There are downsides. Many schemes run into problems with insurance and safety regulations – who would be responsible if a paying guest had an accident in your home? And taxi drivers aren't too happy about losing passengers to the taxi alternative *Uber*, another giant of the sharing economy.

A sense of community

As well as offering economic benefits to both users and providers, however, the rise in sharing could also bring back some of the sense of community that we've lost as a society. Libraries were once just for books, but now people are starting their own 'libraries' for all sorts of things. In South Korea, the local government has declared Seoul to be a 'sharing city'. There are schemes for neighbours to share cars, parking spaces, and office space. Apartment blocks have a 'library apartment', where residents can offer to share tools, suitcases, children's clothes, and yes, books! People even lend suits to young jobseekers who can't afford to buy one for interviews!



Sharing companies

A

DogVacay



When dog owners have to go away without their pets, it can be challenging to find a kennel that will give their dog a loving, temporary home. ***DogVacay*** users offer to look after each others' dogs in their own homes. Your dog gets a friendly new home, and can make some new doggy friends!

Pley



Pley's co-founder Elina Furman had the idea for a 'Lego library' when she realized it could have saved her the $2,000 she'd spent on various sets sitting unused in the toy cupboard. She thinks toys are the perfect items to hire out, as children can get bored with them so quickly.

Campinmygarden

If you found you didn't have the budget even for *Airbnb*, you could get your tent out and use ***Campinmygarden*** to stay in someone's private garden for £10 a night.



Hundreds of gardens are available, all around the world, some of them conveniently close to city centres.

B

Stylend



If you spent £1,500 on that designer dress for a very special occasion, when would you ever wear it again? Would it spend the rest of its life in your wardrobe? On ***Stylend's*** site, women can see photos of other women's expensive clothes, which they can hire just for the day or evening.

TaskRabbit

TaskRabbit is an easy way to hire people to do jobs around the house for you. 'Taskrabbits' register with the company, and can bid to do jobs that people have posted on the website. Users could go for the lowest price, or rely on how other users have rated someone's work.



JustPark



JustPark makes it easy to profit from the parking space in front of your house by renting it to visitors to your area. Drivers can use it regularly if they have to drive to work, or occasionally if they need a cheaper option to park near hospitals, airports, etc.

Vocabulary

Words with similar meanings

1 Match words with similar meanings in **A** and **B**. Some are in the text on p94.

A	B
to rent	challenging
a price	to set up
a guest	an advantage
to trust	to hire
difficult	a fee
a benefit	to rely on
to start	a visitor

2 Use the pairs of words from **1** to complete the sentences. The first word comes from **A**, the second one from **B**.

1 We _____ a small house in Cambridge for three months last year.
I'm going to _____ a nanny to look after the children.

2 We love having Glenna to stay – she's such a good _____.
Legoland has _____ from all around the world.

3 I don't know which workman to choose – it's a _____ decision.
This crossword is very _____! I can only get half of the answers.

4 I would have bought our furniture from them if their _____ hadn't been so high.
The _____ at schools like Gordonstoun are very high.

5 If you did more exercise, you'd soon see the health _____.
Of course, there are both _____ and disadvantages in being self-employed.

6 Don't tell Peter any of your secrets. You can't _____ him to not tell anyone.
Get Karen to design your garden. You can _____ her to do a really good job.

7 I've _____ a new reggae band with some old friends.
We would _____ our own business if we had enough money to get started.

Words with very different meanings!

3 Which wrong words in these cartoons make them funny? Correct them using the words in the box.

order cook rob beat
invent check

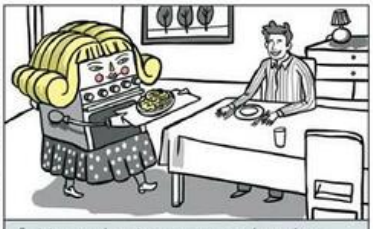


1 Thieves stole a bank last night.


2 Edison discovered the light bulb.



3 The drinks machine was out of work.


4 My mother is a very good cooker.


5 The inspector controlled our tickets.


6 Roma won Arsenal in the cup final.

4 Which word goes with which phrase?

1	wash clean	the flat your hair	5	borrow lend	money from someone someone some money
2	hear listen	noise to music	6	an agenda a diary	with discussion points full of appointments
3	a China a delicious	dish plate	7	sensitive sensible	about what's possible to people's feelings
4	a school a university	professor teacher	8	bring take	something here something there

5 9.7 Now listen and check. Which of the words and phrases are used? What are the situations? Write two-line conversations for the other words in each pair. Read them out to the class.

Go online for more **vocabulary** practice

Everyday English Money matters

1 9.8 Listen to the beginnings of four conversations. Match each conversation with a photo.

- Where are the people?
- What questions are asked?

2 9.9 Listen to the full conversations. What's the problem in each one?

3 Work with a partner. Choose one of the situations from 1–4 and use the prompts to act out the full conversations.



A


B


C


D

1

A … about … silk designer dress?
B Mmm, it's …, but it's … my price range.
A So what … of price did you have in …?
B Oh, £1,000 would be my ….
A You … spread the … over 12 months if you … to.
B Mmm, I don't … buying things on …. If I … it and changed my …, could I bring it back and get a …?
A Yes, as … as it's not been ….
B OK. Erm, I think I'll … it for now, …. Thanks. Bye.
A Goodbye.

2

A Here's … bill.
B Thank you. Is service …?
A No, it isn't. How was your …? Was … OK?
B Yes, it was all …, thank you.
A So, if you could enter your … number, add a … if you want to, and then press Enter.
B Can I not … contactless?
A No, I'm afraid that's only … £30. OK, here's your ….
B Thanks. And … for you. I prefer to … tips in cash.
A Oh, thank you. … again soon.
B I will. Bye.

3

A Hello, what's your exchange … for euros to pounds sterling?
B It's 0.79 at the ….
A And do you … commission?
B It's commission … above £150.
A OK. So how many pounds would I … for €250?
B Er, £197.50. But we've only got sterling in ….You could have £200 for €254?
A Yes, that would be ….
B OK, if I could just have your …? So, … would you like the money?
A Er, could I have seven … and six tens, please?
B … you go. Have a nice day.
A And you. Bye.

4

A Could I have a … ice cream, please?
B Sure. That's £1.80. You'd … be quick – the film's about to start.
A OK, thank you. … you are. I'm sorry, I haven't got … smaller.
B That's OK. And here's your ….
A Thanks. Er, I think you've … a mistake.
B Sorry?
A Er, you've … me the wrong change. I gave you a … pound note and you've given me change for a ten.
B Oh, sorry … that, I'm daydreaming today! … you go.
A Thanks a lot. Bye.

4 Work in small groups. Discuss the questions.

- What's the exchange rate between your currency and the US dollar? Between your currency and sterling?
- Are you ever overdrawn at the end of the month?
- How could you economize if you had to?
- What credit cards do you have?
- Do you have any store cards?
- Do you keep within your credit limit?
- Would you lend money to a friend? If so, what's the most you would be happy to lend?

Go online for more **speaking** practice

Writing Describing a place – relative pronouns and participles

1 Work with a partner. Imagine you are going to list your house/apartment on ***Airbnb***. Give each other details about:

- location
- number of rooms
- house rules
- transport
- furniture and facilities

Ask questions if you want more information.

2 Read an ***Airbnb*** listing for a house in Cambridge. How many people could stay there? Would you like to stay there? Why/Why not?

3 Complete the listing using the relative clauses below.

a which is Internet connected
b that can seat six people comfortably
c where you can buy most things you need
d who will help with any problems
e whose children often play outside
f which has fast trains to London
g that has smart, modern furnishings
h where you can sit and enjoy the sun
i you can use for real log fires

GRAMMAR SPOT

1 Underline the relative pronouns in **3**. What do they refer to? When do we use *which*, *that*, *who*, *where*, and *whose*?

2 Look at these sentences. We can leave out the relative pronoun from one sentence in each pair. Which one? Why?

This is the room **which** I like best.
This is the room **which** has the best view.
They're neighbours **who** we don't often see.
They're neighbours **who** are happy to help.

Grammar reference 9.7–8 p151

4 Link these sentences with *which/that*, *who*, *where*, *whose*, or no relative pronoun.

1 There's the corner shop. You can buy groceries and newspapers there.
2 This is the bedroom. It's used as a study.
3 That woman is my neighbour. She's talking to the postman.
4 There are two bicycles. You can use them to cycle into town.
5 Were you talking to the girl? Her parents live at number 52.

5 Use your notes from **1** to write an *Airbnb* listing for your house/apartment. Include:

- a title
- a short summary of the space
- more details about the space and neighbourhood



Smart and cosy Cambridge house

Smart, modern, but cosy 3-bedroom house in a friendly neighbourhood on the outskirts of Cambridge, with easy access to city centre, and rail station to London.

→ The space

The space is a well-kept 3-bedroom house [1]_____ and a nice cosy lived-in feel. The living room has a large, comfortable sofa and armchair, and a nice oak coffee table with bookshelves above it (feel free to read anything you like, and enjoy our CD collection!). There's a TV [2]_____ for streaming films and catch-up TV (the Wi-fi is fast and reliable). Best of all, for winter visits, there's an open fireplace [3]_____.

The living room runs through into a dining room [4]_____. Both rooms have beautiful wooden floors with rugs. The kitchen is rather small, but has nice modern fittings. At the end of the dining room, the French windows open into a small conservatory, [5]_____. There are two bedrooms, one with a double bed, and the other with twin beds. The third bedroom is used as a study.

→ Neighbourhood

The house is in a quiet, friendly neighbourhood. Our immediate neighbours on the left are a retired elderly couple [6]_____ if we can't be contacted. In the house on the right, there's a nice young couple [7]_____, so if you have children they could make some new friends!

There's a corner shop about five minutes' walk away, [8]_____. The nearest supermarket is within walking distance, about 15 minutes, and it's only a short bus ride to Cambridge city centre, and the rail station, [9]_____.

Go online for more writing practice

Beyond belief! 10

- Grammar Modals of deduction
- Vocabulary Phrasal verbs – *out* and *up*
- Reading My solo wedding
- Everyday English Expressing attitude
- Listening The man who posted himself to Australia
- Writing A story (2)



1 Look at the photo. What's happening? What do you think the people are celebrating?

2 Read the quote. What should you do before you believe something?

'Believe nothing just because you have been told it.'

Buddha

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar *must be / can't be / looks like …*

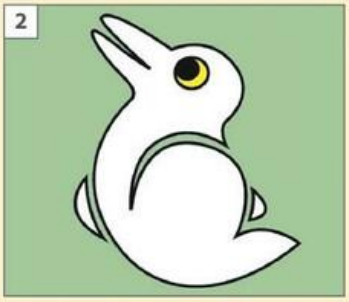
STARTER

Work with a partner. Look at the optical illusions.

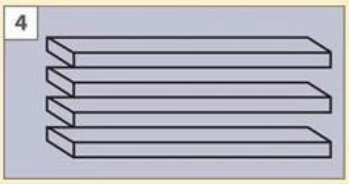
OPTICAL ILLUSIONS – can you find … ?

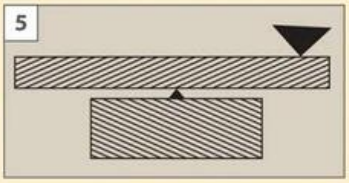
- … four people
- … four animals
- … a soldier
- … two earrings
- … a parallel bar
- … two words
- … four shelves
- … a candlestick



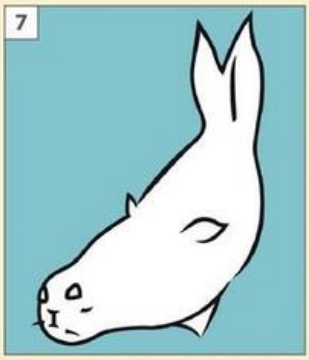


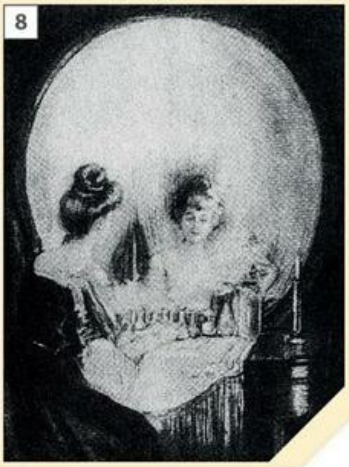












What do you see?

1 A man and a woman are talking about the optical illusions. These lines are from their conversation. Which illusion do you think each refers to?

a It **looks like** a rabbit to me.
b It **might be** a horse.
c There **can't be** four shelves.
d It **doesn't look** parallel.
e He **could be looking** straight at me.
f It **must be** a soldier.
g It **looks like** a skeleton. It **can't be** a lady.
h It **may be** a candlestick.

2 10.1 Listen to the complete conversation. Work with a partner and, as you listen, point to the picture they are talking about. Which ones can't the woman see?

GRAMMAR SPOT

1 Which sentence is the most sure? Which are less sure?
It **must be** a horse. It **may be** a horse.
It **could be** a horse. It **might be** a horse.

2 The above sentences all mean *I think it's possible that it is a horse.* What does '*It can't be a horse*' mean?

3 Compare the sentences in A and B. After *look like* do we use an adjective or a noun?
A It **looks like a rabbit** to me.
You **look like your mother.**
B It **doesn't look parallel.**
You **look hot and tired.**

4 Look at the example of *be + -ing*. This is the **continuous infinitive.**
He **could be looking** at me.
Which two other examples did you hear in the conversation?

Grammar reference 10.1–10.2 p151–2

Go online for more **grammar** practice

Practice

Fact or fiction?

1 Work with a partner. Do you believe these statements are true or false? Use modal verbs in your comments. Discuss your ideas with the class.

1 Sunflowers turn to follow the sun.

That must be true. That's why they're called sunflowers.

I'm not so sure. It might be because they look like the sun.

2 The milk of a hippopotamus is pink.
3 Salt water boils quicker than fresh water.
4 Ducks' quacks don't echo.
5 A toilet flush rotates in a different way depending on which hemisphere you are in.
6 Hurricanes always have girls' names.
7 Elephants can't jump.
8 Too much sugar makes children hyperactive.
9 Fish have a three-second memory.



2 10.2 Listen and check your ideas. Do you learn anything that surprises you?

Grammar and speaking

3 Write the responses to these lines using the words in brackets. Work with a partner. Take turns to read the lines and respond.

1 'I think I've lost my passport.' (*must, worried*)
You must be very worried.
2 'Your phone's ringing!' (*might, my mum*)
3 'Paul's taking his umbrella.' (*must, rain*)
4 'Gary's car isn't in the drive.' (*can't, at home*)
5 Lara's not in class.' (*could, coffee bar*)
6 'Look! Three fire engines!' (*must, somewhere*)
7 'Whose jacket is this?' (*might, John's*)
8 'You got top marks in the test!' (*must, joke!*)



Guess what they are talking about

4 10.3 Listen to five short conversations and guess the answer to the questions. Give reasons for your conclusions.

1 Where do you think the people are?
At home? In a restaurant? In a pub?

A A glass of dry white wine and a mineral water, please.
B Still or sparkling?
A Sparkling, please.
B Do you want ice and lemon with that?
A Just ice, thanks. How much is that?

They can't be at home because they're paying for the drink.

They could be in a restaurant, but … They must be in …

2 What are they talking about?
A TV? A mobile phone? A laptop?
3 What do you think she's talking about?
An exam? A job interview? A doctor's appointment?
4 Who are the people talking?
Two friends? Husband and wife? Brother and sister?
What are they talking about?
A birthday present? A wedding present? An anniversary present?
5 What do you think is happening?
A driving test? A driving lesson? A car journey?

What went wrong?

must have been / can't have been



1 10.4 Rick is calling Alex. Read and listen to his side of the conversation. What is it about?

R Alex, you're back! Did you and Hannah have a good time?

A ...

R Really? What on earth happened?

A ...

R I bet you were furious with her – that's the one thing you do need to travel these days. Did you go back to get it?

A ...

R By four hours!? That's a long time. Were things OK when you finally took off?

A ...

R I know, my poor sister. Turbulence can be really scary. Hannah must have been terrified. So, did things get better when you landed?

A ...

R You poor things! No sleep, after that nightmare journey. Didn't you complain?

A ...

R Three o'clock!? Were things any better the next day?

A ...

R So ... even the weather was awful. Sorry Alex ... but Leah and I were much luckier in Spain ... we had cloudless skies every day.

A ...

R What? No sun at all – just wind and rain!?

A ...

R You're kidding! You must have been so glad to get home and go back to work!



2 Work with a partner. Try to work out Alex's side of the conversation. Read the questions. Discuss and tick (✓) what you think is the most likely answer.

1 What is the relationship between Rick and Alex?
- ☐ They could be brothers.
- ☐ They must be brothers-in-law.

2 Where have Alex and Hannah been?
- ☐ They must have been on holiday abroad.
- ☐ They might have been on holiday in Scotland.

3 Why was Alex furious?
- ☐ He may have forgotten his passport.
- ☐ Hannah could have forgotten her passport.

4 What was wrong with the journey?
- ☐ The flight must have been delayed.
- ☐ They might have missed their flight.

5 Why is Rick sorry for Hannah?
- ☐ She must be afraid of flying.
- ☐ She could have been sick on the flight.

6 What was wrong when they arrived?
- ☐ Their hotel room may not have been ready.
- ☐ They can't have liked their room.

7 Were Alex and Hannah in Spain?
- ☐ They can't have been in Spain.
- ☐ They could have been in Spain.

8 What was the weather like?
- ☐ There may have been a hurricane nearby.
- ☐ It can't have rained every day.

What do you think?

3 Go through the questions and tell the class what you think.
We think Alex and Rick must be brothers-in-law ...

4 10.5 Listen to the full conversation and check your answers.

GRAMMAR SPOT

1 These sentences express **past possibility**.
Change them to express **present possibility**.
They **must have been** on holiday.
We **might have missed** our flight.
They **can't have been** in Spain.

2 What is the **past** of these sentences?
There must be a delay. He might tell her.

3 Remember *must* also expresses **obligation**.
What is the **past** of these sentences?
I must renew my passport. We must get a visa.

Grammar Reference 10.3 p152

Practice

Grammar and pronunciation

1 10.6 Match the phonemic script with the words. Listen and repeat. How is *have* pronounced?

might have	/ˈmʌstəv/
could have	/ˈkʊntəv/
can't have	/ˈkʊdəv/
may have	/ˈmaɪtəv/
must have	/ˈmeɪjəv/

2 10.7 Listen and repeat the sentences. Chorus the lines as a class.

You must have been worried.	/jʊ mʌstəv bɪn wʌrɪd/
I can't have lost it.	/aɪ kʊntəv lɒst ɪt/
It could have been stolen.	/ɪt kʊdəv bɪn stəʊlən/
I might have dropped it.	/aɪ maɪtəv drɒpt ɪt/
She may have found it.	/ʃi meɪjəv faʊnd ɪt/

Grammar and speaking

3 Write the responses to these lines using the words in brackets.

1 'I can't find my ticket.' (*must, drop*)
You must have dropped it.
2 'John didn't come to school yesterday.' (*must, ill*)
3 'Why is Isabel late for class?' (*might, oversleep*)
4 'I can't find my notebook.' (*must, leave at home*)
5 'The teacher's checking Maria's exercise.' (*can't, finish already*)
6 'Why is Carl looking so happy?' (*may, do well in the test*)

4 Work with a partner. Take turns to read the lines and respond. Pay attention to the pronunciation of *have*.

Discussing grammar

5 How many of these modal verbs can you fit *naturally* into each sentence? Discuss as a class. What are the different meanings?

can	can't	could	must	might	may	shall	should

1 He _____ have been born in the 1960s.
2 _____ you help me with the washing up, please?
3 You _____ see the doctor immediately.
4 _____ we go out for a meal tonight?
5 You _____ do more exercise.
6 I _____ learn to speak English.

SPOKEN ENGLISH *What on earth … ?*

1 Questions with … *on earth … ?* are often used in spoken English to express disbelief.
What on earth has happened?
How on earth could that have happened?
Where on earth have you been?

10.8 Listen and repeat. Pay attention to the stress and intonation.

2 Work with a partner. Read the statements aloud and respond with disbelief.
a I can't carry all these shopping bags.
What … ?
b Tom's broken his arm in three places.
How … ?
c There's someone at the door!
Who … at this time of night?
d My aunt left all her money to a cats' home.
Why … ?
e I can't find my car keys.
Where … ?

10.9 Listen and check. Practise again.



Reading and speaking

Why on earth would anyone do that?

1 Read the advert from the Japanese travel agency *Cerca Travel*. What is a 'solo wedding'? Why does the advert say you might want such a wedding?

CERCA TRAVEL offers
SOLO WEDDINGS ~ in KYOTO, JAPAN



Luxurious weddings in kimono or dress + location photo shoot

You are single, and you don't know if you will get married and have a wedding ceremony in the near future. However, you would like to have some pictures of yourself now in a wedding gown, or in a gorgeous bridal kimono, while you are young and beautiful.

Experience the feeling of being a princess for a day in the beautiful city of Kyoto!

2 Look at the photos and the title of the article. Explain the phrase 'everything but the groom!'

3 10.10 The American photographer, Naomi Harris, has decided to experience a solo wedding. Read and listen to the introduction. Why can't she be 'stood up at the altar'? Why do you think she wants a solo wedding?

It could be for her work. She might want to wear a beautiful dress.

4 Read *A growing trend*. Answer the questions.

1 What did Naomi 'sort of' forget to do? Why?
2 How do you know that she was surprised when her boyfriend broke up with her?
3 Why did living in New York *not* help her marriage prospects?
4 What other reason does she give for not being married?
5 Could her reasons for not marrying be just excuses? How do you know?

My solo wedding –

'I lie awake in my hotel room in Kyoto, nearly 6,000 miles from home, my stomach in knots. My mind is racing with thoughts of my wedding tomorrow. I take a deep breath and tell myself I don't have anything to worry about. I can't be stood up at the altar because the person I'm marrying is myself.'

A growing trend

The solo wedding is a growing trend in Japan. Like many of the women who use the service, I am a *spinster. I'm 42, and while all my friends are married or in long-term relationships, I sort of forgot to do it myself. In my late 20s, I thought I was dating the man I would marry, but he broke up with me abruptly. It was nearly 13 years before I had another relationship.

I used to think I was single because I lived in New York City during my 20s and 30s, where single women outnumber single men. Or because I travel so much for my work as a photographer. But I have many friends in New York in the same industry as me who have managed to meet, date, and marry. I've watched them get married, but I never thought I'd have a wedding of my own. Now here I am in Kyoto, awaiting my big day.

Getting ready for the Big Day

Yukiko Inoue has been running **Cerca Travel** for ten years. She is a 48-year-old divorcee. Two years ago, her colleague, 37-year-old **Natsumi Akai**, expressed interest in having her photos taken professionally in a wedding dress and the idea of the solo wedding was born. Since then, 130 Japanese women have paid ¥380,000 (£2,500) for a two-day package, including a dress-fitting, hair, makeup and a photo shoot – in short, everything except the actual ceremony.



I am met by Natsumi at the Ayumi Bridal dress shop. Natsumi is tall, slim, and beautiful. She tells me for her, the solo wedding was all about the dress.

'For Japanese women, the wedding dress is a symbol of being beautiful,' Natsumi explains. I, on the other hand, have never fantasized about wearing a wedding dress, and feel slightly nervous as Natsumi leads me into a private fitting room lined with puffy white gowns. But trying one on, I am shocked. I look in the mirror and I can't help catching my breath. I barely recognize the radiant, elegant woman I see. Natsumi smiles. 'You're a princess!'

In the end, I try on eight dresses. I end up choosing the first one I tried.



everything but the groom!

The Big Day!

In the morning, I wake up for my big day, only to look in the mirror and see that my eye is red and oozy with conjunctivitis. In the hotel lobby I meet Natsumi, who pretends not to notice. We take a taxi to a fashionable part of town, where we meet wedding stylist Mayumi Hayashi and wedding photographer Yuhino Suzuki.

I rarely dress up – in fact, putting a brush through my hair is a big occasion. Mayumi is up for the challenge, though, and places my hair in curlers before beginning to apply my makeup, expertly covering my weeping eye. I put on my dress and look in the mirror … the reality is matronly, I look like … the Queen!

We make our way to the Shugakuin Kirara Sanso Japanese garden, where I am photographed getting out of the car, walking in the garden and standing beneath the blossom. I pose for the customary wedding shots. No shots with the groom, sadly. I personally would have liked a fake husband in my photos.

There is no actual solo wedding ceremony, which is a shame, because I had imagined promising to love myself for richer, for poorer. But Natsumi says clients are often surprised by the self-confidence they gain from it. 'A solo wedding is a celebration of yourself. Many women have given up on getting married, and this makes them realize marriage isn't the only goal in life.'

Back home

Upon my return from Japan, I started dating someone. I wondered if my luck with men would now change. Sadly, this relationship also ended abruptly. Perhaps I'll find someone one day – but I don't need to have a big wedding. I already have my photo album. I am surprised to find that I love showing it off – I happened to meet Oscar-winning actress, Marion Cotillard, so I showed her my wedding pictures. 'It's depressing,' she said. 'These photos are very sad.'

**spinster = an unmarried woman (very old-fashioned)*



5 Read *Getting ready for the Big Day*. Read the summary below. It has seven mistakes. Correct them.

> **Cerca Travel** has been run by **Natsumi Akai** for the last five years. Natsumi started the idea of solo weddings because she was stood up by her boyfriend. Over 100 Japanese women have since paid for the experience. Natalie has always dreamed of looking like a princess in a beautiful wedding dress and is excited by the idea of choosing one. She tries one on and is surprised by how lovely she looks. She chooses the eighth one she tries.

6 Read the rest of the article.

1 In what ways was Naomi disappointed by her Big Day?
2 What was disappointing when she returned home? What was a pleasant surprise?

What do you think?

- Do you agree with Marion Cotillard that the photos are sad? Why/Why not?
- Why do you think Naomi uses the old-fashioned word 'spinster' to describe herself? What is a more modern description?
- Do you believe a solo wedding could increase self-confidence? Why/Why not?
- Do you think a man would ever want a solo wedding? Why/Why not?

Watch a video about the amazing things the magician, Martin Rees, has done.



Listening and speaking

How on earth did he do that?



1 Look at the photos and read about Reg Spiers. He says, 'I just got in the thing and went.' What did he get into? Where did he want to go? Why?

THE MAN WHO POSTED HIMSELF TO AUSTRALIA

In the mid-1960s, **Australian athlete Reg Spiers** found himself stranded in London with no money to buy a plane ticket home. Desperate to get back in time for his daughter's birthday, he decided to post himself to Australia in a wooden crate. 'I just got in the thing and went.'



2 Work in pairs. Read these lines from an interview with Reg and his English friend John on the BBC World Service. Try to work out Reg's remarkable story.

1 He had his wallet pinched.
He can't have had enough money for the flight.
2 He worked for Air France in the export cargo section.
3 We thought he was joking.
4 We lined the inside with paper.
5 We made up a company – a fictitious address in London and in Perth.
6 It was about 60 hours in the thing.
7 It's so hot I've taken all my clothes off.
8 She didn't believe me.



10.11 Listen and check your ideas.

3 10.11 Listen again. Are these statements true (✓) or false (✗)? Correct the false ones.

1 Reg and John met at the Commonwealth Games in London.
2 John was surprised by Reg's visit.
3 John refused to build the box for Reg.
4 Reg's family in Australia thought his plan was a joke.
5 Reg had no food, only bottles of drink for the journey.
6 He was strapped into the box.
7 He was frightened because it was pitch black.
8 His wife thought he was very brave.

What do you think?

- Was Reg brave or silly? Were his friends right to help him?
- Why might it not be as easy to do what Reg did today?

Vocabulary

Phrasal verbs with *out* and *up*

1 Look at these examples of phrasal verbs from this unit. Replace them with a verb or phrase from the box.

invented	finally chose	calculated
give him a bed	developed	

1 We **built up** a friendship.
2 I was able to **put** him **up**.
3 We **made up** the name of the company.
4 I **worked** it **out** – it was 60 hours in the box.
5 I **ended up** choosing the first one I tried.

2 Read the dictionary entries for *two* of the phrasal verbs. Answer the questions.

1 How many meanings does each have?
2 What do *sth* and *sb* stand for?
3 Which of the meanings are separable? Which inseparable?

PHR V **work sth out** **1** to find the answer; to solve sth: *I can't work out how to do this.* **2** to calculate sth: *I worked out the total cost.*
work out **1** to progress in a good way: *I hope things work out for you* **2** to do physical exercise to keep your body fit: *We work out to music at my exercise class.*

PHR V **make sth up** **1** to invent sth, often sth that is not true: *to make up an excuse* **2** to form sth: *the different groups that make up society*
make up (with sb) to become friends again after an argument: *Has she made up with him yet?*

3 Complete the sentences with the correct form of a phrasal verb in **2**.

1 Help! I can't _____ these instructions.
2 That's a lie. You _____ that _____, didn't you?
3 I know we argue a lot, but we always kiss and _____ afterwards.
4 Don't worry, things will _____ in the end. They always do.
5 I _____ at the gym every day.
6 Women _____ 56% of the students in this university.
7 Can you _____ this bill for me? I don't understand all those figures.
8 You must have _____ the answers by now.

4 Many more phrasal verbs are formed with *out* and *up*. Match a verb in A with a line in B.

A	B
find out	my problems in life
eat up	golf
eat out	what time the meeting starts
save up	your boyfriend
sort out	a good idea
take up	in a Chinese restaurant
fall out with	to buy a new car
come up with	all your greens and you'll be healthy

5 Replace the words in *italics* with one of the phrasal verbs from **4** in the correct form.

1 You need to learn to relax. Why don't you *start doing* yoga?
2 He's just *thought of* a brilliant plan to save the business.
3 There's no dessert until you've *finished* all your meat and vegetables.
4 Lily isn't talking to Sam. She must have *had an argument* with him.
5 I need an accountant to *help solve* my financial difficulties.
6 We *aren't spending much money* so we can buy a house.
7 Have you *discovered* why you didn't get the job?
8 I don't feel like cooking. Shall we *go to a restaurant* tonight?

6 Work with a partner. Complete these sentences in any suitable way. Read them aloud to the class and compare ideas.

1 I've just found out …
2 I don't ever fall out with …
3 I can't work out …
4 I'm saving up …
5 I need to sort out …
6 I've just come up with …
7 I'm going to take up …
8 It's important to make up …

10.12 Listen and compare. What are the responses?

Go online for more **vocabulary** practice

Everyday English Expressing attitude

1 10.13 Read and listen to the conversation. Who are the people? What are they talking about?



'Have you read about this girl?'

A Have you read about this girl?
B Which girl?
A An American girl. **Apparently**, she's just had a solo wedding.
B A solo wedding! **What on earth** is that?
A Well, **incredibly**, it means you get married all by yourself!
B **You're kidding**! D'you mean there's no groom – no husband?
A **Exactly**.
B Where was this? I bet it was in California.
A No, no, it wasn't. **In fact**, it was in Japan, in Kyoto. Apparently solo weddings are becoming quite popular there.
B **Really**!? Why? **Surely**, it's a really sad thing to do.
A **Absolutely**, I agree. But it says here some girls just enjoy dressing up and being a princess for the day.
B Oh dear! **Presumably**, these girls don't have boyfriends.
A **Obviously** not! I don't think any boyfriend would like the idea.
B Well, **personally**, I think the whole thing is silly.
A I know. And **anyway**, I like the way we got married. It was good fun …
B Yeah, it was … and romantic. Why did the American girl do it?
A She's a photographer and a journalist. She must have just wanted the story.
B **Of course**. And it's a good one.

2 10.13 Read and listen to the conversation again. The words in **bold** express the attitude of the speaker. Practise it with a partner.

3 Complete the sentences with your own ideas.

1 'Hi! You're Pete, aren't you?' '**Actually**, …'
2 'What did you think of the film? Great wasn't it?' '**Personally**, …'
3 'What's the latest gossip about Kate and her boyfriend?' '**Apparently**, …'
4 'What's the weather like in spring?' '**Generally**, …'
5 'What time will we arrive?' '**Hopefully**, …'
6 'I've phoned and left messages for them, but no reply.' '**Presumably**, …'
7 'What did you do when you saw the accident?' '**Obviously**, …'
8 'How did you feel when they offered you the job?' '**To be honest**, …'

10.14 Listen and compare your answers. Practise with your partner and continue the conversations.

Go online for more **speaking** practice

Writing A story (2)

Organizing a text

1 What do you know about the sinking of the *Titanic*?

It was a huge passenger ship that hit an iceberg.
There was a film about it starring Leonardo DiCaprio.

2 Work with a partner. Look at the pictures and tell the story in your own words. Read Text A and match sentences from it with the pictures.

TEXT A The Unsinkable *Titanic*, 1912

On April 10, 1912, the *Titanic* left Southampton on her way to New York. There were many rich passengers on board. Everyone believed the ship was unsinkable so she didn't have many lifeboats.

On the night of April 14, the passengers were having dinner and listening to the band. The *Titanic* was travelling fast because the owner wanted his ship to beat the record for crossing the Atlantic. Some ships nearby warned of icebergs, but the messages were not delivered. A look-out sounded the alarm, but it was too late. The *Titanic* hit an iceberg and the ship sank quickly. The band played until it sank. The lifeboats only saved some of the people. Most of them died in the sea.

People today are still interested in the *Titanic*. The film,*Titanic*, was very popular.

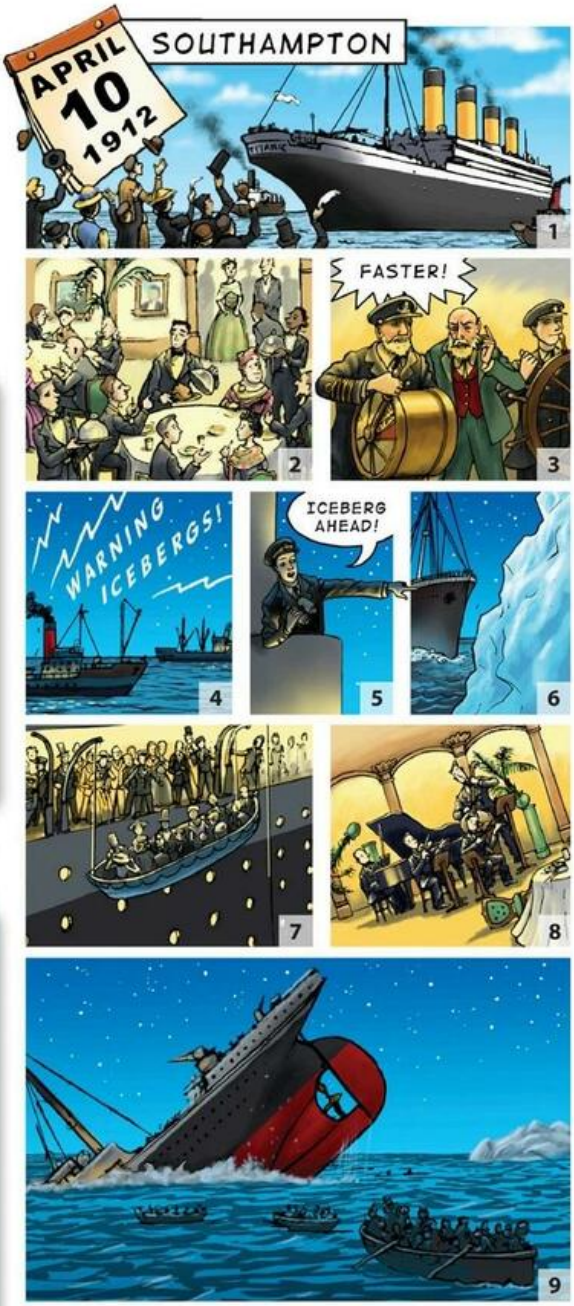
3 Now read Text B. Compare it with Text A. Which is the more interesting text? Why? Give some examples.

TEXT B The Unsinkable *Titanic*, 1912

On April 10, 1912, the liner *Titanic* left Southampton on her maiden voyage to New York. Amongst her passengers were some of the world's wealthiest people. The ship was believed to be unsinkable, so she carried only 20 lifeboats, enough for only half her 2,235 passengers and crew.

On the evening of April 14, there was no wind and the sea was calm. The band were playing as the rich enjoyed their evening meal in the luxurious dining room. At 9.40 p.m., nearby ships warned of icebergs. However, the messages were not delivered. The owner of the ship was on board, encouraging the captain to go faster to beat the record for crossing the Atlantic. Finally, a look-out on the bridge sounded the alarm, but it was too late. At 11.40 p.m., the *Titanic* struck an iceberg. Passengers carried on dining, after all, this ship was unsinkable. In fact, the ship was sinking fast, but it was not until nearly 12.45 that the first lifeboat was lowered. At 2.20 a.m. the ship sank, just two hours and forty minutes after hitting the iceberg. Only 713 people survived. The remaining 1,522 all drowned in the dark waters of the Atlantic. These included most of the men and third class passengers, the crew, and all of the band. Amazingly, they had kept playing until the ship disappeared beneath the waves.

The ship sank over 100 years ago, but interest in the *Titanic* continues. '*Titanic*', starring Leonardo DiCaprio, is the most watched film in movie history. Incredibly, in 1985, the wreck itself was discovered and photographed on the sea bed.



4 Go through the texts again and discuss the differences in language used. Consider the following:

- What is the aim of the three paragraphs?
- How are the sentences in Text B made more interesting? Which adjectives and adverbs are used?

5 Do you know the story of **The Trojan Horse**? Look at the pictures on p157. Work with your partner and discuss how to write the story.

Go online for more **writing** practice

11 Back in the real world

- Grammar Noun phrases
- Vocabulary Compound nouns
- Everyday English *I need one of those things …*
- Reading Digital animation
- Listening How would you like your news, sir?
- Writing A message on social media



1 Look at the photo. What are the people doing? What would happen if they didn't have their phones?

2 Read the quote. In what ways can a book be more efficient than a digital device?

'The most technologically efficient machine that man has ever invented is the book.'

Northrop Frye

Watch the video introduction

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Go online for more practice and to *Check your Progress*

Grammar Noun phrases

STARTER

1 Underline the nouns in these sentences.

My sister has a huge kitchen – it's the biggest one I've seen. Ours is much smaller.

Find …

- a definite article
- a possessive pronoun
- an indefinite article
- a pronoun
- a possessive adjective

2 Underline the reflexive pronouns in these sentences.

My friend published his first novel himself.

I learned German by myself, without a teacher.

Digital versus physical

1 Work with a partner. Read the text *Get real!* Do you agree with what the writer says about the digital world?

2 Read the text again and answer the questions.

1 What did Amazon do that was surprising?
2 How could a physical bookstore increase online book sales?
3 What might students in online universities miss?
4 Which words have we forgotten the real meaning of?
5 Why is it difficult to love e-Books themselves?
6 Why do some people want vinyl records, board games, and print magazines?

Get real!

Can the digital world ever replace the physical world?

It was Amazon that started Internet shopping by moving book sales online. So why on earth did they later open a physical bookstore? It seems they discovered that people may buy a book online, but what makes them want to buy the book, is seeing it as a real object in a physical place.

Virtual learning

Virtual universities now provide free video lectures to millions of students. Online tests mark themselves automatically, students grade each other's essays, and there are Internet forums, too. But don't the students miss face-to-face discussions with each other? And isn't an enthusiastic teacher better in a classroom than on a video?

Old words, new meanings

Nearly all workers today spend time sitting in front of a computer screen, and we seem to lose touch with the physical world. We even forget that many of the words we use digitally come from the real world. For example, graphic designers used to CUT out text and pictures with scissors, and PASTE them into a document to get everything in the LAYOUT right!



Physical survives

People thought downloading and streaming would take over music sales completely, and that we'd enjoy being free of physical CDs. But the sales of even vinyl records are booming, and it's the same in other areas. Board games are still popular, despite all the digital games around. And the number of high quality print magazines has been growing, too.



A book in the hand …

Perhaps Amazon realized that although we may enjoy the convenience of e-Books, we don't *love* them in the same way that we love real books in our hands and on our shelves. We don't even feel that the e-Books we've bought are ours. And it just doesn't seem right that the greatest of all the classics, *War and Peace*, looks the same on an e-Book screen as a two-page report on traffic problems.

Overall then, while digital has its fans, it's clear that many people still feel the need for something physical that they can touch and feel.



GRAMMAR SPOT

A **noun phrase** is simply a group of words including a noun. Complete the noun phrases in the lines below. Look at the text on page 110 and check. Discuss why these words are used.

Articles

1 … people may buy *a* book online, but what makes them want to buy *the* book is seeing it as a real object …
2 … we seem to lose touch with _____ physical world.
3 … _____ greatest of all the classics, *War and Peace*, looks the same as a two-page report …

Possessives

4 … we love real books in _____ hands …
5 We don't even feel that the e-Books we've bought are _____ …

all / everything

6 Nearly _____ workers today spend time sitting in front of a computer screen …
7 … and paste them into a document to get _____ in the layout right.

Pronouns

8 Online tests mark _____ automatically, …
9 … don't the students miss face-to-face discussions with ___ ___?

Grammar reference 10.1–10.5 p151–2

3 Read these facts. Which surprise you the most?

DIGITAL FACTS

CDs and **vinyl** still make up half of UK sales of music albums. Sales are strongest in deluxe boxed sets of CDs for **gifts**.

After a **366%** increase in sales of e-Books in previous years, sales began to slow in **2016**, dropping by nearly **20%** in the UK. Waterstones bookstore stopped selling Kindle e-Books in its stores that year, after a **rise** in demand for physical books.



Most **newspaper** reading continues to be in print. **75%** of UK adults view newspapers and magazines on mobile devices, but the average visitor only stays on the site for **3 minutes** per visit.

Project

Choose one of the topics in exercise 3 and do some research into the most recent statistics. Tell the class.

Practice

Articles – *a* / *an* / *the* / no article (–) / *one*

1 Read the text about different ways of reading and writing. Choose the correct answers.



Pen and paper, or screen and keyboard?

In [1] *an* / *the* experiment, schoolchildren did [2] *a* / *the* reading comprehension test, some on [3] *the* / (–) paper and some on screen. The ones who did [4] *a* / *the* test on paper got [5] *the* / (–) highest scores. University students generally did better on paper too, apart from those students who had expressed [6] *a* / *the* preference for screen reading.

Only 21% of the students asked in [7] (–) / *one* survey preferred [8] *the* / (–) e-Textbooks to physical books. Many enjoyed [9] *the* / (–) e-Textbooks they used, but said they easily got distracted from them.

As for writing notes on paper by hand, it may be slower than on [10] *a* / *the* laptop, but research by a professor at [11] *a* / *the* University of California shows that the slowness and physical effort involved means that [12] *the* / (–) people have a greater understanding of what they've written.

11.1 Listen and check.

2 Complete the sentences with *a*/*an*/*the*/*one*, or no article (–).

1 'Where's Jane?' 'In _____ kitchen, cooking _____ lunch.'
2 Washington, D.C. is _____ capital of _____ United States.
3 We had _____ dinner in _____ best restaurant in town.
4 Jake's in _____ hospital. He's had _____ operation.
5 _____ e-Book readers have certainly changed _____ modern life and _____ way we read.
6 'How do you like your coffee?' 'Black, with _____ sugar, please.'
7 I have two daughters. _____ daughter is _____ teacher, _____ other works in advertising.
8 Today is _____ first day of _____ rest of your life. Enjoy it!

Talking about you

3 11.2 Work in small groups. Listen to the questions and then answer them. Be careful with articles.

- *Where did you have lunch today?*

I had lunch in a café. I had lunch at my desk in the office.

Go online for more **grammar** practice

Possessives

4 In these sentences, which words are possessive adjectives? Which are possessive pronouns?

1 I like that camera more – I prefer **its** shape.
2 I'm very proud of **my** children.
3 Adam is an old friend of **ours**.
4 Don't eat that last chocolate! It's **mine**!



5 Underline the correct word.

1 'Is that *her* / *hers* dog?' 'Yes. I wish it was *my* / *mine*!'
2 '*Who's* / *Whose* is that car?' 'It's *our* / *ours*. It's new.'
3 Amazon owes much of *it's* / *its* success to excellent customer service. That's why *it's* / *its* so popular with customers.
4 Those aren't *your* / *yours* socks. These blue ones are *you* / *yours*.
5 Diana, this is Faisal. Faisal's a colleague of *me* / *mine*.
6 My sisters often borrow *my* / *mine* clothes, and I borrow *their* / *theirs*.

6 In these sentences, when does the apostrophe come before the *s*? When does it come after? Why?

My wife's family live in the north-east.
I went to a boys' school.

Put an apostrophe in the correct place in these sentences.

1 I've borrowed my dads car.
2 My parents new house is near the sea.
3 I like Alices boyfriends sense of humour.
4 The childrens room is next to ours.
5 I really like my brothers girlfriends.

its or *it's*

7 11.3 Listen to the sentences. Underline the word you hear in each pair.

1 its / it's
2 theirs / there's
3 there / their
4 it's / its
5 They're / There
6 there's / theirs

Reflexive pronouns and *each other*

8 Match sentences **A** and **B** with the correct pictures.

A Paul and Karen hugged each other.
B Paul and Karen hugged themselves.



Which expresses the idea ⇆?
Which expresses the idea ⮌?

9 Complete the sentences with *myself* / *yourself*, etc. or *each other*.

1 They seem to love _____ very much. I think they'll get married.
2 He shouldn't try and move that piano on his own. He could injure _____.
3 Tidy your room! It won't tidy _____, you know!
4 Do you like the cake? I made it _____.
5 Hi, Petra! Hi, Adam! Sit down. Make _____ at home.
6 We don't speak each others' languages very well, but we understand _____.
7 They're good kids, Sylvia's. They know how to behave _____.
8 The food's ready. Help _____ to whatever you want.

MIME

Work with a partner or on your own. Choose one of these things and mime it to the class. The others say what they think you're doing.

- look at yourself in the mirror
  You're looking at yourself in the mirror!
- talk to yourself
- text each other
- cut yourself by accident
- introduce each other to someone
- dry yourself after a shower
- enjoy yourself doing something
- shout at each other
- not be speaking to each other
- laugh at each other
- defend yourself
- introduce yourselves



Listening and speaking

How would you like your newspaper, sir?



1 Look at the picture. How do you like to get your news?

2 Work with a partner. Match 1–6 with pictures a–f.

1 a gift
2 a landscape design
3 a satnav
4 a jigsaw puzzle
5 a news website comment thread
6 an online dating website

A



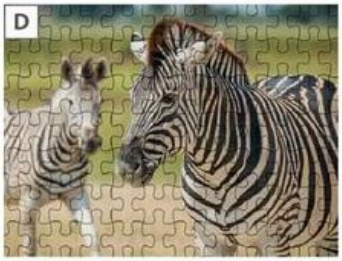
B



C



D



E



F



3 11.4 Listen to six people talking about the things in **2**. Write the letters of the things they talk about.

1 **Jacob** E
2 **Karen** ___
3 **Luke** ___
4 **Emily** ___
5 **Charlie** ___
6 **Holly** ___

4 11.4 Listen again. For each person, note down what they like and dislike about using their things physically or digitally.

Talking about you

Work in small groups. Tell each other about the way you prefer to use or do some of these things, digitally or physically.

- send birthday greetings
- listen to music
- look at favourite photos
- watch films
- use a dictionary
- invite someone to a party
- use a calendar
- follow a recipe
- shop for food
- buy clothes
- play scrabble
- read novels

SPOKEN ENGLISH *also, as well,* and *too*

1 What do you notice about the position of *also, as well,* and *too* in these lines from audio 11.4.

'**I also love reading the comment threads after articles.**'

'**You can move things around, and change their size as well.**'

'**I like wrapping them up really nicely, too!**'

2 Where can *also, as well,* and *too* go in these sentences?

'You can chat online.'
'You can do jigsaws online.'
'I like streaming films.'

3 Which is correct in these sentences, *as well* or *too*?

'I like Harry.' 'Me _____.'
'I'm thirsty.' 'Me _____.'

Reading and speaking

Digital animation

1 Have you seen *The Lord of the Rings* films? Look at the photo of the character of Gollum. How do you think this character was created? What other digital characters have you seen in films?

2 Read **Part A** about Performance Capture and Tim Doubleday.

- What is Performance Capture?
- What's the advantage of using real actors to create digital characters?
- What's Tim's job title? What does his job involve?

3 Read **Part B**, the story of how the video for the *Coldplay* single was made. Work with a partner. Are these statements true (✓) or false (✗)? Correct the false ones.

1 Chris Martin and Andy Serkis decided what kind of video to make on a plane.
2 The markers on the performers' suits have lights on them.
3 Tim puts small dots on the performers' faces.
4 Coldplay liked the idea of being monkeys.
5 The data from the Coldplay session could only be used to make digital monkeys.
6 *Imaginarium* made the forest background and did the lighting for the video.

4 These lines might have been said by people working on the video. Which sections of the text (1–5) do they belong to?

a 'I think the body of that monkey needs to be a bit thinner.'
b 'It's still a bit dark. Let's make it look as if there's sunlight on them here.'
c 'We must meet up sometime and make a video together!'
d 'Oh, wait a minute! I've forgotten to put a marker dot on your nose!'
e 'Hey, let's be monkeys!'

5 Read an extract from the text on p158 and choose the correct answer for the words in **bold**. Look in section **2** of the text to check.

What do you think?

- Do you like films and TV programmes with lots of special effects in them? Why/Why not?
- What are your favourite films that use special effects?
- Who's your favourite digital character? Why?
- What do you think makes a good music video? Give some examples.

Watch a video and learn more about how digital animation is used to bring characters to life.

Part A

Performance Capture





These days, we hardly think about 'special effects' in films – we're so used to them, they're not actually that special any more! There's the strange, half-human Gollum in *The Lord of the Rings*, the lifelike Incredible Hulk, and the blue-skinned Na'vi people in *Avatar*. These were all digitally created, but we believe in them as real characters, and forget the technical tricks involved. But how do they do it? The answer in most cases is Performance Capture.

What is Performance Capture?

Performance Capture is a way of translating a real actor's performance into a digital character. Actors can perform naturally on a digital stage set, and this performance is then 'captured' by cameras and translated into an expressive digital character. If real actors are not involved, digital characters can often seem lifeless and dull.

Tim Doubleday – Face specialist



Tim has worked in Performance Capture for 12 years, and it's his dream job! He can't believe he earns a living working on the type of games and films he loved playing and watching as a teenager!

Tim works for Europe's leading Performance Capture studio, *Imaginarium*. Based in London, it was founded by the actor Andy Serkis (Gollum in *The Lord of the Rings*), and Jonathan Cavendish. *Imaginarium* has worked on many major films, including *Star Wars Episode 7*. Tim's role is facial supervisor. He's responsible for capturing the subtle movements in the actors' faces, which are used to produce lifelike facial expressions on digital characters.

Part B

The making of Coldplay's Adventure Of A Lifetime video



Tim tells the story of how the music video was made for the hugely successful British rock band, Coldplay.



1 **Chris Martin** of Coldplay had met **Andy Serkis** on a plane, and they knew they wanted to do something together – they just weren't sure what. So a date in the studio was booked, and the plan was to just see what happened, and decide where to go from there.

2 We got the Coldplay band members onto our studio set. This has about 50 cameras around it, all linked to a central computer. All our performers wear skin-tight suits with reflective markers on them. The markers are on the most important points of the body for capturing movement. Light from the cameras reflects back from the markers and is picked up by the computer, which records every movement the performers make.

If subtle facial expressions are needed, the performer's face is covered with small marker dots – that's part of my job. The performer wears a head-mounted camera which can capture even tiny movements in the face. We use these to create realistic expressions in the digital character.



3 Andy Serkis is an expert on the way monkeys move – he was in the remake of the film *King Kong*, and starred in *Rise of the Planet of the Apes*.



Andy suggested Coldplay try moving like monkeys. The band started to really enjoy themselves, and the story for the video grew out of that. It was a long session – we were there until midnight – but it was great fun!

4 At the end of a session, we have computer data for all the movement in a performance. We use this to create a moving skeleton. The magic is that this can be used to create any kind of digital character – a dog, a dragon, or a pirate. They would all move in exactly the same way Coldplay did, and have the same expressions. Here of course, we created skeletons of monkeys. We then created the bodies of monkeys around the skeletons.



5 At first we tried using natural-looking monkey faces. They didn't have enough individual character though, so we created monkey faces that expressed the band members' characters better.

This basic monkey animation was then handed over to an animation design studio. They put fur on the monkeys' bodies, built a forest in the background, and got the lighting right.

It was a fantastic project to work on, and everyone feels proud to have been a part of it!



Vocabulary and speaking

Compound nouns

1 Nouns can be combined to make a new word. Look at these examples.

music collection	computer games
lifetime	band members

Where is the stress on these compound nouns?

11.5 Listen, check, and repeat.

2 Where is the stress in this wrong example? What does it mean with this stress? What's the correct stress?

A sleeping pill.



11.6 Listen, check, and repeat.

3 Look at the dictionary entries. Practise saying the words aloud.



headache /'hedeɪk/ *noun* [C] **1** a pain in your head: *I've got a splitting* (= very bad) *headache.* ➲ note at **ache** **2** a person or thing that causes worry or difficulty: *Paying the bills is a constant headache.*

headlight /'hedlaɪt/ (also **headlamp**) *noun* [C] one of the two large bright lights at the front of a vehicle ➲ picture on **page P9**

headline /'hedlaɪn/ *noun* **1** [C] the title of a newspaper article printed in large letters above the story **2 the headlines** [pl] the main items of news read on TV or radio

headphones /'hedfəʊnz/ *noun* [pl] a piece of equipment worn over or in the ears that makes it possible to listen to music, the radio, etc. without other people hearing it ➲ note at **listen**

headquarters /ˌhed'kwɔːtəz/ *noun* [pl, with sing or pl verb] (*abbr* **HQ**) the place from where an organization is controlled; the people who work there: *Where is/are the firm's headquarters?*

headstone /'hedstəʊn/ *noun* [C] a large stone with writing on, used to mark where a dead person is buried ➲ look at **gravestone**, **tombstone**

headway /'hedweɪ/ *noun*
IDM **make headway** to go forward or make progress in a difficult situation

Oxford Wordpower Dictionary (third edition) © Oxford University Press 2006

4 Look at the dictionary entries again. Ask and answer the questions in pairs.

1 Why do people take aspirin?
2 Where do you find the words 'Here lies James Barlow – RIP'?
3 How can you listen to music on a bus?
4 What are the different lights on a car?
5 What's the first thing you read in a newspaper?
6 Where are the headquarters of the United Nations?
7 Are you making headway in English?

5 In each list, one compound noun doesn't exist. Which one is it?

sun	sunglasses sun costume suncream sunset
card	credit card birthday card driving card business card
tea	teabag teacup teatime tea table
case	money case briefcase suitcase bookcase

6 Put one word in each box to form three compound nouns.

1	dining, waiting, changing		5		brush, dresser, cut
2		lights, warden, jam	6	news, travel, estate	
3		ache, brush, paste	7		way, bike, racing
4	door, answer, car		8	wrapping, toilet, wall	

7 Work in pairs. Think of lines that will make your partner say the correct noun from **6**.

Where can I try this jumper on? — Changing room!

8 Work with a partner. Use your dictionary to find some compound nouns made with one of these words.

hand foot finger fire air water

Describe them for the other students to guess.

They are used by the police. They put them round the wrist of prisoners. — Handcuffs? — Yes!



Go online for more vocabulary practice

Everyday English

I need one of those things …

Search

With Internet shopping, we can click on photos and order things even if we don't know what they're called. In real shops, we sometimes need to say ***'I need one of those things that …'***.

1 11.7 Listen to five students. They are each describing one of the things in the photos, but they don't know the word in English. Which object are they describing?

2 11.7 Listen again and complete the lines.

1 'I need _____ things you use when you want to open a bottle of wine.'

2 'I'm looking for some of _____ you use when you want to clean between your teeth. It's _____ string. It's white.'

3 'They're _____ and the Chinese _____ to pick up food.'

4 'It's _____ plastic and it's used _____ flies.'

5 'They're things _____ when you're cooking and you want to pick up something that's hot.'

3 Work in groups. Take turns to describe the things in the pictures. What are they? Check on p159.

4 11.8 Listen to the descriptions. What objects do you think are being described? Turn to p158. Listen again. Which of the objects are they?

5 Look at the language the people used in the descriptions in **4**.

1 It's one of those things you …
2 It's the stuff you …
3 It's used for …
4 They're made of …
5 It's a kind of …

11.9 Listen and complete these lines. Practise saying them.

6 Work with a partner. Turn to p158. Take turns describing some of the other objects.

7 11.10 Listen to two conversations in a shop. What does each person want to buy?



8 In pairs, write a similar conversation in a shop. Act it out to the class.

Go online for more **speaking** practice

Writing

Informal language – a message on social media

1 Read the reply Matt has written to a social media message from his friend Andy. Why did Andy message him first?

2 Answer the questions.

1 What is Andy going to do in Amsterdam?
2 What does Matt do for a living? What does Andy do?
3 Why has Matt been ignoring his phone?
4 What does Andy do in his free time?
5 Why might Matt lose his job? Why isn't he too worried about it?

3 Read Matt's message again. What do you notice about the style of it? What makes it informal?

4 In informal language in texts and social media posts or messages, some words are often missed out. Write the words that are missing in these lines. What kind of words are they?

1 I Just saw your message.
2 It Sounds brilliant!
3 Hope you enjoy the concert.
4 Shame you won't make it to our barbecue.
5 Sorry not to have been in touch for ages.
6 Been incredibly busy at work.
7 You doing OK generally?
8 Want to come and stay, the weekend after Amsterdam?
9 Got loads of other stuff to tell you about.
10 Really enjoying the weather.

5 Look at the informal language used in 1–10. Write a less informal way of saying the words and phrases in *italics*.

1 So you're *off to* Amsterdam! going to
2 Shame you can't *make it* to our barbecue. _____
3 Still, *not to worry*. _____
4 I *reckon* we'll have another one later. _____
5 Sorry to not be in touch for *ages*. _____
6 Difficult *stuff* going on in the advertising world. _____
7 What are you *up to*? _____
8 Fancy coming and *hanging out* with us? _____
9 *Loads* of other stuff to tell you about. _____
10 Countryside there looks *fab*. _____

6 Write Andy's message in reply to Matt's. Use some of the examples of informal language, and practise missing some words out.



A message from you

7 Use your favourite social media platform to write a message in English to one of your friends.

Go online for more **writing** practice

Living the dream 12

- Grammar Reported speech, indirect questions
- Vocabulary Ways of speaking
- Reading Lives that made a difference
- Listening Giovanni Giudice – living his dream
- Everyday English Talking in clichès
- Writing A biography: Mother Teresa



1 Look at the photo. Is this your idea of 'living the dream'? If it isn't, what would be?

2 Read the quote. Does the fear of failure stop you from trying to do things?

'There is just one thing that makes your dream impossible. The fear of failure.'

Paulo Coelho

Watch the video introduction

Use your **Workbook** for self study

Go online for more practice and to *Check your Progress*

Grammar Reported speech

STARTER

1 12.1 Read and listen to the joke. Why is it funny?

'JUST LEAVE ME ALONE!'



A tramp was sleeping on a park bench. A lady stopped and asked, 'Excuse me! What time is it?' The tramp was annoyed at being woken up. He told her, 'I haven't got a watch, so I don't know the time!' He went back to sleep. A bit later a boy stopped. He also woke the tramp and asked, 'Excuse me! Do you know the time?' The tramp replied angrily, 'I have no idea what the time is. I'm trying to sleep.' By now he was really fed up so he wrote a sign:

I don't know what the time is!

He put it next to him on the bench and went back to sleep. Half an hour later, a policeman was passing. He read the sign, woke the tramp up and said, 'Good evening, sir, it's nine o'clock.'

2 12.2 Listen to the joke again. There are some differences. Complete the lines with the reported conversations you hear.

1 The lady asked him what time it _____.
2 He told her that he _____ a watch, so he _____ the time.
3 The tramp replied angrily that he _____ no idea what the time _____.
4 He added that he _____ to sleep.
5 The policeman said that it _____ nine o'clock.

The empty desk

1 **Joaquín García** from **Cádiz, Spain** didn't show up for work for years. Nobody noticed. Read the article and answer the questions.

1 Why did the mayor finally notice García's absence?
2 What was García's excuse for not working?
3 What had he been doing?
4 What did the court do?
5 Why do you think the article is called 'The Long Lunch'?

The long lunch

A Spanish civil servant didn't show up for his job at the Cadiz water board for years and nobody noticed.

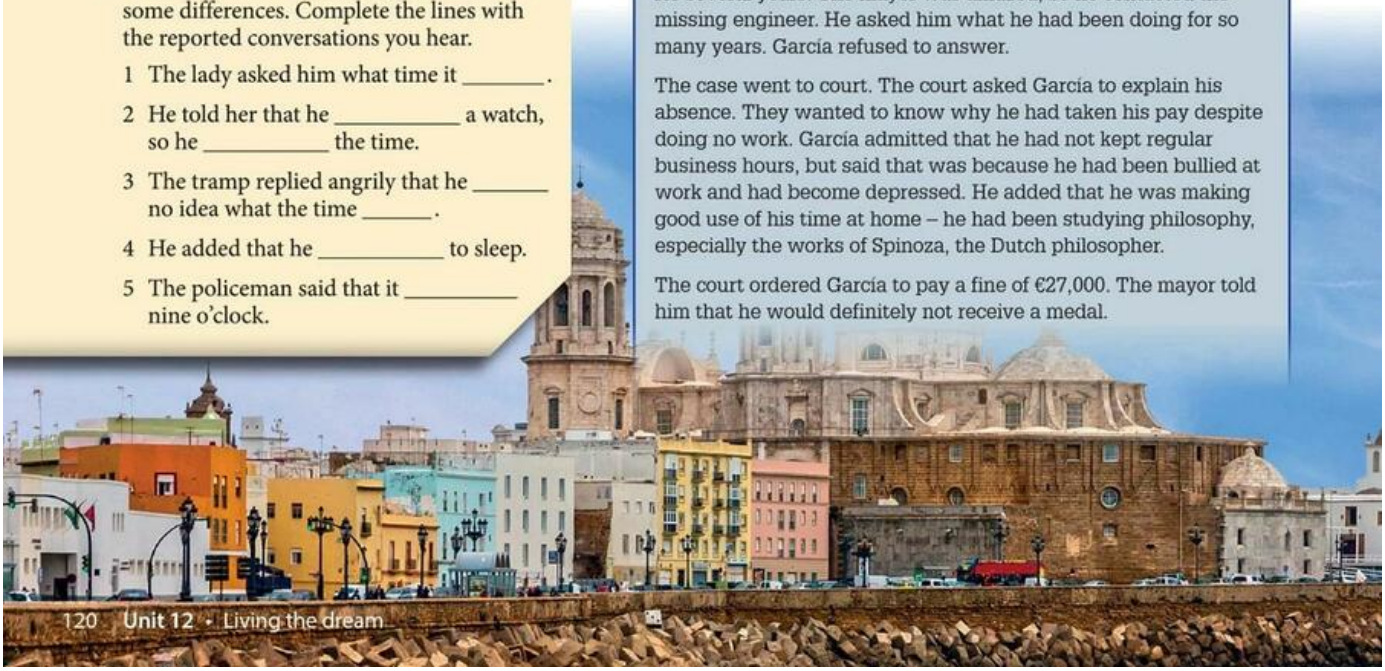
Joaquín García, a water engineer in the Spanish city of Cádiz, was due to collect a medal for 20 years' loyal service, but nobody could find him. The mayor, **Jorge Blas Fernández**, asked where he was. He wondered if he was still on the payroll, or whether he had retired or died.



Fernández went to the manager of the water board. The manager told him that he didn't know where García was, and he added that he had not seen him for several years. The mayor was amazed, so he contacted the missing engineer. He asked him what he had been doing for so many years. García refused to answer.

The case went to court. The court asked García to explain his absence. They wanted to know why he had taken his pay despite doing no work. García admitted that he had not kept regular business hours, but said that was because he had been bullied at work and had become depressed. He added that he was making good use of his time at home – he had been studying philosophy, especially the works of Spinoza, the Dutch philosopher.

The court ordered García to pay a fine of €27,000. The mayor told him that he would definitely not receive a medal.





2 12.3 Read and listen to the questions and answers spoken by the people in the article. Who said them? Find the lines that report them. What do you notice about the tenses?

1 'Where is he?'
The mayor asked where he was.
2 'I don't know where he is. I haven't seen him for years.'
3 'Is he still on the payroll? Has he retired or died?'
4 'What have you been doing for so many years?'
5 'Why did you take your pay despite doing no work?'
6 'I didn't keep regular hours because I was bullied and I became depressed.'
7 'I'm making good use of my time. I've been studying philosophy.'
8 'You will **not** receive a medal.'

3 How are these lines reported in the article?

1 'I won't answer.'
2 'Please, explain your absence.'
3 'You have to pay a fine of €27,000.'

GRAMMAR SPOT

Reported statements

1 When we report what people say, we usually move the tense back.
'I'm depressed.' He said he was depressed.
'You'll love it.' She was sure that I would love it.

Reported questions

2 In reported questions, there is no change in word order, and no *do/does/did*.
'Where do you live?' He asked me where I lived.
'Did she see Mike?' He wondered if she'd seen Mike.

When is *if* used?

Reported commands and requests

3 Look at these sentences. Which one is a command? Which a request?
They **told him to** pay a fine.
The court **asked him to** explain.

Grammar reference 12.1 p154



Practice The job interview

1 Report these sentences.

1 'I'm looking for a new job.' She said … _____.
2 'I've applied for six already.' She told me … _____.
3 'Have you had any interviews?' I asked … _____.
4 'I went for an interview last week.' She said … _____.
5 'When will you hear about the job?' I wondered … _____.
6 'I'm not sure.' She replied … _____.
7 'You must call them and ask.' I told her to … _____.
8 'Can you show me the job description?' I asked her to … _____.

'd = had or 'd = would

2 Work with a partner and read the sentences. When does *'d = had* and when does *'d = would*? How does it affect the meaning?

1 She asked if she'd accepted the job.
He asked if she'd accept the job.
2 He wanted to know where she worked.
She wanted to know where she'd worked.
3 She said they'd travelled by train.
He said they'd travel by train.

12.4 What did the people actually say? Listen and check.

Reporting verbs

3 Match the reporting verbs a–i in the box with the direct speech 1–9.

a offer	c explain	e complain	g announce	i invite
b persuade	d promise	f ask	h encourage	

1 _f_ 'Can you help me?' she said to me.
2 _c_ 'I've been very busy,' he said.
3 ___ 'I really will work hard for my exams,' she said.
4 ___ 'Any unattended luggage will be removed,' they said.
5 ___ 'You really should go travelling. You'd love it,' she said to me.
6 ___ 'I'll give you a lift to the airport,' he said to me.
7 ___ 'We would like you to come to our wedding,' John said to his boss.
8 ___ 'Go on! Apply for that job! You know you'd be good at it,' he said. 'OK, I will,' I replied.
9 ___ 'The only post I receive is junk mail,' he said.

4 Report the sentences in exercise 3 using the reporting verbs.
She asked me to help her.
He explained that he had been very busy.

Go online for more **grammar** practice

Indirect questions

Please, can you tell me … ?

1 Read the sentences in the box and answer questions 1–4.

A		B
a What's the time?	→	**Can you tell me** what the time is?
b Who does he work for?	→	**I have no idea** who he works for.
c Where did she go?	→	**I don't know** where she went.
d Do they have any children?	→	**I wonder if** they have any children?

1 Which are direct questions? Which are indirect?
2 What are the differences?
3 Why is there no *does* and *did* in B?
4 When is *if* used?

SPOKEN ENGLISH Asking questions politely

1 12.5 It sounds more polite to ask questions indirectly. Listen and complete these examples.

Where's the station?	→	Could you tell me where … ?
What do you earn?	→	Could you possibly tell me how much … ?
How much did you pay for that shirt?	→	Would you mind telling me how much … ?
What time do the banks close?'	→	Do you know when … ?'
Is Kate coming?	→	I wonder if … ?

2 12.5 Listen again and repeat. Pay attention to stress and intonation.

2 Work with a partner. Match the lines in **A**, **B**, and **C** to make some everyday questions.

A	B	C
What *(x3)*	**time**	do you normally get up?
Who	**football team**	do you support?
Which	**is** *(x2)*	music do you like?
How much	**kind of**	in front of a screen each day?
How many	**time do you spend**	a day do you check your phone?
How long	**times**	your last job?
Why *(x2)*	**did you leave**	your dream job?
	have you been	learning English?
	don't you	your favourite sportsperson?
		reply to my texts?

3 Ask and answer the questions in **2** more politely using a suitable phrase from Spoken English and **1**.

Can you tell me what time you normally get up?

12.6 Listen and compare.



4 What do you know about **Angelina Jolie**? Make *indirect* questions about her using the prompts 1–9 above and the phrases below.

I wonder … I don't know … I have no idea … I want to know … I'm not sure …

I wonder where she was born?

I have no idea who her parents are.

5 Work with a partner.

Student A: Ask direct and indirect questions about Angelina.

Can you tell me what her first film role was?

When was it?

Student B: Turn to p156. Read the information about Angelina and answer the questions.

Her first film role was …

Listening and speaking

Having the time of his life!

1 What is your dream job? Close your eyes and think about it. Then answer the questions. Tell a partner.

- Is the job indoors or outdoors?
- Is it well-paid?
- Does it require special training and/or qualifications?
- Does it involve working with other people?
- Does it involve travel?
- Do you need good communication skills?
- Do you need to be physically strong to do it?

2 Look at the photo. Where are the men? What's their job? Discuss what you think the answers in **1** would be for their job.



3 Read what Giovanni Giudice says about being a gondolier. Why does he like it? What do you think his previous job was?

'You meet people with no problems, and you don't make money on the problems of people, you make money on the happiness of people …, you meet families when they are together, not when they are getting divorced and all these things.'

4 12.7 Listen to a radio interview with Giovanni. Were you right about his previous job? Answer the questions.

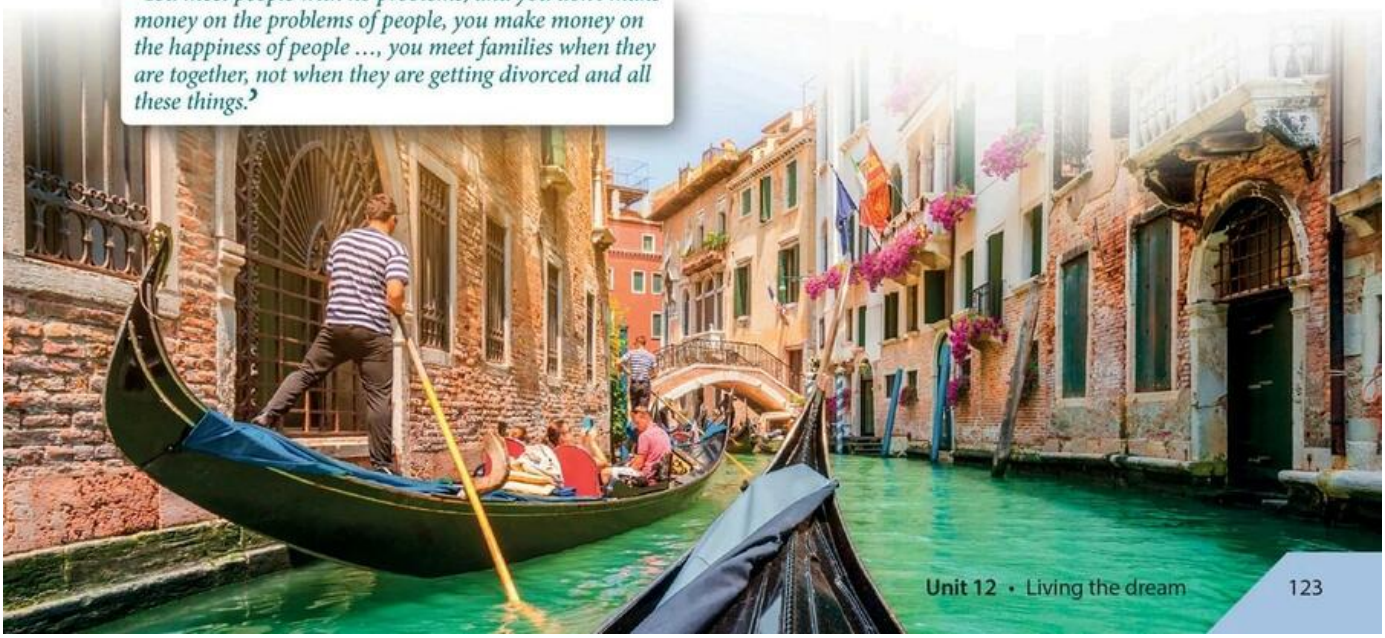
1 How old is Giovanni? 26, 36, 46?
2 Where does the interviewer come from? What does he say about his country?
3 Did Giovanni's parents encourage him to change jobs?
4 Complete the sentence:
There are 1,000 _____ in Venice and only 425 _____.
5 Why is it difficult to become a gondolier? What does Giovanni call the man who helped him?
6 What is the myth about gondoliers?
7 When and why does Giovanni want to go to Australia?
8 Why is he critical of gondoliers who are unhappy?

5 Giovanni's English is good, but he makes a few mistakes. Work with a partner, read what he says, and correct the underlined words.

1 *I would never lose this for anything.*
2 *It's ten years I don't touch a book of law anymore.*
3 *If you want to do the 'bloody' gondolier, you find yourself kicked out.*
4 *He's most important person in my adult life, because gave me the job.*
5 *You have to find a very patient girl, who will know what does it mean to be the wife of a gondolier.*
6 *It rings at noon and midnight wherever you will be in the city.*

What do you think?

- Do you think Giovanni made the right decision? Why/Why not?
- Is there ever a case for doing a job that you don't particularly enjoy? Why/Why not?



Reading and speaking

Lives that make a difference

1 Look at the pictures and read the introductions about **Eugene Cernan** and **Christina Noble**. Who are they? What did they do? Both have had films made about them. Why do you think this is?

2 Read their words. Who said which? What are they talking about?

> 'It doesn't matter whether you're in a gutter in Dublin or Ho Chi Minh City, it's still a gutter.'

> 'I looked at my footprints, I knew I wouldn't be coming back. That was the one moment when I wanted to stop time.'

3 Work with a partner.

Student A: You are going to read about **Eugene Cernan**.
Student B: You are going to read about **Christina Noble**.

Before you read the article, look at the vocabulary in the box. Discuss which words you expect to go with which article? Why? Look up any new words.

lunar module	slums	crewmates	matter-of-factness
siblings	alcoholic	landing	appalling suffering
cuddles	public appearances	tunnel vision	Earth-rise

4 Read your article. Were you correct about the vocabulary? Make notes about three important events in your person's life. Tell your partner.

5 Read the other article. With your partner read these lines from them and answer the questions below.

1 *He survived that great adventure: without becoming capsized by it … nor retreating from it.*
What is the 'great adventure'? Who survived? Who was capsized? Who retreated? How?

2 *'We were so 'tunnel vision' about going to the moon. But sooner or later, you've got to come to grips with … what's important in life.'*
Who does 'we' refer to? What was their 'tunnel vision'? Who suffered because of it?

3 *It was hopeless, made impossible because her father was an alcoholic.*
What was hopeless and impossible? What happened as a result?

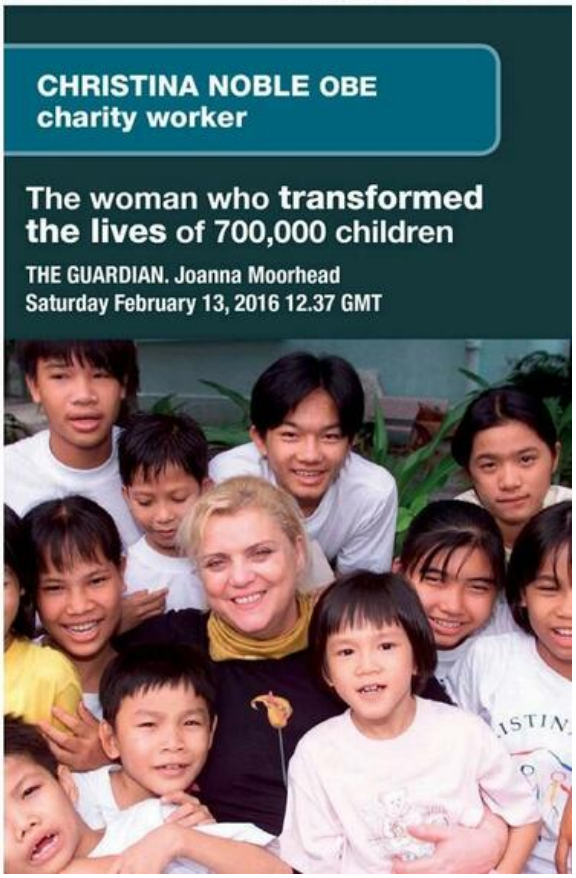
4 *The pain has never left her, and she doesn't want it to.*
What caused the pain? Why does she not want it to go?

What do you think?

- Why do some astronauts have problems with the rest of their lives?
- Will there ever be more manned space exploration? Why/Why not?
- Does suffering always help make you a better person?
- In a film of your life, what would be the most important moments?

Watch a video about Pam Llewellyn, a nurse who is trying to make a difference to lives in Uganda.





Eugene Cernan was the last man to walk on the moon. "The landing," said the astronaut, "is like being immersed in a sheet of fire, a comet, a shooting star." Cernan, with crewmates Thomas Stafford and John Young, also travelled faster than any human being in history: Apollo 10 reached 24,791 mph.

His journey to the moon

Born in Chicago in 1934 to a Czech mother and Slovak father, Cernan became a naval aviator before being selected by NASA for astronaut training. He went on to pilot Apollo 10 in May 1969, before finally being selected as commander of Apollo 17, which carried out the most recent moon landing, in December 1972. It was on this voyage that Cernan became the twelfth – and last – man to walk on the moon.

He survived that great adventure, without becoming capsized by it, as Buzz Aldrin was, using alcohol; or retreating from it, as the reclusive Neil Armstrong did. Like many astronauts, he retained a military matter-of-factness: 'We were there to do a job.'

Occasionally, though, his reticence gave way to a sense of wonder. 'You can hear yourself breathe inside the suit,' he said of the long moments of stillness just before the launch. Five hundred thousand people watched the night launch of Apollo 17 from Kennedy Space Center, in Florida, including his then wife, Barbara.

He spent three days on the moon's surface. 'People say, "What was it really like up there?" We saw some dazzling, extraordinary things. I mean, not too many people get to see an Earth-rise.' He pauses for a long time. 'When I was boarding the lunar module for the last time and I looked at my footprints, I knew I wouldn't be coming back. That was the one moment when I wanted to stop time.'

After the moon

Unlike the first man to walk on the moon, the late Neil Armstrong, with whom he became friends, Cernan relished the celebrity the moon landing gave him. He made many public appearances. He said, 'I enjoy meeting people.'



'If you think going to the moon is hard, try staying at home'

There was a personal cost to that celebrity, and Cernan's first wife, Barbara, did not enjoy it. 'If you think going to the moon is hard, try staying at home.' Their marriage did not survive. The Apollo astronauts were an elite group of alpha males, to which family often took second place. Cernan said, 'We were so "tunnel vision" about going to the moon, but sooner or later, you've got to come to grips with who you are and what's important in life. All I ever wanted to do was fly. For a long time, there was nothing else.' Cernan died on 16th January, 2017, surrounded by his family.

We all have dreams, but Christina Noble, OBE, had a dream that was to transform the lives of 700,000 children. In 1971, at the height of the Vietnam war, Christina went to bed after watching the news and dreamed she could go there and help the children. At the time she was raising three children of her own. She had had little education and knew nothing about Vietnam. She called an aid agency. They listened politely and said they would call back. They never did.

A childhood of appalling suffering

But there was one qualification Christina had for the work. She had had a childhood of appalling suffering. 'It doesn't matter whether you're in a gutter in Dublin or Ho Chi Minh City, it's still a gutter,' she says. 'Every child deserves love and cuddles and kindness and warm food and a bed.'

Born in 1944 in the slums of Dublin (the worst in Europe), Christina was the eldest of eight children. Her mother died when she was ten and she had to become a mother to her younger siblings. 'I tried to feed them, I tried to get them to school. I'd go to the market at 4 a.m. to get oranges and cabbages.'

It was hopeless, made impossible because her father was an alcoholic. 'I'd go from pub to pub looking for him. When I found him I'd say, "come home, Daddy!"'

Eventually, someone reported the family to the authorities. 'We were taken away,' says Christina. 'We were all screaming, "Daddy, Daddy, please don't let them take us. We'll be good, we'll go to school." I remember him shouting back: "Your mammy is dead and I can't look after you. It's for the best."'

The children were put into separate institutions. Christina was told all her siblings had died and it was many years before she was reunited with them.

'Mamma Tina'

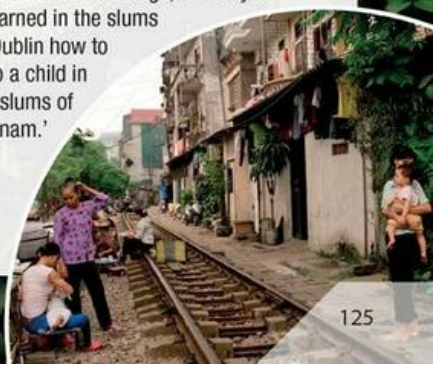
But Christina never forgot her dream. In 1989, her children now grown up, she simply got on a plane to Vietnam, checked into a hotel and started talking to street children. When she saw kids who were dirty, hungry, and afraid, she smuggled them into her hotel room, and gave them a bath and food. They called her 'Mamma Tina'.

Eventually, in 1991, she got two oil executives to donate $10,000, and she set up the Christina Noble Foundation. Based in Vietnam and Mongolia, it now has offices in 14 countries around the world, and 700,000 children have been helped to a better life.

The pain has never left

It's impossible to recover fully from a childhood as horrific as Christina's. The pain has never left her, and she doesn't want it to.

'The most important thing in life is remembering that we're all the same, we're all human beings,' she says. 'I learned in the slums of Dublin how to help a child in the slums of Vietnam.'



Vocabulary and listening

Ways of speaking

1 There are many verbs that describe ways of speaking. Match the verbs to their categories.

accuse	admit	advise	approve	argue
beg	chat	command	complain	compliment
criticize	deny	discuss	gossip	grumble
insist	praise	protest	quarrel	recommend
scream	suggest	whisper	yell	

good idea	**disagreeing**
social	**volume**
a court of law	**disliking**
liking	**asking and ordering**

2 Write in a verb from **1**. Sometimes more than one is possible.

1 _____ sweet words of love in your ear.
2 _____ at the sight of a huge spider in the bath.
3 _____ that you made a mistake.
4 _____ about the awful weather.
5 _____ sometimes even with your best friend.
6 _____ to a mate in the pub about football.
7 _____ the latest James Bond film.
8 _____ about the love lives of celebrities.

Verbs + prepositions

3 Put the correct preposition (or no preposition) in the gaps.

1 My dad doesn't approve _____ the tattoos on my arms.
2 She yelled _____ her kids _____ misbehaving in the supermarket.
3 He was accused _____ lying _____ where he had been.
4 I agree _____ you _____ most things, but not politics.
5 I discuss _____ everything _____ my wife.
6 He insisted _____ paying for the drinks.
7 The students were protesting _____ the war.
8 He complimented _____ his wife _____ her new hairstyle.

4 12.8 Listen to four conversations. What are the people talking about? Describe the way they are talking.

They're arguing about … She's criticizing … He protests that …
She's accusing him of … He denies … He insists on …



Go online for more **vocabulary** practice

Everyday English Talking in clichés



1 Some people like to end a conversation with a cliché. Nothing else needs to be said because this says it all! Underline the clichés in these conversations.

I didn't get that job I applied for. They said I need more experience.

Oh, well! You win some, you lose some.

Did you know 25% of the world speaks English?

Really? You learn something new every day!

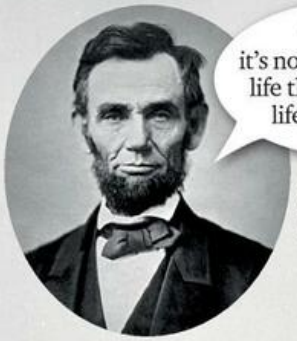
2 Match a line in **A** with a cliché in **B**.

	A	B
1	I left my phone on the bus! I'm lost without it. So many meetings and no decisions made!	I know. It's all talk and no action. Come on! It's not the end of the world.
2	I can't make him see that there's a problem. I was about to text you, and you texted me.	Yes, it's like banging your head against a brick wall. Great minds think alike.
3	I don't know why you like Kim. She's strange. Pat is full of good, practical ideas.	Yes, she certainly has both feet on the ground. Well, it takes all sorts to make a world.
4	I've got ten exams in the next two weeks. I've got three months' holiday!	Rather you than me. It's all right for some.
5	The report doesn't have to be sent in today. I'm amazed. The garden looks great now.	What! And I just bust a gut to get it done. Thanks – but it's all in a day's work.
6	That lecture was awful. I was bored to death. I reversed into a wall and broke a headlight.	Never mind. It could have been worse. You can say that again. I fell asleep.
7	I wonder if their marriage will last. He loves nothing more than evenings at home.	Only time will tell. Ah, he's a man after my own heart.
8	Our neighbours are extreme right-wing. I lent Peter £100, and he never paid me back.	That's awful, but you live and learn. Oh, well. Live and let live. That's what I say.

3 12.9 Listen and check. Practise with a partner. Take turns at being A and B.

4 Read the quotes from **Abraham Lincoln** and **Muhammad Ali**. What do they mean? Do you agree with them?

Famous last words …



'In the end, it's not the years in your life that count. It's the life in your years.'

Abraham Lincoln
1809–1865
16th President of the US



'Don't count the years. Make the years count.'

Muhammad Ali
1942–2016
Boxing champion

Go online for more **speaking** practice

Writing A biography – combining sentences





Mother Teresa of Calcutta (1910–1997)

1 What do you know about Mother Teresa? Share ideas as a class.

2 Read the sentences in **A** about Mother Teresa's early life. Work with a partner and compare them with the paragraph in **B**. Note all the ways the sentences combine.

A Her early life	B
Mother Teresa was a missionary. She worked among the poor people of Calcutta, India. She was born Agnes Gonxha Bojaxhiu. She was born in Skopje, Macedonia. She was born on August 26, 1910. Her father was Albanian. He died when she was eight years old. Her mother was left to bring up the family.	Mother Teresa was a missionary who worked among the poor people of Calcutta, India. She was born Agnes Gonxha Bojaxhiu, in Skopje, Macedonia on August 26, 1910. Her father, who was Albanian, died when she was just eight years old, leaving her mother to bring up the family.

3 Read the sentences in **A**. Work with your partner to complete the paragraph in **B** with the information in **A**.

A Working as a teacher	B
Agnes was very young. She wanted to become a missionary. She left home in September 1928. She joined a convent in Ireland. She was given the name Teresa. She was sent to India in January 1929. She taught in St Mary's High School Convent. St Mary's was in Calcutta. She worked in St Mary's for over 20 years. At first, she was called Sister Teresa. She was called Mother Teresa in 1937.	From a very young age, Agnes had wanted …, so in September 1928, she … to join … in Ireland, where she was given … A few months later, in …, she was sent to … to teach in … in Calcutta. Here she worked for …, first as Sister … and finally in 1937, as Mother Teresa.

4 Now do the same again with the lines in **A** and **B**. Read your completed paragraph aloud to each other and the class.

A Working for the poor	B
In 1946, Mother Teresa felt called by God. She was called to help the poorest of the poor. She left St Mary's Convent on August 17, 1948. She started visiting families in the slums of Calcutta. She looked after sick and dying children. She started a religious community in 1950. It was called the Missionaries of Charity. The communities spread all over the world in the 1960s and 70s. Mother Teresa was awarded the Nobel Peace Prize in 1979. She developed severe health problems. She continued to work amongst the poor. She died on September 5, 1997. Thousands of people from all over the world came to her funeral.	Mother Teresa finally left … on August 17, 1948. Two years earlier, in …, she had felt called by … to help …, so she started visiting … , looking … sick … In 1950, she started … called the Missionaries of Charity, which by the 1960s and 70s had spread … In 1979, Mother Teresa … She continued to work … despite developing … When she finally … on September 5, 1997, thousands of people …

5 Research some facts about a famous man or woman, dead or alive, that you admire. Write a short biography.

Go online for more writing practice

Audioscript

Unit 1

1.6 My favourite things

T = Tom S = Sally

S So Tom, what's on your list? Griff, that's a strange name! Who's Griff? Why is he important to you?

T Well, he's my best mate. He was the very first person I met at secondary school, when I was 11. I knew nobody and he knew nobody, so we just fell on each other, became best friends and … er, well, we still are.

S And Griff's his real name?

T No. His name's actually David Griffiths, but there were so many Davids in our class, he was always called Griff. He still is. Everyone calls him that.

S I see. So now – your favourite city or town? Where's that?

T That's easy – definitely New York. My grandparents took me and my brother Jack there for four days when I was 14 and Jack was 16. It was the best holiday ever for me – we stayed in a hotel overlooking Central Park. We went ice-skating and we flew over the city in a helicopter. We saw everything – it was amazing. I'd love to work in New York.

S Yeah, I think New York's a favourite for many people. What about a memorable meal? Where was that?

T Actually – that was in New York. We went to Michael Jordan's Restaurant in Grand Central Station. Have you heard of it?

S What? Grand Central? Of cour—

T No, no – not the station, the restaurant, Michael Jordan's. I think it's quite famous.

S I don't know it. What kind of restaurant is it?

T It's a steak house – the steak is just the best. And you sit high up. It's so exciting. You can eat and watch all these New Yorkers rushing to catch their trains.

S Sounds great! So finally. Do you have a treasured possession?

T I'm not sure I do have a treasured possession – well there's my iPhone, of course – I certainly couldn't live without that. But other than that … er, oh, I suppose it's the ship in a bottle that my great grandpa gave me just before he died. He said it was very special to him, but I'm not sure why – he was too old to explain it clearly.

S Ah that's a shame. Now, do you want to hear about my favourite things?

T Yeah …

1.7 What are you like?

1 Life just becomes more and more complicated. All this new technology – as soon as I get used to something, it changes. What is the world coming to?

2 I spent the whole weekend trying to teach my five-year-old nephew how to ride a bike. Bless him! He fell time and time again, but we kept going and finally he was away!

3 It's amazing! Richard can never find his wallet when it's his turn to pay!

4 You go, I don't really want to. I'm not very good in large groups. I never know what to talk about and pubs are so noisy.

5 He has his future all planned out. He says he'll be a millionaire by the time he's 40.

1.9 My closest relative

Tess I think the person that I'm probably closest to is my sister, Charlotte, or Charlie as everyone calls her. We're very different – she drives me crazy sometimes and we have terrible rows, but I know we'll always be there for each other in the end. Erm, one thing I love about her is her sunny personality. She's so sociable – not shy like me. She's always cheerful and full of fun – people love her, they always want to be her friend. Me, I'm just her boring baby sister. But perhaps what I like best about her is the way she's, so honest about herself – she says her big problem is that she can't sit still. She says she'd like to be like me and be happy just sitting reading or watching a film – just relaxing really. I'm good at that!

Simon In my family, I think I'm closest to my granddad. My dad, I don't really get on with. We don't really see eye to eye about anything, but fortunately he's away on business most of the time. I think he'd like me better if I was good at sport, … er football or rugby or something, any sport – but I'm not. What I like about granddad is that we have the same interests, erm … we both love wildlife – nature, plants, and animals and things. We often go walking together in the countryside and sometimes in my school holidays we go camping. I love that, even in the rain. I think emotionally I'm closer to him than I am to both my parents, erm … you see my mum also has a high-powered job and she travels a lot. I'm an only child, so I think I'd be lonely without my granddad. I love him, my friends love him, too. He's always so interested in what they're doing. He's young at heart, my granddad.

Ellie The person I'm closest to in my family is definitely my mum. Everyone loves my mum. She's the kind of person you can talk to about anything. She's very understanding, especially now I have a baby of my own. She's a great help with baby George, but doesn't throw too much advice at me – if you know what I mean. At the moment, we spend a lot of time together because I'm not back at work. We go for walks with the baby – we go shopping together, we like the same kind of clothes. She's pretty cool, my mum, not old-fashioned at all. We have our ups and downs of course, … er a few years ago I had a tattoo, a butterfly, done on my shoulder and she didn't like that at all. She still goes on about it, but most of the time we get on very well indeed.

Nick I'm closest to my twin brother, Chris. We're not identical twins, but we have a lot of things in common – we follow the same football team, Arsenal, … er we like the same sort of music, 'specially house music and we mainly have the same friends. But I suppose there are more differences than similarities – I'm into all things history and politics, and Chris loves adventure and travel.

Also our personalities are very different. Er, I'm like my mum – calm and easy-going. Chris, he's like my dad – he can be moody and bad-tempered. Those two, Dad and Chris, often fight like cat and dog. I'm the referee! It's not a role I like.

Chris has just gone travelling in south-east Asia. He's in South Korea at the moment, in Seoul. I miss him a lot. I think, as twins, we're closer than most brothers and sisters – we're different, but I trust him like I trust no one else – even my mum.

Unit 2

2.1 Language quiz

1 The official UN languages are English, Russian, Spanish, French, Chinese, and Arabic. The majority of member nations prefer to receive correspondence in English.

2 Languages are disappearing at the rate of one every two weeks. It's thought that around half of the world's languages will disappear in the next century.

3 In Britain, bees go buzz and cats go miaow. They make sum and miau sounds in German, and Japanese bees and cats go bun and nyan.

4 Many African languages have developed clicking sounds as consonants, as in [clicking sound]. In other languages, clicks are only used to express emotions, such as disapproval.

5 If you are using an ATM in Latin, you must be in Vatican City. The Vatican has its own private bank, but only for priests and Vatican employees.

6 Reading silently only became common in the 10th century AD. In the 4th century, reading silently was so unusual that people travelled to Milan to watch a bishop called Ambrose doing it.

7 After the Viking's invaded Britain, people spoke Old Norse as well as Old English, which did have gender. As the two languages couldn't agree on gender, people stopped using it altogether.

8 Edison was making the first sound recording when he recited 'Mary had a little lamb'. He was astonished when it worked immediately, and said, 'I was always afraid of things that worked the first time'.

9 There have been many attempts to simplify English spelling. The Chicago Tribune newspaper got people to accept new spellings of catalog and program, but didn't succeed with the other examples.

10 The first recorded use of OMG to show surprise was in a letter from John Fisher, a 75-year-old admiral in the British Royal Navy, to Winston Churchill, in 1917. It became popular among young people when text messaging began.

11 On average, a thousand words are added to the Oxford Dictionaries Online each year. Recent additions include hangry, getting angry because you're hungry, and pocket dial, when your phone accidentally calls someone's number.

12 'Vulgar Latin' was spoken by the people of ancient Rome, but intellectuals liked to use Greek. When Caesar was killed, he is reported to have said, 'And you, Brutus?' in Greek.

2.2 No, they don't!

1 No, they don't speak Spanish! They speak Portuguese!

2 No, he doesn't live in Madrid! He lives in Rome, in the Vatican.

3 No, you're wrong! He wrote them in English!

4 It isn't getting colder, it's getting warmer.

5 Yes, they did! Neil Armstrong walked on the moon in 1969!

6 No, you've got that wrong. She was leaving the ball when she lost her shoe.

7 Yes, it has! The UK has had two female Prime Ministers: Margaret Thatcher and Theresa May.

8 No, they weren't held in London in 2016 – that was 2012. The 2016 games were held in Rio de Janeiro.

2.4

N = Nick D = Denisa M = Miguel

D Hi, Nick! Have you been shopping?
N Yes, I have. I'm going to cook fish pie for you two tonight. Did you have a good day at college?
M No.
D Well, I did. We were practising giving presentations.
N Oh, sounds interesting. Was that not useful for you, Miguel?
M No.
N Why? Do you never have to give presentations at work?
M No.
D I do. That's why I need to improve my English.
N Well, it's definitely improving!
M Have you noticed my English is better?
N Er, yes, I have. And it'll get better the longer you're here.
D No, it won't because he speaks Spanish with the other Spanish students all day!
M No!
D Yes, you do! You're always together. Are you going on the trip to Wales on Saturday?
M Yes.
D I'm going too, and Keiko and Roberto are, so spend the day speaking English with us.
M OK.

2.5 Short answers

D Hi, Nick! Have you been shopping?
N Yes, I have. I'm going to cook fish pie for you two tonight. Did you have a good day at college?
M No, I didn't. I didn't think the lessons were very interesting today.
D Well, I did. We were practising giving presentations.
N Oh, sounds interesting. Was that not useful for you, Miguel?
M No, it wasn't really. It's not something I need to practise.
N Why? Do you never have to give presentations at work?
M No, I don't. Well, not in English anyway – sometimes I have to give them in Spanish.
D I do. That's why I need to improve my English.
N Well, it's definitely improving!
M Have you noticed my English is better?
N Er, yes, I have. And it'll get better the longer you're here.
D No, it won't because he speaks Spanish with the other Spanish students all day!
M No, I don't! I don't spend all my time with them!
D Yes, you do! You're always together. Are you going on the trip to Wales on Saturday?
M Yes, I am. I've always wanted to see Wales.
D I'm going too, and Keiko and Roberto are, so spend the day speaking English with us.
M OK, I will. Maybe I do need to practise speaking English more.

2.8 A world in one family – Nicolas

I So, Nicolas, how old are you?
N I'm 21.
I And you have an interesting background – what nationality are you?
N Well, I'm British – I was born here and I've got a British passport.
I And is that the same for your sister?
N Yeah, Sara was born here, too.
I But your parents, what nationality are they?
N Well my father's Brazilian, and my mum's German, but they've both lived in the UK for 30 years.
I And how did they meet? Was that here in the UK?
N Yes. It's a funny story actually…
I Go on then!
N Well,… you should probably ask my mother about it…
I OK, I will! What about languages? Your parents must speak very good English?
N Yeah,… both of them had good English when they came here, and it's pretty perfect now. But I do get to correct them *some*times!
I So what languages are spoken in your family?
N Well my dad speaks Portuguese as well as English, obviously. My mum's father's German and her mother's Brazilian, so … she speaks German and Portuguese fluently. And she studied English at university.
I Wow! So are you and your sister both bilingual? Or trilingual?
N Er, you could say Sara's trilingual. I'm *sort of* bilingual – my dad didn't make as much effort to speak Portuguese with me, and I'm not really fluent in it.
I And what's it like growing up in England with a Brazilian father and a German mother?
N It's been …fine. I didn't think about my nationality much when I was young. The first time I remember it being an issue was at secondary school, when there was a World Cup, and my classmates said I had to choose which country to support, England, Germany, or Brazil.
I So, which was it?
N I said I wanted to support all three – good job really, 'cos England and Brazil both got knocked out in the quarter-finals!
I Ah, it pays to be multinational sometimes! So, has your background affected your career choice?
N I guess so. I'm studying modern languages at university – Italian and German.
I Oh, another new language!
N Yes! I love Italian, and it's pretty similar to Portuguese.
I And studying German must be dead easy for you!
N Er, … in some ways, but writing in German is still difficult for me sometimes.
I And what are you hoping to do in the future?
N Er, good question. I'm not sure yet. But I want to use my languages, hopefully in a job where I can travel or live abroad for a while.

2.9 A world in one family – Elke

I Elke, you're German, aren't you?
E Yes – I'm actually half German and half Brazilian, but I was born and grew up in Düsseldorf.
I And how long have you lived here in Cambridge?
E Er… 31 years.
I How did that happen?
E Er, I came to the university as a postgraduate, and … well, I met my husband, Felipe. We met at a student party…
I Nicolas tells me it's a good story!
E Yes, [*laughs*]… I was standing near two men, it was Felipe and his Brazilian friend, Lucas and… well, I look German, or maybe English, not particularly Brazilian, so, after looking over at me, Felipe thought it was fine for him to say to Lucas, quite loudly in Portuguese, 'Oooh! She is *cute*! I'd like to ask her out!'
I Oh no!!
E Oh yes! He looked horrified and blushed like mad when I shouted over in Portuguese, 'Well, you're not so bad yourself, so why don't you?!' But then we laughed about it and spent the evening together… and … well, here we still are!
I What made you decide to stay here?
E Felipe got a job at the university, and I found a job soon after. It avoids deciding which of your countries to live in if you live in a third one!
I True! Now, I wondered – did you choose Sara and Nicholas' names because they're international?
E Yes, they're common in all the countries we belong to.
I And would you say that Sara and Nicholas are both trilingual?
E Sara is – she's comfortable in German, Portuguese, or English. She often switches languages without even noticing!
I Now, Nicolas said his dad didn't make as much effort to speak Portuguese to him.
E Oh, that's not true! We introduced it a *bit* later, but Felipe always used it with him – it's just that Nicolas kept replying in English!
I Ah! Well, I know Nicolas is studying languages … has Sara's background influenced her career?
E Yes, she's a consultant for British companies doing business in Brazil, and she's often out there. I think she'll end up living there, actually.
I And what do you think are the pros and cons of bringing up children in a different culture to your own?
E I think it's a great opportunity to take the best of both cultures. People identify too much with just their own language and culture. But I do sometimes worry that my children don't feel like they really belong anywhere. I wonder whether it's possible to feel 100% English when your parents aren't English?

2.12 Everyday situations

1 A Just a trim, please.
B OK. How much do you want off? This much?
A Er …, a bit more than that. My hair grows really quickly!
2 A No, thanks, I'm just looking.
B Well, just call me if you do need any help.
A Thanks. Oh actually, where are the changing rooms?
3 A Is it within walking distance?
B No, not really. It's more of a taxi ride.
A Thanks. Is there a taxi rank near here?
4 A I'm afraid I've locked myself out of my room.
B That's no problem. I'll just do you another key card.
A Thanks. I'll bring it straight back.
5 A I can't make the meeting. I'm stuck in traffic.
B Oh no! You're the one giving the presentation!
A Oh come on. You could do it just as well as me.
6 A I need to make an appointment. It's quite urgent – I've lost a filling.
B We have a cancellation this afternoon at 2.45 if that's OK?
A Oh, that would be brilliant! Thank you ever so much. I'll see you then.
7 A No, thanks. It was all lovely, but I couldn't eat another thing.
B Oh, but you really must try the other dessert!
A Honestly, I'd love to, but I really couldn't manage it!
8 A Is there a matinee performance today?
B Yes, it's at 2.30, but I'm afraid it's sold out. How about tomorrow?

A Oh, that won't work unfortunately. We're only here for the day.
9 A Will this parcel get there tomorrow if it goes first class?
B It should, but if you send it special delivery, it definitely will.
A OK, I'll do that then, please. How much is it?
10 A Does it come with chips?
B No, you have to order them as a side dish.
A OK. Could we have one portion to share then, please?

2.13 Listen and speak

1 You don't want your hair cut too short. What do you say to the hairdresser?
Just a trim, please.
2 A shop assistant asks if you need help. How do you say no?
No, thanks, I'm just looking.
3 How do you ask if somewhere isn't too far to walk to?
Is it within walking distance?
4 Your hotel room door has locked with your key inside. What do you say at reception?
I'm afraid I've locked myself out of my room.
5 You're in traffic and you'll be late for a meeting. What do you say to your colleague on the phone?
I can't make the meeting. I'm stuck in traffic.
6 You phone the dentist's because you need a new filling as soon as possible. What do you say?
I need to make an appointment. It's quite urgent – I've lost a filling.
7 Your host at dinner offers you more food. How do you say no?
No, thanks. It was lovely, but I couldn't eat another thing.
8 How do you ask at the theatre if there's a performance this afternoon?
Is there a matinee performance today?
9 At the post office, ask if your parcel will arrive in 24 hours if you pay more.
Will it get there tomorrow if it goes first class?
10 Ask the waiter if you need to order chips with your dish.
Does it come with chips?

Unit 3

3.2 How I stay calm

1 **Gary Rudd** When I watch my team, my heart's racing, but I try to keep calm and not shout too much. I feel a huge responsibility for the club. And I have worries – injured players, referees I don't agree with, also I know that the manager is always blamed when the team loses – that's very stressful. The way I stay calm is to leave my work at work. I never watch the 24-hour sports channels, I don't go on social media and read what people say on Twitter or Facebook. I don't even talk to my family about it, and that's difficult when I'm down after a really bad game. Oh – and I do DIY around the house – I'm decorating the kitchen at the moment.

2 **Joan Bevan** I had the most fantastic teachers when I was at school. I think that's why I feel so much stress and worry in this job – I believe that a good school makes a huge difference to the lives of young people. We have 1,100 students here and I have a personal responsibility for each one of them. So I arrive early to school every morning to give myself time to just sit and think quietly. The most stressful situation is when angry parents show up. I try to stay calm – the minute you shout, people don't listen. Also, I run. I'm training for the Great Welsh Marathon at the moment, so I run eight miles, three nights a week. And that's a great help.

3 **Kyle Cooper** What I do, is install underwater gas and oil wells. I work 300 kilometres north of Shetland in Scotland. The whole job is stressful, from the helicopter ride to the ship to when I get into a 2.5 metre by 7 metre chamber for a month. I'm in there with 11 other divers. We work in teams of three. We go up and down in a kind of diving bell, which is lowered to 20 metres above the sea bed and we work for six hours in the pitch black. It's tiring, very tiring, but I've been doing it for 20 years and I still love it. Usually I work one month and then have two months off. Even when I'm not working, I love the sea – it calms me. You won't believe it, but sailing is my favourite pastime, I love sailing! I'm actually building my own boat at the moment.

4 **Dr Bonnie Baxter** I'm an A&E doctor in a busy city centre hospital, we see about 60,000 patients a year. It's stressful most of the time, but especially weekends – we see twice as many patients at weekends. I understand their distress when they say, 'How long do I have to wait?', 'When will I be seen?' But I can't often give them an answer. The very nature of A&E is that it is unpredictable for both doctors and patients. I've now been working here almost three years. What helps me is having people around who share the stresses of the day – that and my knitting – in my few free moments I knit. I'm making a little blue jacket for my sister's baby – he'll probably be too big for it by the time I finish!

3.3 An interview with Gary Rudd

I = Interviewer GR = Gary Rudd

I So, Gary, how do you get a balance between work and home life?
GR Well, it's tricky, but I've been married for ten years and I've been doing this job for three years and very fortunately my lovely wife understands how stressful it is. Also, it helps that we live near my work – we have a nice house not far from the football ground.
I Do you have any children?
GR We have two kids; twin daughters. Thank goodness they both love football! They often come to watch the matches, but I never seem to have time to do dad-type things with them. My job is so time-consuming – I usually work six days out of seven and always at weekends.
I Don't you like your job?
GR Don't get me wrong. I love my job – it's challenging and exciting, I never know what's going to happen. I like training the lads, they're great guys. But it's often lonely. I enjoyed all my years as a player. I loved all the dressing-room chat and socializing after the game – now I'm not invited to join them.
I Do you and your wife relax at all?
GR Not much! We don't have a social life these days. I try to switch off when I get home and do stuff round the house, but it's difficult. I like doing DIY, but I rarely finish anything – I'm painting the kitchen at the moment, I've been doing it for weeks and it's not finished yet.
I What does your wife think about that?
GR Ah – she's a very patient lady and she has lots of interests of her own, but …
I How long are you going to stay as manager?
GR I don't have an answer to that. I want to leave when the team are doing well. I have no idea when that will be. I'm hoping before my marriage ends – don't worry … I'm joking!

3.5 First day in a new job

S = Sarah J = Josh

S Gosh! I don't know anybody! Can you help me? Who are all these people?
J Well, let's see – that's Nigel. He's sitting at the top of the table reading a report or something.
S He's the one wearing the bright blue tie, right?
J Yeah, that's it.
S And what does he do?
J Ah, he's the CEO – the man in charge. He runs the show!
S The big boss, in other words.
J Uh huh. Some days he shouts a lot, but he listens as well. Er, then there's Edward. He's wearing a light grey suit. He's standing in front of the window chatting to Helena. Edward's the sales director – he's going to China soon. He's charming. He always has a nice word to say to everyone. Er, Helena's drinking a coffee. She's wearing a lovely green jacket and cream silk scarf – she always dresses beautifully.
S I can see that and Helena is the … ?
J Helena's the accountant. Money, money, money. Very bright, very quick.
S Ah, OK. And who's that sitting down, talking on her phone?
J In the pink jumper?
S Yeah.
J That's Jenny, the human resources manager, HR manager. She looks after all the personnel. She's a sweetheart. Everyone loves her. Then opposite her is Matthew. He's the IT manager. He's only working here for a few months. He's from our New York office. I don't really know him very well.
S Is he the guy working on his laptop in the striped shirt?
J That's him – striped shirt, no tie. He knows everything about technology. He's preparing to give a presentation. And finally, that's Christina standing behind Nigel. She's his PA. She …
S Sorry. Who was that?
J Ah, Christina – behind Nigel. She's his personal assistant. She organizes his diary and … er the whole of his life actually, but she helps us, too. We, we couldn't cope without her. She runs the whole place. Can you see the huge, dangly earrings she's wearing? She always wears interesting earrings – it's her 'thing'.
S Good for her! Right. Thanks Josh – I hope I can remember all that!
J Well, they're a very nice crowd. Let me introduce you. Hey everyone – this is Sarah, our new marketing manager.

3.7 What do they do for a living?

1 **Steph** There's never a quiet or dull moment in my job. You need eyes at the back of your head when you're looking after a bunch of three-year-olds, they are constantly on the move! My favourite time of the day is storytime because I get to sit down for 15 minutes. Storytime is my one moment of calm in the day.

2 **Will** I actually like getting up so early in the morning. In this job you never get to lie in … and at the moment I'm up in the night as well cause we're lambing. Quite a few of the sheep have problems lambing, especially if it's twins. I had triplets last night – stressful, but they were all fine.

3 **Sebastian** I love working in such a fast-moving environment and in a big city – I'm excited by it. It suits me because I've always been fascinated by numbers, making money disappear and reappear is thrilling to me. I'm a workaholic, I work 16 hours a day. The downside is living in fear of losing your job – it can happen at any time. Lots of my friends have. That's why we deserve the money we earn.

4 **Mansel** I'm about to retire. Not long ago we could retire at 55 or 60, but now it's 65. I think people believe it's a more glamorous job than it actually is. You go all over the world, but you don't really know anywhere. The greatest thrill in my career was when I flew Concorde – I did the London/Barbados run. Now my wife and I are going to have a proper holiday there.

3.9 Our work-life balance

Lucinda Free time – what's that?! Balancing work and … er life – I don't think I do that very well. I run an advertising agency – and what with my family and the daily commute to work, life is pretty full on. I am trying to do more non-work stuff, so I've just started tennis lessons. I go to the local tennis club on Sunday mornings, but, to be honest, some Sundays I find it too difficult to get up … I can't drag myself out of bed. I've bought all the kit – expensive racket, shorts and trainers and stuff, so I do try to make the effort – 'specially when my son starts shouting at me to get up. Actually that's what happens most Sundays. Oh … and I do yoga occasionally – every few weeks when I start feeling really stressed – all that meditation helps a lot.

Barney It's not fair … we get so much homework – every night and weekends and the bit of the weekend that's free I have tennis lessons. I've been having tennis lessons forever, every Saturday morning. I know I'm good at tennis and I kind of like it … only thing is it's not what I like most. I like football … I like it a lot. I play for a local club for 9 to 12 year olds. We're called the Berko Raiders and … er well … we're rubbish really, I mean really rubbish, we never win! But I still like it more than tennis. It's just not fair … mum has tennis lessons too, but most times she misses it 'cos she's still asleep.

Actually, for me, absolutely best of all are my computer games, football ones of course – I play FIFA and a fantastic American football game called Madden 16, oh … and d'you know Forza? That's not football, it's a racing car game. It's really my dad's. He loves it and he can play it when he wants, but they, my mum and dad, only let me use my iPad after I've done my homework. It's not fair.

Justin We're a busy, busy family. I'm a marketing manager, I'm well paid, but I've reached a stage in my life where I've realized work isn't everything – you know, 'work to live' don't 'live to work'. Er, I have a health app on my phone – it shows me how many steps I walk and how many flights of stairs I climb in a day. You have to aim for at least 10,000 steps – I'm your classic London commuter, but I never use escalators or lifts on the way to work, I walk as much as I can – but still, sometimes, at the end of the day I have to walk up and down the stairs at home to get my 10,000 steps. I do other things too – I play squash on a Tuesday evening and I go running on a Sunday before I take Barney to his football (sigh) and watch miserably as his team loses again. He doesn't seem to mind – football is king to him in whatever form. I don't much like the football games on the computer, but I do like a racing car game, er Forza, it's called, but my fave is a game called 'Elite' – I think it's because it's, it's like a game I played when I was ten – it's basically like Star Trek. I always find time for that. Oh yes … and,er, once a year, in September, I go on a walking tour with three other guys, in the Alps – it's exhausting, but I love the feeling after you've done it. I can even face the commute.

3.12 Listen and compare

1 **A** Who do you work for?
B Siemens. I've been with them for four years. They're a good company. How about you?
2 **A** Do you enjoy your work?
B Yes, I do. It's quite hard, very challenging, but I like the challenge. What about you? Do you like your job?
3 **A** Where do you come from?
B I was born in Montreal, and I've lived there all my life near my parents. I'd like to live abroad some time.
4 **A** Have you been to Chicago?
B No, I haven't, but I'd love to. I've heard it's one of the most amazing cities in the world. Have you been there?
5 **A** This town's very exciting, isn't it?
B Really? Do you think so? There isn't very much to do. I get so bored here. What do you find to do?
6 **A** What do you do when you're not working?
B Well, I like horse riding, and I play squash. And I love music, so I often go to concerts. What about you?
7 **A** The weather's amazing at the moment, isn't it?
B Yes, it's so mild. We haven't had any really cold weather at all. Have you heard the weather forecast for the weekend? It's supposed to be good, isn't it?
8 **A** Are you having a holiday this year?
B Yes, I'm going to Mexico with some friends. I haven't been there before, so I'm really looking forward to it. Are you going away?
9 **A** What's your favourite TV programme?
B I like a lot – documentaries, quiz shows, and the news. I suppose I like everything. I'm quite a TV addict. Do you watch much TV?

Unit 4

4.2 I didn't do much

1 **Chris** I didn't do much – just made myself something to eat, watched telly for a bit, and then bed by ten – I had an early night. I was asleep by eleven. BOR-ing!
2 **Sarah** I went to my yoga class – it does me good after a day's work – then some of us went for a drink. I got home about nine and did a bit of online shopping … er just supermarket stuff, and that was it.
3 **Jane** I went to see a film with a couple of friends, the latest James Bond … er it wasn't really my kind of thing – I liked the previous one better. Then I missed my train, so I didn't get home till after midnight. Not the best of nights for me!
4 **Tom** Well – that's easy – what I do every night – studied 'til after midnight. I even took my laptop to bed. I've got a major exam coming up. Oh boy! I'm going to be out every night when it's all over.

4.3 How Shakespeare caused an air crash

On October 4, 1960, a Lockheed Electra plane was taking off from Boston Airport in the US when a flock of about 20,000 starlings suddenly flew into its path. The plane crashed into the sea and 62 people were killed. The birds had choked the engines of the plane and brought it down. Tragically, only 19 people survived.

So … what is the link to Shakespeare?
The starling is not a species of bird that's native to North America. Starlings were introduced in 1890 by a New Yorker called Eugene Schieffelin. Schieffelin was not only interested in birds, he was obsessed with Shakespeare. He'd made a list of all the songbirds mentioned in Shakespeare's plays and poetry and he wanted to introduce these birds to Central Park in New York. This he did, but some birds, such as thrushes and blackbirds, found it difficult to survive. Others, however, particularly the starlings thrived, and by the 1940s they had spread across America from California to Alaska. They formed gigantic flocks of up to a million birds and many native species, such as bluebirds and woodpeckers, were driven out. Schieffelin's romantic gesture not only caused an air crash, but an ecological disaster, too.

So where does Shakespeare mention starlings?
In all of his 37 plays and 154 poems there is only one brief reference, and that's in Henry IV Part One.

4.11 Once upon a time …

I = Ian R = Richard

I Why is this your favourite story?
R I think it's because I saw it on stage first. I was seven and it was the first time I'd been to the theatre. I was fascinated by the flying and the magic. And it was frightening too, I was terrified of the pirates and Captain Hook … but I was at that age when you love being scared!
I But Captain Hook was funny, he wasn't scary.
R Well, he was scary to me … I really believed his hand was a hook.
I Hadn't his hand been eaten by a crocodile?
R Yes, … and the crocodile had swallowed a clock, so before you saw it you heard this tick-tock, tick-tock … and all the kids in the audience screamed to Captain Hook: 'He's behind you!' 'He's behind you!'… brilliant stuff!
I Was Captain Hook your favourite character?
R Oh no, no! Peter was, of course. I loved the idea of never growing up. It's brilliant … and being able to fly … just opening your bedroom window and soaring over London to a country called Neverland – magical.
I I think a lot of people dream of flying. Er … didn't Peter have this really naughty fairy? What was her name again?
R Tinkerbell … I liked her. She was so cheeky, really rude, and she hated Wendy … remember Wendy? Tinkerbell was jealous because Peter loved Wendy. Actually I wasn't too keen on Wendy either … or her brothers
I John and Michael.
R Yeah, that's right. I thought being able to fly to Neverland was wasted on them and Wendy. .. she was a bit soppy.
I And the dog … what about the dog?
R Nana! Oh I loved Nana! Poor dog. She was looking after the children when Peter taught them to fly and took them away. D'you know, I read the story now to my own kids and they love it just as much as I did. Actually, I think I understand it more as a grown up.
I Why's that?
R Well, I think growing up is quite a scary thing to do. Childhood is safe … no responsibility, being

an adult is tough. I think a lot of people would like to stay young forever.
I True. Some people never grow up, do they? I suppose that's why it's called Neverland.

B = Beth A = Anna
B I think I remember this story, I think my dad read it to me at bedtime.
A My dad read it to me too and I've just read it to my four-year-old daughter. It was my favourite when I was little, and now it's her favourite, too. Did you like it when you were a child?
B Well, I used to love any story with princes and princesses who lived happily ever after.
A But actually this is a dark story – it's really sad and … it's cruel and the wicked witch is really wicked.
B Wasn't it about a married couple who were longing for a baby?
A That's right they …
B … and then when they finally had a baby a wicked witch whisked it away.
A Yeah, but only because the wife's husband had stolen salad stuff from the witch's garden.
B I'd forgotten that.
A Yeah, the wife craved lettuce, presumably because she was pregnant, and the husband was caught stealing it, so the witch took the baby, a girl, and when she became 16 locked her up at the top of a tower without any door or any stairs.
B So how did the witch get her into the tower in the first place?
A You're too logical … don't ask difficult questions. Anyway, the girl had beautiful, thick, long … very long, blonde hair and she used to throw it out of the window so …
B So there was a window!
A Yeah, one window … so the witch used to call 'Rapunzel, Rapunzel let down your hair!' and then climb up the hair to the girl.
B Wow!
A Then one day …
B I know … one day, a handsome prince came riding by on a white horse and saved the girl and she became a princess and they lived happily ever after.
A No! You're going too fast. The witch discovered the prince and threw him out of the window – he didn't die, but he was blinded and spent years wandering around.
B What about the girl?
A The witch took her to a desert and finally the prince heard her singing … they met and her tears fell on his eyes and …
B Don't tell me – he could see again and they went off together to his castle, got married, and lived happily ever after!
A You got it!

Unit 5

5.2 Breaking the rules

Conversation 1
A I can't believe it! We had to pay a fine for taking our kids on holiday in school-term time!
B Well, they're trying to put a stop to it. And to be honest, I don't think parents should make their kids miss school for a holiday.
A That's because you haven't got kids. You don't have to pay the ridiculous prices they charge for flights during school holidays.
B You don't need to go abroad on holiday. You should take them somewhere in this country.
A Oh yeah. Very relaxing, trying to keep three kids happy when it's cold and raining.

Conversation 2
A Do you see those two men over there?
B Yeah, what about them?
A They're smoking. They shouldn't be smoking in here.
B Well, they are standing near the door.
A It doesn't matter. You're not allowed to smoke anywhere in a public building – everyone knows that. Do you think I should tell them to stop?
B No, you mustn't get involved. They'll probably get all aggressive about it. Just ignore them.
A No, we can't just sit here and do nothing. I think someone has to say something. Excuse me …

Conversation 3
A What an unpleasant man!
B Well you did nearly walk into him! I've told you before – you've got to stop texting when you're walking along the road.
A I can text wherever I want to, thank you!
B No, he had every right to tell you to watch where you're going. You can't walk along like that with your head down, expecting everyone else to walk around you.
A Well he didn't need to be quite so rude!
B I think you're the one who's being rude. If you must text while you're out shopping, you should stop somewhere and get out of everyone's way.
A Oh come on, everyone does it! You can't stop every time you want to look at your phone!

5.4 Rules for life

1 **Ellie** Oh, I love this quote so much! I think about it every time I'm on the dance floor! It's definitely the best way to have a good time! And really, other people aren't that interested in how *I'm* dancing, are they? They're all worrying about how well *they're* dancing! Now, … the bit about loving … mmm, that's easier said than done! It's a lovely idea, but unfortunately human beings do have a very long memory for being hurt! And … the singing bit … I can do that, no problem… in the shower! I know my family can hear me singing, but … they never complain – probably 'cos they're even worse singers than I am!

2 **Dan** It makes me smile, that quote. I'd heard it before actually, as a joke, about this man, Michael. He's very religious, but … he's always moaning while he's praying to God, and complaining that his prayers are never answered. He keeps saying, 'Look God, you don't have to answer *all* my prayers, but how about just this one thing? I mean, it happens to *some*one every week, so why can't it be me?' After years of this, God finally loses his patience and speaks to the man. 'Michael, you've got to help me out here… Just buy a ticket, will you?!' It's good, because it shows that, when we moan about our lives, and say we're fed up with the way things are, we can't just sit and wait for new opportunities to come to us. We've got to do our bit, too.

3 **Amanda** Oh, I know that one – it's a quote from Kierkegaard, the philosopher. I kind of hate it actually, because it's one of the things I find most difficult about life. I mean, … you learn lessons from what you've done wrong, but you can't go back and do it again, and do it better. So, yes, as he says, we *have* to live life forwards – but, I'm sorry, sometimes I can't help desperately wishing I *could* go back and do something again, … and get it all right!

4 **Mark** Both of these quotes really make me laugh! That one is actually true, … if I see that the remote is on the other armchair, I will sometimes stay with a programme longer, and I might then change my mind about switching over! And it says something about modern life … the amount of choice we have, and how easy it is to keep switching from one thing to another. I'm *just* ancient enough to remember when there were only three or four TV channels, and you had to walk over to the TV to change them – so you didn't very often! And the Internet doesn't help – "oh, I'm bored with this article, click, here's something else … mmmm, I'm getting bored again … click! I think this other quote is my favourite, though … it's hilarious. Things do seem to go a certain way on different days, don't they? And I'm *certainly* having a statue day today!

5.5 *have got to*

1 A Is your mum away?
B Yeah, so Dad's got to do all the cooking.
2 A Where's my phone? I've got to call Jim.
B It's where you left it, on the table.
3 A Can I go out now, Mum?
B No, you've got to do your homework first.
4 A Have some more tea.
B Thanks, but I've got to go now.

5.6

Part 3
One of the students raised her hand.
'Yes, Kirsty?'
'What about the beer? What does that represent?'
'Ah, I'm glad you picked up on that,' said the professor, smiling. 'That's just to show that no matter how full your life seems, you can always find space for a drink with some friends.'

5.11 Requests and offers

1 A Hi, it's me again. I've just realized I've got a doctor's appointment at 11.00 tomorrow morning. Could we possibly meet at 12.00 instead?
B Er, no problem. I could meet you for a working lunch if that's better.
A That would be great!
B OK, let's make it 12.30, then, in the canteen.
2 A Would you mind if we didn't go out to eat tonight? I'd really like to watch the football live.
B No, that's fine. Would you like me to get a takeaway?
A Oh, that'd be amazing!
B OK, I'll get an Indian, and I might just watch some of the match with you.
3 A So, how's my favourite grandson? How's school?
B It's OK … I'm … erm, doing fine.
A Liam, would you mind not texting while I'm talking to you? It's very rude!
B Oh, really sorry Gran, it was something really important. I'll put it away now.
4 A I hope you've enjoyed your stay with us.
B Yes, we have. The room was lovely, with such a great view!
A Good. Now, can I get you a taxi?
B No, thanks. Our friends have come to give us a lift to the airport.

Unit 6

6.1 Leonardo DiCaprio

1 A Where and when was he born?
B He was born in Los Angeles in 1974.

2 **A** What was his mother doing when she chose his name?
B She was looking at a Leonardo da Vinci painting.
3 **A** When did he get his first film role?
B He got his first film role in 1991, when he was 16.
4 **A** What was he filming when he had the most fun in his life?
B *What's Eating Gilbert Grape*?
5 **A** When did 'Leomania' begin?
B It began when he was 22, after he starred in *Romeo and Juliet*.
6 **A** How long has his foundation been supporting environmental causes?
B Since 1998, when it was founded.
7 **A** When was he first nominated for an acting Oscar?
B When he was 19.
8 **A** How many times has he been nominated?
B Six times.
9 **A** Has he ever won an Oscar?
B Yes, he finally won his first Oscar in 2016, for The Revenant.
10 **A** Which famous actors have appeared with him?
B Robert De Niro, Johnny Depp, Clare Danes, Kate Winslet, and many others.
11 **A** How many model girlfriends has he had?
B Seven, so far.
12 **A** How much money has he donated to conservation projects?
B More than $70 million.

6.2 Switching saddles

A Sorry, did you say you're going to the races tomorrow?! Since when have you been a horse racing fan?!
B Well, it's more that I've always been a fan of Victoria Pendleton. She's riding in a big race tomorrow.
A But she's a cyclist!
B Well, yes, she *was*. She won Olympic gold in Beijing and London. She was amazing, but in fact she didn't enjoy competitive cycling that much, so she retired, and she's a jockey now.
A Really? I didn't know that. How long has she been a jockey?
B She's only been in a few races so far, but she's been training hard for over a year. She'd never sat on a horse before that, though.
A Wow, that's incredible!
B It is! For the last year she's been taking part in a challenge called Switching Saddles, to see if she can ride in a top jump race within a year. She's been trained by the best people right from the start, of course.
A It's still a huge challenge for a beginner, though. And those jumps always look scary to me. Has she had any falls?
B Oh yeah, she's fallen off a few times in training, and she came off in one of her first races. But she's fallen in love with horse riding completely, and I'm hoping to see her win her first big race tomorrow – or at least stay on!
A Brilliant! Good luck to her!

6.4 Ann Daniels – polar explorer

SB Ann, there are great adventures to be had, in many different kinds of environments; forests, deserts, mountains. What is it that attracts you to the potential, utter misery of the poles?
AD Well, if I'm honest, it was actually just an opportunity that came my way, when I saw a newspaper advert that asked for applications to go to the North Pole, and I'm a great believer in taking up opportunities, so I applied and I found myself in the Arctic. Having got to the Arctic, I loved the place. It blew my mind away. You're walking on a crystal ice that moves, it makes sound, it groans. Erm, yes, it's trying to kill you most of the time, but it feels like a living beast, nature at its rawest, and I'd never experienced anything like that before, and I was hooked from day one.
SB All I'm getting from you now is, is positivity, and optimism, and joy, but I know for an absolute fact that it isn't always like that.
AD Most of the time it's not. Most of the time you're in agony, you're pulling a sled, and you're erm … On our … er South … er North Pole expedition in 2002, it was an 80-day expedition, on day 37 we had gone just 69 miles of the 500 miles – that's how slow we'd gone, barely two and a bit miles a day. Every inch of our bodies screamed with pain. But you know, the sense of achievement really overcomes the horror, and like anything in life, when we've finished and we've got through it, we take away the beauty and the greatness and the joy, not the pain and the horror, as I would imagine there would never be more than one child born if we didn't take the beauty away from the great experiences of life.
SB It's interesting you say that actually, Ranulph Fiennes talks about the fact that to be an explorer, and particularly a polar explorer, all you really need is a terrible memory, and that actually, you know, all that you take away with you, as you're saying really, the, those trans … transcendent moments, and you forget about all of the chafing, and the blisters, and the gangrene.

6.5

SB You had a very normal childhood and upbringing?
AD Yeah, I was born … er in the city of Bradford, and that's quite an industrial city, erm, and from working class parents, where we were expected to leave school, I left at 15, er just before my 16th birthday, and then we had to go get a job and bring income into the house. That's what we did, and that's what I did, and, as a child I'd four older brothers, so we were always getting up to mischief, but as soon as I grew up, I took a normal job, I was in a bank, erm, and I thought I would have children. The height of my ambition was to go back to the bank and, and progress to be a manager, and that was all my expectations were, up until I saw a newspaper advert, and it changed my whole world and perception and, and life.
SB Legendary climber, Joe Simpson, was, like you, the last of five children, and he talks about how, as a child you were always seeking to find your niche, in a family and in life. And as the fifth, all of those niches have already been taken, and you have to work even harder to try and impose your character, and he says that that's pretty much fundamental to how he got into becoming an explorer and adventurer and a climber. Do you think that had any kind of er, formative part in, in your life?
AD Absolutely, but I would say possibly slightly different in, I was the fifth, but I was the only girl, so I had four brothers, so my psyche was, I never felt I was good enough, or big enough, or strong enough, 'cos I've got these boys who were running around and I come from the kind of background where girls really weren't expected to be boys, and so I found that I was fighting, because I wanted to be one of them, I wanted to be able to go and play football, and climb the trees, and so I did, and you can guarantee if my older brother said 'there's a really high tree there, who's gonna do it?', I'd be up there first, not because I could or because I wanted to, because I wanted to prove myself to them, and just through doing that I guess I became more daring, took more risks, er, and then found the joy of getting to the top of the tree, and wow, look what I've done! Especially if they couldn't do it, that was even better, so certainly I think being the last, you're always trying to prove yourself to your older siblings.
SB What do you think it is that's special about you that allows you to do the things you do?
AD Nothing more than stubbornness and bloody-mindedness! I haven't got any special qualities, I'm fairly intelligent, but I'm not a genius. I'm not stronger than anybody else. I am able to face my fears, and I'm able to put myself into difficulties and just keep going.

6.9

C = Check-in agent P = Passenger
C Good morning! Where are you flying to?
P The Bahamas. Nassau. Flight 860.
C OK, how many bags are you checking in?
P Just the one.
C Put it on the scales, please. … I'm afraid that's over the weight limit, sir.
P By how much?
C Rather a lot, I'm afraid. It's 29½ kilos and you're only allowed 23. It means we have to charge an excess baggage fee of $75. That's £52.
P What! That's the same as paying for an extra bag, isn't it?
C No, a second bag would be $125 – £87.
P Whoa, that's steep! Well I guess I'll just have to pay the charge, then.
C Sorry about that, sir. You can pay at the service desk over there. And do you have carry-on luggage?
P Yes, just this one.
C Er … , I'm afraid that's going to be a problem too, sir. It's above the size restrictions.
P What?
C It won't go in the baggage check – it needs to be 55 by 35 centimetres. This will have to go in the hold.
P Oh no, I'm not paying another $125 for another bag!
C Don't worry, sir, I won't charge you for that one.
P Oh, well, thank you.
C Here's your boarding pass. Your gate is 17A and it'll start boarding at 11.35. Your seat number is 50C.
P Thank you.
C Oh, it's just come up on my screen – that flight's been delayed by 1½ hours. You'll be boarding at 1.05 now. I am sorry.
P It's just not my day, is it?!

Unit 7

7.3 I was a horrible teenager

N = Nina L = Lee T = Tanya
N I feel bad about it now – I was a horrible teenager. I made my poor mum and dad suffer so much. I didn't mean to – but my friends were all-important and mum and dad were just embarrassing.
L Tell me about it! I'll never forget going on this awful picnic with mine – I was about 14, I think.

T Didn't you want to go?
L No, they forced me to. We drove to the countryside and stopped to have our picnic by the river … my dad put a rug down on the grass and wanted me to join them, but I refused to. I wouldn't get out of the car.
T Why not?
L Oh you know, I felt embarrassed. I didn't like the idea of sitting with my mum and dad on a rug, eating egg and tomato sandwiches. It just wasn't cool.
T Your poor mum and dad.
N Well, I remember standing in our kitchen yelling, 'I hate you! I hate you!' at my parents.
T Why, what had they done? Or more to the point, had *you* done?
N Oh, I'd persuaded them to let me go to this big party – and it was near my exams and I promised to be home by midnight and …
T And of course you weren't!
N No, it was two o'clock and they kept calling me and I didn't answer my phone. I was grounded for a month.
L Well, I remember when I'd just passed my driving test and I begged my mum to let me borrow her car and I crashed it – turned it over in a ditch.
T Whoa! You two were horrible! Me, I was such a boring teenager. I didn't behave badly at all – my mum and dad were kind of cool – so maybe I didn't need to.

7.5 Best of friends

Kate I had a best and worst friend … she was called Carly Robson. Everyone wanted to be Carly's friend – she could pick and choose her friends. She was really athletic – great at all sports, especially running and hockey. Teachers loved her because she won so many trophies for the school. She could do no wrong. Every now and then, when there was no one more interesting around, she'd let me be her friend and we'd go shopping together or something. Stupid me! Then she'd just drop me – walk past me in the corridor. I hate myself now for being so upset – but it took years for me to realize that she just wasn't worth it. She got bored with sport eventually – I'm not sure what she's doing these days. Last I heard she was working in a pub.

Dave Well, I met my best friend on my first day at university. I'd just moved into my student room when this huge family arrived to move Danni into the room next to mine. I'm an only child, so three small boys kicking off in the corridor outside my room filled me with horror. And then … when they finally left, there were so many tears and hugs as they all said goodbye to their precious Danni. My dad had brought me to uni, and he had left after five minutes after a quick hug. Anyway, Danni and I introduced ourselves and in no time we were talking and laughing together … so that was the beginning. Then we discovered we had a lot in common – we were on the same course and we both loved cooking. We ended up doing a lot of cooking for the other guys on our corridor. Well, that was 12 years ago … and we're still best friends … in fact … erm … we're married and expecting our first baby. You see, Danni, is Daniella. She's my best friend and my wife!

Molly My best friend started out as a penfriend. It's a remarkable story in a way. When I was 12, our teacher, Miss Potts (we had fun with that name) started a penfriend club at school. She had the names of lots of 12-year-old girls in America and Canada who wanted English pen pals and I got Carol – Carol Swift from Toronto. We started exchanging letters about school and sports, and then we just kept on writing and eventually emailing. We exchanged birthday and Christmas cards and wrote about all sorts – boyfriends, driving lessons, marriage, babies, divorce – good times, bad times. I felt that I really knew Carol – I could tell her anything and everything, but we didn't actually meet until we were 45. Carol came to London and we had a great two days together. I felt I'd known her all my life – well … I suppose I had in a way. Now, of course, we Skype as well and I've been over to Toronto twice.

Sam When I was in nursery, Marfa (sic) was my best friend – I loved Marfa, but I'm not her best friend any more. She's a girl and I don't want a best girl friend … sooo … Oliver's my best friend now, we met in Class 1. 'Marfa cried when I told her … she did … really, but she's got lots more best friends now. I don't know why I like Olly – that's what we call him – but maybe it's 'cos we do stuff together, like football and stuff. Mrs Morgan, she's our teacher, calls us the terrible twins because we look the same – we've both got blonde, spiky hair, and we make a lot of noise – well she says we do. We have sleepovers at each other's houses – I kind of like that, but I miss mummy. I take my bunny blanket and Olly brings his monkey when he comes to us, so it's OK.

7.6 Body language

1 Bob's hopeless at all sports. He can't even kick a football.
2 The cat got up the tree easily enough, but I had to climb a ladder to get her down.
3 Daniel, stop staring out of the window and get on with your work!
4 Since you whistled that tune I can't get it out of my head.
5 I hate it when my Aunt Mary hugs me tight. She wears this disgusting perfume and I smell of it afterwards.
6 Daisy! You'll get brain freeze if you eat your ice cream so fast. Lick it gently.
7 Do people kneel down to pray in all religions?
8 I keep trying to stop biting my nails, but I can't. I can't kick the habit.
9 I'm terrified of blowing up balloons in case they go 'pop'.
10 Don't scratch that insect bite! You'll get an infection.
11 By the end of the concert, we were all clapping our hands in time with the music.
12 The CCTV camera showed the gunman pointing a gun at the bank clerk.
13 My dad's useless at doing DIY. He can't even hit a nail with a hammer.
14 My two-year-old nephew is so cute. He loves marching up and down like a soldier.

7.8 Exclamations

1 His lectures are so boring! I can't help falling asleep.
2 Is it for me? How lovely! That's so kind of you.
3 What a coincidence! I didn't know Tom was your cousin.
4 You won £1,000! What luck! I never win anything.
5 That's such a stupid idea! It'll never work.
6 We had such terrible weather! It rained every day.

7.9

Conversation 4
A I hear you aren't coming to Max's 18th. What a pity!
B Yes it is, but it's my grandpa's birthday, too.
A But everyone's going to Max's. It'll be such fun!
B I know, but it's Grandpa's 80th and he hasn't been well lately.
A Ah, well – don't worry! Max'll understand. An 80th birthday is more important than an 18th!

Conversation 5
A Carl texted Anna to say that he'd dumped her.
B How dreadful! He couldn't tell her face to face?
A Yeah. He's such a coward!
B Well, I think she's well rid of him, don't you?

Conversation 6
A My Wi-Fi keeps disconnecting.
B How frustrating! But you know what they say …
A What?
B Just try turning everything off and on again.
A Yeah, I know, but I have to do that two or three times a day. It's so annoying.
B Time to call an engineer!

Unit 8

8.1 Questions to Siri

1 **A** Are you human, Siri?
B Close enough, I'd say.
2 **A** What are you doing after work?
B What am I doing? I'm talking with you.
3 **A** Where have I put my keys?
B They'll probably be in the second-to-last place you look.
4 **A** When will pigs fly, Siri?
B When they figure out how to buy tickets.
5 **A** When is the world going to end?
B As long as you keep me charged, we should be just fine.

8.2 AlphaGo – a breakthrough for artificial intelligence

Why was it so important when the computer program AlphaGo beat a human at the Chinese game of Go in 2016? A computer had beaten a world chess champion 20 years before, so what was new?

Well, Go is more difficult and demanding than chess, and the computers that used chess programs could only do what humans had programmed them to do. AlphaGo was a new kind of program, which learns by itself. It learned 150,000 human games of Go, and then played against itself, over a million times each day. It quickly learned from its mistakes and developed a style of play that was so individual, it shocked even its creators. Real artificial intelligence had truly arrived, along with all the hopes and fears of what it might mean for our future.

8.3 Experts give their views on artificial intelligence

Lee Sedol ***Professional Go player***
'Robots will never understand the beauty of the game the same way that we humans do.'

After his defeat, Lee said that he hadn't expected AlphaGo to play the game so perfectly.

Demis Hassabis ***Creator of AlphaGo***
'It's very exciting to start imagining what it might be able to tackle next.'

Hassabis thinks AI is still decades away from human level intelligence, but could soon help solve problems such as climate change and cancer.

Nick Bostrom ***Philosopher***
'Machine intelligence may be the last invention that humanity will ever need to make.'

Bostrom says that the machines will then be better at inventing than we are. But he warns us that we must make sure they follow our preferences, not their own.

Nigel Shadbolt *AI professor*
'The danger is not artificial intelligence, it's natural stupidity.'
Shadbolt agrees that AI machines might do things we don't expect, but says they're not going to take control unless we're stupid enough to invite them to.

Stephen Hawking *Cosmologist*
'Success in creating AI would be the biggest event in human history. Unfortunately, it might also be the last.'
Hawking worries that the development of artificial 'superintelligence' could be the end of the human race.

Kim Simmons *AI Consultant*
'AI can help us to focus on what humans are uniquely good at.'
AI may mean that more jobs are done by machines, but Simmons says they won't be able to compete with us in creativity and human-to-human skills.

8.5 Is a robot going to take my job?

1 **Jessica** Some news stories are already written automatically – sports and business ones, where it's mostly the numbers and names that change. That'll happen more, but I don't think machines will ever replace really good journalists. And I'm going to take time off and write a novel next year. Now, a machine writing a truly great novel about what it is to be human – that's not going to happen!
2 **Rob** It's obvious machine intelligence is going to take over a lot of the work junior lawyers have done in the past. But I'm fine with that – I'll be happy for a machine to do all the boring research into past cases. A brilliant lawyer has to know how to play on human emotions in court, and a robot won't be able to do that!
3 **Derek** Well, they say these driverless cars could take over the roads, so my job's not safe. But there's gonna be accidents, for sure, and then there'll be big problems. I mean, like, who'll be to blame? The car? The bloke that programmed it? And I'll tell you what we should do – replace them politicians with intelligent robots! They might have some better ideas … and tell the truth!
4 **Hilary** There are some restaurants now that are run by robots. People may go for it because it's new and different, so yes, my job is at risk, but they'll soon miss the human contact. And really, it depends on us to make the most of that. I mean, a slow, rude, unhelpful waiter or a robot – which are you going to choose? But … a warm, friendly, funny waiter or a robot? The human's gonna win every time.

8.8 A brighter future

I = Interviewer N = Nicole Clarke
I This week on Brighter Futures we're asking the big question – how can we keep the lights on? Where is our energy going to come from if we have to stop using fossil fuels? Our guest is Nicole Clarke, a professor in energy technology. Nicole, can we really make big cuts in the amount of fossil fuels we use?
N We'll have to if we're serious about keeping the rise in global temperatures to below two degrees. But we don't have to be gloomy about it – we should start getting excited about other energy options because the possibilities are exciting.
I OK, let's look at them then. Wind power – people have strong feelings about that, don't they?
N Yes. Some people are pretty negative about wind farms – saying they spoil the countryside. How do you feel about them?
I Erm, … I like seeing one or two wind turbines – they can be quite beautiful. But when there are a lot of them together … I don't know, there is something a bit … almost scary about them?
N Mmm. Getting them offshore is the best solution – the UK now has the world's largest offshore wind farm, you know, it's in the Thames Estuary east of London.
I Wow, I didn't know that!
N Yes. Denmark is the leader, though. Forty per cent of its electricity comes from wind, and they're going to try and get to 80% by 2035.
I What about solar power – who's the leader, there?
N At the moment it's Germany!
I Really?
N Yes, which shows you don't need to be a very sunny country to make use of it! On some summer days, 50% of Germany's electricity comes from solar power.
I But solar panels can look ugly on buildings, can't they?
N Mmm, but they are getting much thinner, so you don't really notice them, and they can even be part of the windows of a building. It's an amazing fact that just one hour of the solar energy that lands on Earth is enough to power the whole world for a year, so we really do need to make more use of it.
I And it's obviously great for sunny countries?
N Yes. It's in those countries that you get the big solar parks that focus the sun's rays to heat water and produce electricity. The Ivanpah Plant in America's Mojave Desert is the biggest. It uses 347,000 mirrors – over a third of a million! It's incredible!
I Yes, I've seen it – it looks like something from science fiction. It's amazing!
N But the real dream solution is fusion energy, and that's a real possibility.
I Fusion energy is nuclear energy, yes?
N Yes, but it's not like the nuclear energy we use now. It's clean, and it uses hydrogen, which you can make from sea water, so we'll never run out of it. The problem is, you need to do it at temperatures of over 100 million degrees Celsius.
I Mmm, that sounds like a big challenge.
N Yes, but it's been done. Only for a minute or two, though, and very expensively. People think fusion energy could be a major source of electricity in 30 to 40 years, but I'm pretty sure we could do it a lot sooner with more research. We haven't spent nearly enough on research into new forms of energy. We just haven't made it important enough because we thought we could keep going with coal, oil and gas, but … that's all going to change now.

8.11 Changing word stress

1 **A** The doctors are going to operate on my grandma's knee.
B Oh, dear. I hope the operation goes well.
2 **A** That's an amazing photograph, isn't it?
B Yes. It's by Mat Hennek – he's one of my favourite photographers.
3 **A** Do you think it would be preferable to phone people rather than email them?
B Yes, I'm sure everyone would prefer that.
4 **A** Did you explain the homework to Maria?
B I did, but I don't think she understood my explanation.

8.12 Arranging to meet

J = Jeff K = Kevin
J Kevin, it's me, Jeff.
K Jeff! Long time no see. How are you doing?
J Good, thanks. Listen, I'm up in town later this week for a conference, and I might stay on till Sunday morning. I was wondering if we could meet?
K Oh, … I'd love to, but this weekend of all weekends, I'm incredibly busy.
J Come on Kev! You must have *some* free time.
K Hang on! Let me check my diary … OK … go for it!
J Right. What are you doing Friday evening?
K Let me see … sorry, I can't do Friday evening – it's my tango class. I really don't want to miss it, 'cos … well there's this girl in the class that I'm really interested in.
J Say no more!
K I finish work early on Friday, though, so I could meet you late afternoon before the class.
J No, that won't work. The conference doesn't finish till 6.30 on the Friday. Have you got any free time on Saturday morning?
K Er, … No. I'm having my hair cut at 10.00 and then I'm meeting my sister. She's going to show me the flat she's thinking of renting, and we're having lunch after that. I'm free most of the afternoon, though.
J That's no good, I'm afraid. I've arranged to meet some people from the conference – they could be useful contacts. So … how about Saturday evening – but I'm guessing you're doing something then?
K Yeah, sorry, the evening's out for me. I'm going to the theatre with some friends – it's been booked for ages. But … I have an idea. What time are you leaving on Sunday?
J Late morning. I'm getting the train at 11.55.
K Well then why don't we meet at the station?
J Yeah, that's a great idea. We could have a coffee there.
K I've got a better idea. There's a café next to the station that does a really good full English breakfast. Let's meet there and have breakfast. Shall we say half nine?
J Sounds good to me! But half nine? Can we make it ten o'clock? It *is* Sunday, you know!
K Fine, 10.00 it is. I'll see you then! Bye, Jeff. I hope the conference goes well.
J Thanks Kev. See you Sunday.

Unit 9

9.1 How nice are people really?

1 In a large online poll, 81% of people said they would hand the bag in. Most studies on selfishness show that generally, people are nicer than we think they are.
2 People would be much less likely to help if there were other people around because they would expect someone else to help.
3 People would be much more likely to help a child who said he was lost if they lived in a small town. Half of the people who lived in big cities said they'd worry that someone was using the child to get money from them.
4 Drivers of cheaper cars would be three times more likely to stop for people.
5 Many studies have shown that only-children are no more selfish than anyone else. They've often had so much attention themselves, they're good at giving it to others.

9.2 Who cares? An experiment

A group of student priests were asked to prepare a talk on the story of *The Good Samaritan*. They were then told to go to another building to give their talk. As they left, half of the students were told they were late and had to hurry. The others were told they had plenty of time. On the way, there was a man lying on the pavement, clearly in pain (it was an actor).

63% of the students who thought they had plenty of time stopped to help, but only 10% of those who thought they were in a hurry stopped. Some of them said that they hadn't noticed the man as they hurried past, but many of them stepped over him … in order to go and give a talk on … *The Good Samaritan*.

9.5 I just want to say thank you

1 Well, I was in Iran, crossing the Persian Desert. It was so very, very cold. I hadn't expected this, and I was worried that I couldn't feel my fingers any more. I was driving on this scooter and I had no gloves, and I was going on, on this long road. Suddenly I saw, there was a car, and as he got closer, he pulled his car in front of me and stopped and got out. Then he just simply took the lovely sheepskin gloves from his own hands and gave them to me. He couldn't speak English, I couldn't speak Farsi, his language, but he was away in a flash and I never said thank you to the person who probably stopped me losing my fingers. Wonderful!

2 In 2003, I was coming back from South Africa, from a holiday, and, I hate early morning in Heathrow, and I had to go on The Tube, so by the time I got to my least favourite Tube station, which is Earl's Court, it was packed rush hour. And, I just could not see with so many people, I couldn't see when the train came in. And there were two young girls who said, 'Can we help you?', and they stood on top of a thing, 'cos they weren't terribly tall themselves, and so they could see the train. They helped me on when it arrived, they'd insist on lifting my luggage, and found a place and made somebody stand up for me to sit down, and erm, it was just lovely! I would love to thank them, but they weren't…, they'd probably never remember, but they just, just were so … just helped me at the time I most needed it.

3 Back in the 80s, about 30 years ago, my wife and I thought we would do some shopping on a Saturday morning in Oxford Street, and we were with our young children who were then two, four, and six years old. And, we were on the first floor of a clothes shop, just browsing around, and I suddenly realized that my four-year-old son was missing, and I had a quick look round on the first floor, dashed down to the ground floor, and there was no sign of him. So I had to go out into the street, by which time I was really starting to panic. And I just found myself running up and down the street calling out his name and going into shops, and it was just about the worst moment of my life. But, fortunately my wife was much calmer and phoned the local police station, and to our amazement, they said that our son was there. Apparently what had happened is that a woman, this amazing woman, had seen my boy standing on the pavement, crying and clearly frightened, and made the decision to get a taxi and take him to the police station. But she never left any contact details, name and address, nothing. So, this has been the only opportunity for me to ever say thank you to this amazing woman whose actions saved the day. I sometimes dread to think what might have happened to him. So, if you're listening, thank you so much!

4 My daughter lost a purse, which we'd bought her years ago. I too had recently lost a purse. I left it on a bus, two young girls claimed it, so we thought the same thing would have happened to Tamsin's purse. The exceptionally kind person who picked it up, found the address on the driving licence, and put the purse with all its contents in an envelope and sent it to her. We were both really struck that someone could be so kind and go to so much trouble, and it was such a contrast with the experience that I had recently had, and I would love to be able to say thank you to that person.

9.7 Words with different meanings

1 **A** Oh no! Boring Barry keeps asking me out. He's just invited me to the cinema tonight.
B Well, make it obvious you're not interested. Tell him you're washing your hair tonight!

2 **A** Sssh! Did you hear that noise? It sounded like someone in the garden.
B It's probably just a fox. They often come round here at night.

3 **A** That China plate on the wall is gorgeous!
B Yes. My grandmother left that to me. It's probably worth quite a bit.

4 **A** I didn't like any of my school teachers.
B Shame. If you'd liked them, you might've stayed on at school.

5 **A** I lent James £20 two weeks ago, and he's never mentioned it since.
B He's obviously forgotten about it. If he'd remembered, he'd have paid you back by now.

6 **A** What's on the agenda for today's meeting?
B Oh, the usual discussion points, new plans, strategies, targets, and a review of why none of the last ones have worked!

7 **A** You can't keep taking on so much work! You've got to be sensible about what's possible.
B I know. I need to think more before I say 'yes' to work offers.

8 **A** Could you bring that chair over here?
B Which one? This red one?

9.8 Money matters

1 **A** What about this silk designer dress?
B Mmm, it's lovely, but it's out of my price range.

2 **A** Here's your bill.
B Thank you. Is service included?

3 **A** Hello, what's your exchange rate for euros to pound sterling?
B It's 0.79 at the moment.

4 **A** Could I have a strawberry ice cream, please?
B Sure. That's £1.80. You'd better be quick – the film's about to start.

Unit 10

10.1 What do you see?

A These are great fun! Let's see if we can work them out.
B OK,… I can see … two rabbits.
A Two?! No, that one isn't a rabbit …
B It looks like a rabbit to me. It's got big ears.
A No, no, those are a horse's ears! That picture's a horse or a seal.
B Mmmmm, it might be a horse but I can't see a seal… but there's definitely a rabbit in this picture … a rabbit and a duck!.
A Yeah, they're easy to see. Now, what about this one? I can see the word 'good'.
B 'Good'? I can't see 'good'… but I can see 'evil'.
A That's interesting! I can't see 'evil'….Oh, yes now I can… I can see both words now. That's really clever!
B This drawing's clever too – it looks like four shelves but there can't be four .
A Yeah, four or three – it depends how you look at it. And this is another clever drawing.
B Which one?
A The one with the parallel bar.
B Parallel? It doesn't look parallel at all. It looks like a see saw.
A It is parallel. I've checked it with a ruler.
B Wow! Amazing! The diagonal lines must be creating the illusion.
A Yeah, I think you're right.
B Now, what about the guy with the earring! He could be looking straight at me … on the other hand he …
A … he might be looking at me! … And that guy, the soldier, doesn't he look miserable …
B That's not a soldier! It's someone touching their toes.
A It must be a soldier – he's wearing a helmet … and he's got his eyes closed.
B Really? I can't see that at all. But … look at the eyes in this one… the skeleton! It looks like something from a horror movie and it's wearing an earring too.
A Yeah, this one's really weird, but look more closely … it's not a skeleton and it's not an earring. It just looks like a skeleton.
B Huh?
A It's an old-fashioned lady looking at herself in a mirror.
B No! A lady? It can't be a lady. And what's the earring?
A I'm not so sure about that. It may be a candlestick.
B Well, whatever it is, it's scary. OK good fun! Is that the lot?

10.2 Fact or fiction?

1 **Sunflowers turn to follow the sun.**
FICTION: It is true that there are flowers that follow the sun, but, despite what many people believe, the sunflower is not one of them. Certainly, when you see a field of sunflowers, the flower heads are facing more-or-less in the same direction, but always in the same direction, from sunrise to sunset.

2 **The milk of a hippopotamus is pink.**
FACT: It is true that the colour of a hippo's milk is bright pink. This is because the milk contains two unique acids, and one of these is red, which when mixed with the white milk turns it pink. Hippos nurse their babies for about a year and are the only mammals to produce pink milk.

3 **Salt water boils quicker than fresh water.**
FACT: Salt water boils faster than pure water because salt water has a lower heat capacity. In other words, it takes less energy to raise the temperature of salt water than pure water. This means that the salt water heats up faster and gets to its boiling point quicker.

4 **Ducks' quacks don't echo.**
FICTION: This is a much-quoted scientific myth, but it is not true. Scientists have done experiments to prove this. But, where did this

myth come from? Perhaps it's because quacks aren't usually loud enough to produce an echo.

5 **A toilet flush rotates in a different way depending on which hemisphere you are in.**
FICTION: Some people like to believe that the flow of water down the drain in sinks, bathtubs, or toilet bowls changes according to whether you are in the northern or southern hemisphere. This is not true. Drains can flow both clockwise and anti-clockwise in both hemispheres.

6 **Hurricanes always have girls' names.**
FICTION: This used to be true. From 1953 to 1979, only female names were used, but now both men's and women's names are used. One name for each letter of the alphabet. The same lists are reused every six years. These are the first seven names for 2020: Arthur, Bertha, Cristobal, Dolly, Edouard, Fay, and Gonzalo.

7 **Elephants can't jump.**
FACT: Elephants have the same number of bones in their feet as other mammals, but they can't jump. This is because the bones in an elephant's foot are more closely packed together than in other mammals, so they do not have the flexibility that you need to jump.

8 **Too much sugar makes children hyperactive.**
FICTION: Sugar does not change kids' behaviour. In 1994, a research study proved that a sugary diet did not affect behaviour. But, sugar does change one important thing: parents' expectations. After hearing that their children have had a lot of sugar, parents are more likely to say their child has become hyperactive, even when the sugar was not really sugar, but only a placebo.

9 **Fish have a three-second memory.**
FICTION: Scientists have proved that goldfish memory is nowhere near as short as three seconds. They conducted two experiments with fish food which proved that goldfish can actually remember things for as long as five months!

10.3 What are they talking about?

1 **A** A glass of dry white wine and a mineral water, please.
B Still or sparkling?
A Sparkling, please.
B Do you want ice and lemon with that?
A Just ice, thanks. How much is that?

2 **A** I can't believe it. My screen's frozen again.
B Switch it off, unplug it, and take the battery out. Then start it up again. That's the only thing that ever works for me.
A OK. Here goes.

3 **A** So how did it go?
B Not too bad, thanks.
A Were you very nervous?
B Yeah, but I tried not to show it.
A When will you hear?
B In a couple of days. They said they'd phone me at the end of the week and let me know.

4 **A** Have you any idea what to get them?
B Not really, but it should be something special.
A Yeah, 25 years is a long time.
B It would be nice to get something silver.
A Yeah. Why don't we club together and get something from both of us, then we can afford something really nice.
B Good idea. Mum and Dad would love that.

5 **A** Right! Left at the next crossroads.
B What? Left or right?
A I said 'left'! Right?
B What? -er whoops!
A Aargh! That was close! Now, left up that hill and look in your mirrors not at me! Right?

10.9

a **A** I can't carry all these shopping bags.
B What on earth have you bought?

b **A** Tom's broken his arm in three places.
B How on earth did he do that?

c **A** There's someone at the door!
B Who on earth could it be at this time of night?

d **A** My aunt left all her money to a cats' home.
B Why on earth did she do that?

e **A** I can't find my car keys.
B Where on earth have you put them?

10.11 The man who posted himself to Australia

R = Reg Spiers J = John McSorley
I = Interviewer

J We first met in the '62 Commonwealth Games that were held in Perth, Australia, and we immediately got on.
R We just hit it off.
I And both very accomplished athletes, national champions, record holders at the javelin.
J You know we'd built up a friendship in Australia, and we wrote to each other.
R People wrote letters in those days!
J And then, there's a knock knock, knock on my door and it's Reg. He was over and fortunately I was able to put him up and he stayed, what, about four or five months.
I But as you say Reg, you got injured, then you wanted to get home to see … you were married by now, you had a little girl, you wanted to get home for her birthday.
R And there was one catch; I didn't have any money!
J Reg, after a little while got a job, and he was erm, earning some money at the airport, so while he was working there he was saving up to go home and then he had his wallet pinched.
R So I had to find another way home.
I So where, where did this idea come from, to disguise you as air freight?
R Well I worked for Air France, and I worked in the export cargo section, so I saw animals coming through on aircraft and it just came to me. I thought, well, wait a minute, hang on a minute. The biggest piece of freight you could put on aircraft to go to Australia was, I remember, five feet, by three feet, by two and a half feet. That was the biggest that the plane could take.
I But you thought, I know, I'll get in a box and send myself home to Australia
R Why not? Ha ha ha ha. And I was in a hurry ha ha.
I John, what did you think when you heard this idea?
J Well, when he first came back with this idea, we thought you know he was joking and so on, but there was an intensity about it, and … er, we thought, God, this guy's serious, so if he's gonna do it, I'd better make him a box.
I So how did you go about making this box, John?
J He told me it's got to be five feet, by three feet, by two and a half. Because Reg is about six foot two, well-built and handsome and all that sort of thing, so five feet by three feet, by two and a half allows him to sit up with his legs straight or lie back with his legs bent.
I Where did you make this box, John?
J Er, made it largely, largely in the flat, but we found that looking at it in the light, in a certain light, you could actually see through the cracks, so we had to line the inside of it with some paper, 'cos he, he actually went as 'Plastic Emulsion'.
I That's what was written on the box was it? 'Plastic Emulsion'?
J That's what was written on the box, to be sent to a Mr Graham and collected. We made up the company, a fictitious address in London, fictitious address in Perth.
I Was your family in Australia aware of this plan, Reg?
R No. No no no no. No, I wouldn't, they'd worry.
I So the big day came, a Saturday in West London. Tell us what happened that day, how did you prepare Reg?
R How do you prepare? You don't prepare, you just get in the box and go, ha ha!
I John, when Reg is getting into this box, what have you put in there for supplies for him?
J For supplies; well he, he's got a couple of plastic bottles, you know, one to pee in and one to drink. He's got, you know, various food items.
R Mainly baked beans … probably not a good move! Ha ha!
I There's a thought!
J Erm, he's got his bag, he's got a torch …
R Pillow and a blanket.
I Were you strapped in there Reg?
R Well there were straps in there, yes. If they turned the box upside down, which they did one time, it all held me in place.
J Now, Reg had an enormous appetite, so we had to slow his system down.
R Ha ha ha! I didn't eat for weeks.
I Literally, you didn't eat for a week?
R No, I didn't eat for a week. I was very, well, I was young.
J Ha ha and then that was it, he was off.
I So what's going on with this box that you're in Reg, while you're waiting for the plane to take off?
R I can see out of, through the slats and they had a huge freight shed and they took the fr … the crate in there and they put it up high.
I Oh dear!
R And then out to the aeroplane, see you later. Simple as that! It was pitch black most of the way. Ha ha, it was about 60 hours in the thing.
I What were you thinking about then in there?
R My life up to that point you know, all sorts of thoughts go through your mind, but I wasn't frightened. I'm up here, everything's working, I'm breathing, I'm not cold but it's not that comfortable, but if I can make it … so I just carried on.
I So next leg was to Bombay.
R Bombay and it's so hot I've taken all my clothes off and then I think it went to Singapore and then I think it went to Perth. I knew when it hit Perth. The hold opened up, these Aussie guys came in and said 'this big so and so thing this is not for us is it?' And 'yeah it's for us' and I knew where I was, I'm home.
I How did that feel to be back in Australia?
R Ah I was thrilled, wonderful.
I Did you make it in time for your daughter's birthday?
R Yeah!
I And your wife?
R Happy to see me of course.
I What did she say when you told her how you'd got home?
R She didn't believe me ha ha ha ha, but then she thought about it for a moment and thought well, well yes, the silly, the silly man has done just that.

10.12 I've just found out …

A I've just found out that my sister's expecting a baby.
B That's fantastic. When's it due?
A I don't ever fall out with my wife.
B What, never? You're kidding! I don't believe it.
A I can't work out if I feel warm or cold today.
B Yeah. It's one of those days.
A I'm saving up to take my grandparents on holiday.
B That's kind. They must be delighted.
A I need to sort out my life. I've got problems at work and I've got problems with my boyfriend …
B Poor you. Come on, let's go out for a drink. Take your mind off things.
A I've just come up with a fantastic idea.
B Uh! I'll believe it when I hear it.
A I'm going to take up rock climbing – I need a new hobby.
B Are you mad?! You feel dizzy climbing a step ladder.
A It's important to make up after an argument.
B Yeah, kiss and make up. Never let the sun go down on an argument.

Unit 11

11.2 Talking about you

1 Where did you have lunch today?
2 Where's your mother at the moment?
3 Do you prefer tea or coffee?
4 Do you know the name of the river in London?
5 Have you got a pet? What is it? What's its name?
6 What's your father's job?
7 How did you come to class?
8 Do you know the names of any English or American newspapers?
9 Where are you sitting in the room? Where is the teacher?
10 Where are you going after the lesson?

11.3 *its* or *it's*

1 Living in London has its disadvantages.
2 To start with, there's a lot of traffic.
3 Londoners enjoy their parks and open spaces.
4 For them, it's important to escape busy city life.
5 Londoners seem very busy. They're always in a rush.
6 Ethnic communities like the Bangladeshis have their own part of London, and the Koreans have theirs.

11.4 How would you like your newspaper, sir?

1 **Jacob** One thing I'd never dream of reading a print version of nowadays is newspapers. They look so old-fashioned to me, when I see them on the newsstand at the rail station every morning. These great big piles of paper you have to fold up and carry around with you, … and then you have to find somewhere to throw them away when you've finished with them. Madness! I love reading my news online on a tablet – I read it on the train on the way to work, and in my lunch break. I read the Guardian, and it's beautifully-designed digitally. I also love reading the comment threads after the articles – you sometimes learn more from them than you do from the articles! Mmm, they're not always a great read, though. Some people write such miserable things on them! Always moaning about everything!

2 **Karen** I did a landscape design course at college, and computers were already the big thing then, … so we did most of our projects using the software you can get for it – you can drag and drop different plants and trees and … er, garden features onto your design, and then move them round, and … change their size as well. It is cool, but we had to draw some designs by hand, just to show we could do it, and I realized that … mmm, even though, mmm, I'm not the world's greatest drawer … I enjoyed doing it that way. So now, I always start off drawing my projects by hand. It just feels more real, and if you're a gardener, which I was for a long time, you kind of like things being real, you know, down to earth. Trouble is, I usually do have to transfer what I've done on paper onto a software program to send to my clients – I don't think they'd be impressed with my drawings!

3 **Luke** I like having my music digital, and streaming it – it's brilliant that you can log on wherever you are and play your music. I like streaming films, too – it was a bore having to rent DVDs, or buy them and have them sitting around when you're never going to watch them again. But, the time it really bothers me when things are digital is when it comes to giving gifts. It's a bit rubbish at Christmas or on birthdays when you just give someone a piece of paper telling them you've bought them something they can download. You want to give them something solid, a gift they can hold and see the shape of and wonder what it is. I like wrapping them up really nicely, too. And it's nice to see them looking at the gift when they open it. Unless they don't like it of course! And it is harder to change something when it's real.

4 **Emily** I was pretty nervous about trying online dating at my age, but it's so much easier than those old-fashioned lonely hearts columns in newspapers. I used those a bit when I was young, but you never really knew who you were dealing with. Now you can find out so much about someone before you decide whether you want to meet them, and also chat online for a while before you make the decision. And the site I belong to offers great activities that you can do with people who share your interests – it's not just about meeting in bars, which I hate. It's such an easy way to meet new people, even if it doesn't end in romance. The thing I *would* like to bring back from the old days is old-fashioned love letters though – texts and emails can't match those!

5 **Charlie** I like playing games on my tablet, and chatting with friends online, and I like reading stuff on the Internet – we sometimes have to do that for homework. But when I'm reading for fun, I prefer proper books. It feels more special reading a book, especially when they have pictures in – the pictures aren't as big on a tablet. I like Roald Dahl stories best. I love reading them in bed at night – it's not so easy with a tablet. My other favourite thing is doing jigsaws – I've just done a 500-piece one I got for my birthday! You can do them online as well, and it's fun, but it's better with a real jigsaw – I like sorting all the pieces out into different shapes. But I don't like it when there's a piece missing!

6 **Holly** I can seem a bit old-fashioned when it comes to technology. Of course, I use a computer all the time at work, but I am one of those people who disapproves of everyone always being on their phones. But there's one gadget I absolutely adore – the satnav! It's a lifesaver for me! I'm hopeless at finding my way around when I'm driving, and it used to be a nightmare using a map, trying to work out where you are when other drivers are beeping and shouting at you for going so slow. You still see those books of maps at petrol stations – I can't believe that people still use them. I mean, who on earth buys them?! Now I have Derek (that's what I call my satnav man) telling me when to turn. I like the calm way it gives directions – Derek never gets angry with me! But it can sometimes feel a bit dangerous if I stare at the satnav too long, though. I forget that that's not the real road – it's the one out of the window!

11.8 What is it?

1 It's one of those things you use in the kitchen. You use it to do the washing up.
2 It's long and thin and sharp at one end. The other end has a hole in it, and you use it with some very thin stuff that goes through the hole. You can use them together for putting buttons on clothes.
3 It looks like a metal bowl, but it has holes in it. You use it to drain the water from things like pasta.
4 It's the stuff you wash clothes with. You put it in the washing machine. It's a powder and it smells like soap.
5 It's used for fastening your clothes together if a button has fallen off. It's a kind of metal pin, but it has a top on it that covers the sharp end, and stops it hurting you.
6 They're made of metal. You use them to hold sheets of paper together. You can get small ones, or really big, thick ones if you have a lot of sheets of paper that need to be kept together.
7 It's a kind of ruler. You use it to measure things that are very long, like a room. It's made of metal, usually.
8 It's something you use when you're travelling. You put it on your suitcase so no one can get into it. You have a key to open it, to take it off.
9 You know! It's got a round, metal bit at one end, and the other end is made of glass. You put it in a lamp to make a light.

11.9

1 It's one of those things you use in the kitchen.
2 It's the stuff you wash clothes with.
3 It's used for fastening your clothes together.
4 They're made of metal.
5 It's a kind of ruler.

11.10 In the shop

Conversation 1

A Yes, madam. How can I help you?
B I'm looking for a thing you use in the house …
A Yes, now what do you want to do with it exactly?
B Well, it's not one thing. It's two things. And they're usually made of plastic.
A Uh huh.
B You know, if you make a mess, like you drop bread or smash a glass, and there are bits all over the floor … ?
A And you need to pick them up?
B Yes! You go like this … SHUP! SHUP!
A What you're talking about is …

Conversation 2

A Can I help you, sir?
B Yes. I don't know how you say this in English. I'm looking for a thing you use in the kitchen …
A OK.
B It's like a thing with, you know, holes …
A Uh huh. What's it for?
B Well, it's for cheese or vegetables like carrots.
A And what do you do with it?

B If you don't want a big piece of cheese, or a whole carrot, but you want little pieces, you can push … you can move … I don't know how to say it. Like this!
A Ah! OK! What you mean is …

Unit 12

12.2 Just leave him alone!

A tramp was sleeping on a park bench, when a lady stopped and asked him what time it was. The tramp was annoyed at being woken up. He told her that he didn't have a watch, so he didn't know the time and he went back to sleep. A bit later a boy stopped. He also woke the tramp and asked if he knew the time. The tramp replied angrily that he had no idea what the time was and he added that he was trying to sleep. By now he was really fed up so he wrote a sign:

I DON'T KNOW WHAT THE TIME IS!

He put it next to him on the bench and went back to sleep. Half an hour later a policeman was passing. He read the sign, woke the tramp up and told him that it was nine o'clock.

12.3 Direct speech

1 'Where is he?'
2 'I don't know where he is. I haven't seen him for years.'
3 'Is he still on the payroll? Has he retired or died?'
4 'What have you been doing for so many years?'
5 'Why did you take your pay despite doing no work?'
6 'I didn't keep regular hours because I was bullied and I became depressed.'
7 'I'm making good use of my time. I've been studying philosophy.'
8 'You will not receive a medal.'

12.4 *had* or *would*

1 Did you accept the job?
Will you accept the job?
2 Where do you work?
Where have you worked?
3 We travelled by train.
We'll travel by train.

12.6 Asking more politely

1 **A** Can you tell me what time you normally get up?
B About seven on weekdays. Ten at weekends.
A I don't know what kind of music you like.
B Oh, I like anything that helps me to relax.
A Have you any idea what your dream job is?
B Well, I'd like to be my own boss. Failing that – an astronaut!
2 **A** I'd like to know who your favourite sportsperson is.
B I don't have one. I like so many.
3 **A** I wonder which football team you support.
B Isn't it obvious from the scarf I'm wearing! Aaarsenal!!!
4 **A** Have you ever wondered how much time you spend in front of a screen each day?
B It's a lot – too much. I don't like to think about it.
5 **A** Have you any idea how many times a day you check your phone?
B Oh loads! About ten times an hour. I feel lost without it.
6 **A** Can you tell us why you left your last job?
B I was made redundant.
7 **A** Could you tell me how long you have been learning English?
B What do you mean? I am English. Can't you tell?
8 **A** I want to know why you don't reply to my texts?
B Er … well … er my phone wasn't working for a while.

12.7 A wonderful way to make a living

I = Interviewer G = Giovanni

I Today, I am in Venice, not far from the Piazza San Marco. The sun is out, it's a beautiful, beautiful day, the place is literally crawling with tourists. It seems like a wonderful place to visit, but would it be a wonderful place to make a living?
Now here is a promising place, we are going to see if we can interview a professional gondolier.
G My name is Giovanni Giudice and I am a gondolier and I would never lose this for anything.
I There is a reason why this man sounds so cheerful, because apart from the obvious delights of working in Venice, Giovanni was initially going to become a lawyer. A career he wisely gave up at aged 26.
G Now it's ten years I don't touch a book of law anymore, because it is a style of life that I do prefer, you meet people with no problems and … er you don't make money on problems of people and … er you make money on the happiness of people on their holidays, you meet families when they are together, not when they are getting divorced and … er all these things.
I Back where I come from in the United States everyone hates lawyers, but everyone wants their kid to be a lawyer because they make a lot of money. But there's very few opportunities to be a gondolier. You had parents who were professionals, how did they react when you said, 'I'm going to give up law to become a gondolier'?
G They didn't react well, but I was sure it was the good choice.
I When you say that they didn't react well, could you be a bit more specific?
G These are the words of my father: 'Giovanni, if you want to do the bloody gondolier, you find yourself, kicked out.'
I As far as I'm aware, the only other place in the world you can be a gondolier is in the desert at Las Vegas at the Venetian Hotel, where a singing gondolier will sweep you down their grand canal for a ride like no other. There are more than a thousand lawyers in Venice and only 425 gondoliers, except that becoming a gondolier is more difficult than becoming a lawyer; for a start there's the €30,000 price tag on the boat. So, how did you learn to be a gondolier?
G I found myself with a godfather, now don't laugh, it's not the godfather of mafia. Godfather is somebody who introduces you to life, his name is David DeScarper and for me he's most important person in my adult life, because gave me the job. So I spent two years more or less, always with him. Luckily every single boy had his own godfather; every single boy had his own 'santolo' – there is a Venetian word.
I Most of the gondoliers that I've seen look to be in pretty good physical shape.
G Because you don't see them naked. (ha ha ha)
I OK, OK, I've seen a few overweight gondoliers, do they reach a point where they can't be gondoliers anymore? They sink the boat?
G Ha, you don't see them anymore because they just sink. Actually there is a gondolier we call the Maestro, he is next to be retired actually, and he is really really really overweight.
I When we just went past the boat where the accordion player was playing and the men were singing, the gondolier wasn't singing, do gondoliers still sing?
G Well actually this is a myth, we don't sing, we never sang actually. Never, never, never, never. It doesn't happen.
I Do you decide in the beginning of the year how much money you want to make a year?
G No, no, no, you don't – to a fisherman ask this question, you don't know how many people will come. You can decide how many days of holiday you want to do. So my target for this year is to give up the 1st of December and come back the 1st of April, because I want to see a bit of winter in Australia, they say the surf is excellent over there you know, spend all March on the East coast of Australia.
I Are there unhappy gondoliers?
G Oh there's plenty of them, yeah, yeah, yeah, yeah, all those who were not lawyers once upon (ha ha), they don't realize what a mine of gold and happiness they have in their hands.
This a job in which actually you can get upset every five minutes, and you can laugh every two, and I decided to laugh. I'm healthy, finally wealthy, and so, I mean, why not to laugh. The only thing is that you don't have that much time to follow your sentimental life, so you have to find a very patient girl, who will know what does it mean to be a wife of a gondolier.
Can you hear this bell?
I Yes
G These are my favourite bell. It is the bell of San Marco square it rings at noon and midnight wherever you will be in the city – at midnight tonight in the full silence – you will hear this bell again and it is a beauty, isn't it?

12.8 Ways of speaking

Conversation 1
A Mmm – I'm not sure about that shirt. I don't think yellow suits you. Why do you always go for such bright colours?
B Hey! I can wear what I want – I like bright colours.
A OK, but you can't wear it with those green trousers – you look like a daffodil!
B I do not! I don't care what you say – I'm going to wear it!

Conversation 2
A This online shopping is getting out of hand!
B What do you mean? It's a great way to shop.
A But that's the fourth parcel in as many days. It's costing us a fortune!
B How dare you! And all the money you spend on your wretched motorbike! That's all right I suppose!
A Don't lose your temper with me. I don't get stuff for my bike every day.

Conversation 3
A Have you heard about Bob and Maggie?
B Is that the couple at number 43?
A Yeah, apparently he's been having an affair with someone at work.
B Really? Who told you that?
A Maureen from number 41.

Conversation 4
A We want to do something special for our anniversary.
B What about a weekend away in a spa hotel?
A Not my kind of thing. I really hate being massaged and told to relax. It makes me more stressed.
B Well, there's always the new Italian on the High Street. It's pricey, but …
A That's fine – I don't mind the expense, it's a special occasion.

Grammar reference

Unit 1

1.1 Information questions

1 *What* and *which* can be followed by a noun.

What colour *are your eyes?*
What size *shoes do you take?*
What sort *of music do you like?*
Which part *of town do you live in?*
Which way *do we go?*
Which one *do you want?*

We use *which* when there is a limited choice.

Which one *do you want, the red one or the blue one?*
Which restaurant *shall we go to?*

We use *what* when there is (almost) unlimited choice.

What language *do they speak in Brazil?*
What car *do you drive?*

Sometimes there is no difference.

What/Which newspaper *do you read?*
What/Which channel *is the football on?*

2 *Whose* can be followed by a noun.

Whose book *is this?* ***Whose*** *is this book?*

3 *How* can be followed by an adjective or an adverb.

How tall *are you?*
How big *is the hotel?*
How far *is it to the station?*
How often *do you go to the cinema?*
How long *does it take you to get ready?*

4 *How* can be followed by *much* or *many*.

How many *rooms are there?* ***How much*** *money do you have?*

1.2 *What ... like? How ... ?*

1 *What … like*? asks about the permanent nature of people and things. It asks for a general description.

What's *Indian food* ***like****?* *Really tasty.*
What's *Pete* ***like****?* *He's a great guy.*

2 *How … ?* asks about the present condition of something. This condition can change.

How's *work these days?* *It's better than last year.*
How *was the traffic this morning?* *It was worse than usual.*

To ask about the weather, we can use both questions.

How's *the weather* / ***What's*** *the weather like* | *where you are?*

3 *How … ?* asks about people's health and happiness and can ask for reactions and feelings.

How's *Peter?* *He's fine.*
How's *your meal?* ***How's*** *your new job?*

Unit 2

2.1 Verbs

1 There are three classes of verbs in English.

Auxiliary verbs *do*, *be*, and *have*
These are used to help form tenses of other verbs, and to show forms such as questions and negatives.

Modal auxiliary verbs
Must, *can*, *should*, *might*, *will*, and *would* are examples of modal auxiliary verbs. They 'help' other verbs, but unlike *do*, *be*, and *have*, they have their own meanings. For example, *must* expresses obligation; *can* expresses ability. (See Units 5, 8, 9, 10)

Full verbs
These are **all** the other verbs in the language, for example, *play*, *run*, *help*, *think*, *want*, *go*, *see*, *eat*, *enjoy*, *live*, *die*, *swim*, etc.

2 *Do*, *be*, and *have* can also be used as full verbs with their own meanings.

do	*I* ***do*** *my washing on Saturdays.*
be	*We* ***are*** *in class at the moment.*
have	*They* ***have*** *three children.*

3 There are two forms of *have* in the present, *have* and *have got*.

I ***have*** *a job.*	*Do you* ***have*** *a flat?*	*He doesn't* ***have*** *a car.*
I've ***got*** *a job.*	***Have*** *you* ***got*** *a flat?*	*She* ***hasn't got*** *a car.*

2.2 Auxiliary verbs and tenses

1 ***be*** **and the continuous forms**
Be + verb + *-ing* is used to make continuous verb forms which describe activities in progress and temporary activities.

He's ***washing*** *his hair.* (Present Continuous)
We ***were watching*** *TV at 9.00.* (Past Continuous)
I've ***been learning*** *English for two years.* (Present Perfect Continuous)
I'd like ***to be lying*** *on the beach right now.* (Continuous infinitive)

2 ***be*** **and the passive voice**
Be + past participle is used to form the passive.

Paper ***is made*** *from wood.* (Present Simple passive)
My car ***was stolen*** *yesterday.* (Past Simple passive)
The house ***has been*** *redecorated.* (Present Perfect passive)
This homework needs ***to be done*** *tonight.* (Passive infinitive)

There is an introduction to the passive on p143.

3 ***have*** **and the perfect forms**
Have + past participle is used to make perfect verb forms.

He ***has worked*** *in seven different countries.* (Present Perfect)
She was crying because she ***had received*** *some bad news* (Past Perfect)
I'd like to ***have met*** *Napoleon.* (Perfect infinitive)

Perfect means 'completed', so Present Perfect means 'completed now'. Past perfect means 'completed before a time in the past'.

2.3 Auxiliary verbs and negatives

1 To make a negative, add *-n't* to the auxiliary verb. If there is no

auxiliary verb, use *don't/doesn't/didn't*.

Positive	Negative
He's working.	*He **isn't** working.*
I was thinking.	*I **wasn't** thinking.*
We've seen the play.	*We **haven't** seen the play.*
She works in a bank.	*She **doesn't** work in a bank.*
He went on holiday.	*He **didn't** go on holiday.*

2 It is possible to contract the auxiliaries *be* and *have* and use *not*.

*He's **not** playing today.* (= He *isn't* playing today.)
*We're **not** going to Italy after all.* (= We *aren't* going to Italy …)
*I've **not** read that book yet.* (= I *haven't* read that book yet.)
BUT *I'm **not** working.* NOT ~~*I amn't working.*~~

2.4 Auxiliary verbs and questions

1 To make a question, invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does/did*.

Question

She's wearing jeans.	*What **is she** wearing?*
You were born in Paris.	*Where **were you** born?*
Peter's been to China.	*__Has Peter__ been to China?*
I know you.	*__Do I__ know you?*
They didn't go out.	*Why **didn't** they go out?*

2 There is usually no *do/does/did* in subject questions (when there is no new, different subject introduced after the question word).

Who wants ice cream?	*What flavour ice cream **do** you want?*
Who broke the window?	*How **did** you break the window?*

2.5 Auxiliary verbs and short answers

Short answers are very common in spoken English. If you just say *Yes* or *No*, it can sound rude. To make a short answer, repeat the auxiliary verb. In the Present and Past Simple, use *do/does/did*.

Short answer

Are you coming with us?	***Yes**, I **am**.*
Have you had breakfast?	***No**, I **haven't**.*
Does she like walking?	***No**, she **doesn't**.*
Did Mary phone?	***Yes**, she **did**.*

Unit 3

3.1 Present Simple

Form

The form is the same for *I/we/you/they*.

*I **work** from 9–5 p.m.*	*They **don't work** full time.*
*Where **do** you **work**?*	

He/She/It: add *-s* or *-es*, and use *does/doesn't* in questions and short answers.

*He **doesn't work** at weekends.*	*Where **does** she **live**?*
Do you live in Bristol?	*Yes, **we do**.*
Does he have a car?	*No, **he doesn't**.*

Use

The Present Simple is used to express:

1 an action that happens again and again (a habit or routine).

*I **go** to work by car.*	*She **calls** me every day.*

2 a fact that is always true.

*Ronaldo **comes** from Brazil.*	*My daughter **has** brown eyes.*

3 a fact that is true for a long time (a permanent state).

*He **works** in a bank.*	*I **live** in a flat.*

Spelling of *he/she/it* forms

1 Most verbs add *-s* to the base form of the verb.

wants eats helps drives

2 Add *-es* to verbs that end in *-ss*, *-sh*, *-ch*, *-x*, and *-o*.

kisses washes watches fixes goes

3 Verbs that end in a consonant + *-y* change the *-y* to *-ies*.

carries flies worries tries

But verbs that end in a vowel + *-y* only add *-s*.

buys says plays enjoys

3.2 Adverbs of frequency

1 We often use adverbs of frequency with the Present Simple.

0% — 50% — 100%
never rarely hardly ever not often sometimes often usually always

2 They go before the main verb, but after the verb *to be*.

*I **usually start** at 9.00.*	*They'**re usually** here by now.*
*I **rarely see** Peter these days.*	*We'**re rarely** at home at weekends.*

3 *Sometimes* and *usually* can also go at the beginning or the end.

***Sometimes** we play cards.*	*We play cards **sometimes**.*
***Usually** I go to bed early.*	*I go to bed early **usually**.*

3.3 Present Continuous

Form

am/is/are* + verb + *-ing

*I'**m playing** tennis.*	*What'**s** he **doing**?*
*He'**s cooking** lunch.*	*Where **are** you **living**?*
*I'**m not enjoying** my new job.*	***Aren't** they **working** today?*

Short answer

Are you going by train?	**Yes**, I **am**./**No**, I'm **not**.

Use

The Present Continuous is used to express:

1 an activity that is happening now.

*Don't turn the TV off. I'**m watching** it.*
*You can't speak to Lisa. She'**s having** a bath.*

2 an activity that is not necessarily happening at the moment of speaking, but is happening around now.

*Don't take that book. Jane'**s reading** it.*
*I'**m doing** a French evening class this year.*

3 a temporary activity.

*Peter is a student, but he'**s working** as a waiter during the holidays.*
*I'**m living** with friends until I find a place of my own.*

4 a planned future arrangement.

*I'**m having** lunch with Glenda tomorrow.*
*We'**re meeting** at 1.00 outside the restaurant.*

Spelling of verb + *-ing*

1 Most verbs add *-ing* to the base form of the verb.

going wearing visiting eating

2 Verbs that end in one *-e* lose the *-e*.

smoking coming hoping writing

BUT lie → lying

Verbs that end in *-ee* don't drop an *-e*.

agreeing seeing

3 Verbs of one syllable, with one vowel and one consonant, double the consonant.

stop stopping get getting run running

If the final consonant is *-y* or *-w*, it is not doubled.

playing showing

3.4 State verbs

1 There are certain verbs that are usually only used in the Present Simple. They describe states or conditions, not activities.

Verbs of thinking and opinions

believe think understand suppose expect agree doubt know remember promise mean imagine realize deserve guess

*I **believe** you.*
*Do you **understand** what I mean?*
*I **know** what you **mean**.*

Verbs of emotions and feelings

like love hate care hope wish want prefer adore dislike

*I **like** black coffee. **Do** you **want** to go out? I **don't care**.*

Verbs of having and being

belong own have possess contain cost seem matter need depend weigh resemble fit involve

*This book **belongs** to Jane. How much **does** it **cost**?*
*He **has** a lot of money.*

Verbs of the senses

look hear taste smell feel sound

*The food **smells** good. My hair **feels** soft.*

We often use *can* when the subject is a person.

*I **can** hear someone crying.*
***Can** you smell something burning?*

2 Some of these verbs can be used in the Present Continuous, but with a change of meaning. In the continuous, the verb expresses an activity, not a state. Compare:

*I **think** you're right.* (opinion)	*We're **thinking** of going to the cinema.* (mental activity)
*He **has** a lot of money.* (possession)	*She's **having** a bad day.* (activity)
*I **see** what you mean.* (= understand)	*Are you **seeing** Nigel tomorrow?* (activity)
*The soup **tastes** awful.* (state)	*I'**m tasting** the soup to see if it needs salt.* (activity)

3.5 The passive

Form

***to be* + past participle**

The tense of the verb *to be* changes to make tenses in the passive.

***Are** you **being served**?* (Present Continuous)
*My car **is insured** with ASM.* (Present Simple)
***Were** you **taken** to visit the cathedral?* (Past Simple)
*I'**ve been invited** to a wedding.* (Present Perfect)
*I'd love **to be introduced** to a film star.* (Passive infinitive)

Use

1 Passive sentences move the focus from the subject to the object of active sentences.

***Shakespeare wrote** Hamlet in 1601 while he was living in London.*
Hamlet, *the most famous play in English literature, **was written** by William Shakespeare.*

We choose the active or the passive depending on what we are more interested in.

2 *By* and the agent (the subject in the active sentence) are often omitted in passive sentences if …

… the agent is not known:	*I **was burgled** last night.*
… the agent is not important:	*This bridge **was built** in 1886.*
… the agent is obvious:	*I **was fined** £100 for speeding.*

3 The passive is associated with an impersonal, formal style. It is often used in notices and announcements.

*Customers **are requested** to refrain from smoking.*
*It **has been noticed** that reference books **have been removed** from the library.*

4 In informal language, we often use *you*, *we*, and *they* to refer to people in general to avoid using the passive.

***You can buy** stamps in lots of shops, not just post offices.*
***They're building** a new department store in the city centre.*
***We speak** English in this shop.*

Many past participles are used as adjectives.

*I'm very **interested** in modern art.*
*We were extremely **worried** about you.*
*I'm **exhausted**! I've been working hard all day.*

3.6 Present Simple and Present Continuous passive

Form

Present Simple passive (*am/is/are* + past participle)

*Most workers **are paid** monthly. **Is** service **included** in the bill?*

Present Continuous passive (*am/is/are being* + past participle)

*This road **is being widened**. **Are** you being **served**?*

Use

The uses are the same in the passive as in the active.

*My car **is serviced** every six months.* (routine)
*Computers **are used** everywhere.* (fact that is always true)
*The house **is being redecorated** at the moment.* (activity now)

Unit 4

4.1 Narrative tenses

We use different past tenses to describe moments and periods of time in the past. Look at the diagram. Read the sentences.

When Andrea arrived home at 6.00 …

5.30 — 6.00 — 6.30

… her son had gone out.

… her son was going out.

… her son went out.

4.2 Past Simple

Form

The form of the Past Simple is the same for all persons.

*He **left** at three o'clock.*
*They **arrived** three weeks ago.*

*She **didn't finish** on time yesterday.*
*I **didn't visit** my parents last weekend.*

*When **did** he **finish** the report?*
*What time **did** they **leave**?*

Short answer

Did you enjoy the meal? **Yes**, *we* **did**./**No**, *we* **didn't**.

Use

The Past Simple is used to express:

1 a finished action in the past.

*We **met** in 2000.*
*John **left** two minutes ago.*

2 actions that follow each other in a story.

*Mary **walked** into the room and **stopped**. She **listened** carefully. She **heard** a noise coming from behind the curtain and …*

3 a past situation or habit.

*When I **was** a child, we lived in a small house by the sea. Every day, I **walked** for miles on the beach with my dog.*

This use is often expressed with *used to*. See 4.5 on p145.

*We **used to** live in a small house …* *I **used to** walk for miles …*

Spelling of verb + *-ed*

1 Most regular verbs add *-ed* to the base form of the verb.

*work**ed*** *want**ed*** *help**ed*** *wash**ed***

2 When the verb ends in *-e*, add *-d*.

*like**d*** *use**d*** *hate**d*** *care**d***

3 If the verb has only one syllable, with one vowel + one consonant, double the consonant before adding *-ed*.

*sto**pped*** *pla**nned*** *ro**bbed***

But we write *cooked*, *seated*, and *moaned* because there are two vowels before the consonant.

4 The consonant is not doubled if it is *-y* or *-w*.

*play**ed*** *sho**wed***

5 In most two-syllable verbs, the end consonant is doubled if the stress is on the second syllable.

*pre'fe**rred*** *ad'mi**tted***

But we write *'entered* and *'visited* because the stress is on the first syllable.

6 Verbs that end in a consonant + *-y* change the *-y* to *-ied*.

*carr**ied*** *hurr**ied*** *bur**ied***

But we write *enjoyed*, because it ends in a vowel + *-y*.

There are many common irregular verbs.

Irregular verbs p160

Past Simple and time expressions

Look at the time expressions that are common with the Past simple.

I met her	**last night.**	**in 2001.**
	two days ago.	**in summer.**
	yesterday morning.	**when I was young.**

4.3 Past Continuous

Form

was/were* + verb + *-ing

*I **was learning** French.* *They **were driving** to Paris.*
*We **weren't waiting** for a long time.*
*What **were** they **doing**?* *Where **was** he **studying**?*

Short answer

Were you looking for me? ***Yes**, I **was**./**No**, I **wasn't**.*
Were they waiting outside? ***Yes**, they **were**./**No**, they **weren't**.*

Use

The Past continuous is used:

1 to express activities in progress before, and probably after, a particular time in the past.

*At seven o'clock this morning, I **was having** my breakfast.*
*You made a lot of noise last night. What **were** you **doing**?*

2 for descriptions.

*It was a lovely day and the sun **was shining**. Jan looked beautiful. She **was wearing** a green cotton dress.*

3 to express an interrupted past activity.

*When the phone rang, I **was having** a shower.*
*While we **were playing** tennis, it started to rain.*

4 to express an incomplete activity.

*I **was reading** a book during the flight.* (I didn't finish it.)
Compare: *I **watched** a film during the flight.* (the whole film)

4.4 Past Simple or Past Continuous?

1 Sometimes both tenses are possible. The Past Simple focuses on past actions as complete facts. The Past Continuous focuses on the duration of past activities, often describing being in the middle of them. Compare:

A *I didn't see you at the party last night.*
B *No. I **stayed** at home and **watched** the football.*
A *I phoned at 8.00, but you didn't answer.*
B *Sorry, I **was watching** the football.*

2 Questions in the Past Simple and Past Continuous refer to different time periods. The Past Continuous asks about activities that began before; the Past Simple asks about what happened after.

*A What **were** you **doing** when the accident happened?*
*B I **was shopping**.*
*A What **did** you **do** when you saw the accident?*
*B I **phoned** the police.*

4.5 *used to*

Used to expresses a habit or state in the past that is now finished.

*I **used to** read comics when I was a kid.* (but I don't now)
*__Did__ you **use to** read comics when you were a child?*
*This town **didn't use to** be a nice place to live, but then it changed.*

4.6 Past Perfect

The Past Perfect refers to an action in the past that was completed before another action in the past.

Form

The form of the Past Perfect is the same for all persons.

Positive and negative

I You We	'd (had) hadn't	left when the post came.

Question

Where had	you, she, they	been before?

Short answer

Had he already left? **Yes**, *he **had.**/**No**, he **hadn't**.*

Use

1 The Past Perfect is used to make clear that one action in the past happened before another action in the past.

*When I got to my car, I saw that someone **had broken** into it.*
*I didn't go to the cinema because **I'd seen** the film before.*

2 The Past Simple tells a story in chronological order.

*Sue **met** Pete at university. They **got** married. They **were** together for six years. They **divorced** last month.*

The Past Perfect can be used to tell a story in a different order.

*Sue and Pete **divorced** last month. They'**d met** at university, and **had been** together for six years.*

3 Notice the difference between these sentences.

*When I got to the party, Peter **went** home.*
(= First I arrived, then Peter left.)
*When I got to the party, Peter **had gone** home.*
(= First Peter left, then I arrived.)

4 The Past Perfect Continuous refers to longer actions or repeated activities.

*We were exhausted because we'**d been driving** all day.*
*I went to the doctor because I'**d been having** a lot of headaches.*

4.7 Past tenses in the passive

Form

Past Simple passive: *was/were* + past participle

*The museum **was opened** in 1987.*

Past continuous passive: *was/were being* + past participle

*The trees **were being** cut down.*

Past Perfect passive: *had been* + past participle

*The house **had been redecorated**.*

Use

The uses are the same in the passive as in the active.

*The bridge **was built** in 1876.* (finished action in the past)
*The bridge **was being repaired** when it collapsed.* (interrupted past activity)
*The letter didn't arrive because it **had been sent** to my old address.* (one action before another action in the past)

Unit 5

5.1 *have to*

Form

***has/have* + *to* + infinitive**

*You **have to go** to school.* *He **doesn't have to wear** uniform.*
*She **has to study** hard.* *We **don't have to** take exams.*
***Does** she **have to study** maths?* ***Do** they **have to leave** now?*

Use

1 *Have to* expresses strong obligation.

*You **have to** work hard if you want to succeed.*

2 *Have to* expresses a general obligation based on a law or rule, or based on the authority of another person.

*Children **have to** go to school until they are 16.*
*Mum says you **have to** clean your room before you go out.*

3 *Have to* doesn't necessarily express the opinion of the speaker.

*The doctor says I **have to** lose weight.*

4 *Have to* has all verb forms. *Must* doesn't.

*I **had to** work last night.* (Past)
*You'll **have to** study hard.* (Future)
*She's rich. She's never **had to** do any work.* (Present perfect)
*I hate **having to** get up on winter mornings.* (*-ing* form)

5.2 *have got to*

1 *Have got to* is common in British English, but it is more informal than *have to*. It is more spoken than written.

*We'**ve got to** get up early tomorrow.*
*I'm in trouble! You'**ve got to** help me!*

2 *Have got to* expresses an obligation now, or on a particular occasion soon.

*I'**ve got to** leave for work now. Bye!*
*He usually starts work at 9.00, but tomorrow he'**s got to** start at 8.00.*

3 *Have to* expresses a general repeated obligation.

*I always **have to** tell my parents where I'm going.*
*Teachers **have to** prepare lessons and correct homework.*

5.3 Modal and related verbs

These are the modal verbs:

can	could	may	might	will	would	shall	should	must	ought to

They are used before other verbs and add meanings, such as certainty, possibility, obligation, ability, and permission.

*You **must** be exhausted. I **can** swim. It **might** rain.*

Form

1 There is no *-s* in the third person singular.

*She **can** ski. He **must** be tired. It **might** rain.*

2 There is no *do/does/don't/doesn't* in the question or negative.

*What **should** I do? **Can** I help you?*
*You **mustn't** steal! He **can't** dance. I **won't** be a minute.*

3 Modal auxiliary verbs are followed by the infinitive without *to*. The exception is *ought to*.

*You **must** go. I'll **help** you. You **ought to** see a doctor.*

4 They have no infinitives and no *-ing* forms. Other phrases are used instead.

*I'd love to **be able to** ski.*
*I hate **having to** get up on cold winter mornings.*

5 They don't usually have past forms. Instead, we use them with Perfect infinitives.

*You **should have told** me about the party. I **might have come**!*

Or we use other phrases.

*I **had to** work hard in school.*

6 *Could* is used with a past meaning to talk about a general ability.

*I **could** swim when I was six.* (= general ability)

To talk about ability on one specific occasion, we use *was able to/managed to*.

*The prisoner **was able to/managed to** escape by climbing onto the roof of the prison.*

Use

1 Modal verbs express our attitudes, opinions, and judgements of events. Compare:

'Who's that knocking on the door?'
'It's John.' (This is a fact.)

'Who's that knocking on the door?'
*'It **could/may/might/must/should/can't/'ll** be John.'* (These all express our attitude or opinion.)

2 Each modal verb has at least two meanings. They can all express possibility or probability. (See Units 5 and 10.)

*I **must** post this letter!* (= obligation)
*You **must** be tired!* (= deduction, probability)

***Could** you help me?* (= request)
*We **could** go to Spain for our holiday.* (= possibility)

*You **may** go home now.* (= permission)
*'Where's Anna?' 'I'm not sure. She **may** be at work.'* (= possibility)

5.4 Obligation: *should, ought to,* and *must*

Use

1 *Should* and *ought to* express mild obligation, suggestions, or advice. They express what, in the speaker's opinion, is the right or best thing to do. We often use them with *I think/don't think …*

*You're always asking me for money. I think you **should** spend less.*
*You **shouldn't** sit so close to the television! It's bad for your eyes.*
*You **ought to** be more careful with your money.*

2 We often use *Do you think … ?* in the question.

***Do you think** I should see a doctor?*
*What **do you think** I should wear to the party?*

3 *Must*, like *have to*, expresses strong obligation. *Must* can express an obligation that involves the speaker's opinion. It is personal.

*I **must** get my hair cut. You **must** visit your parents.*

4 *Must* is also associated with a formal, written style.

*All visitors **must** show proper ID.*

have to and *must*

1 *Have to* and *must* are sometimes both possible.

*I **must** be home by midnight. I **have to** be home by midnight.*

2 There is sometimes a difference in meaning. *Must* usually expresses the feelings and wishes of the speaker.

*I **must** buy my sister a birthday card.*

Have to often expresses an obligation that comes from somewhere else.

*I **have to** be at work by 9.00.*

Have to is used more than *must*. If you don't know which to use, use *have to*.

3 Question forms with *have to* are more common.

*Do I **have to** do what you say? **Must** I …?* is unusual.

Remember, *have to* has all verb forms. *Must* has no past form and can only refer to future time when used to express obligation.

don't have to and *mustn't*

1 *Don't have to* and *mustn't* are completely different.
Don't have to expresses absence of obligation – you can, but it isn't necessary.

*You **don't have to** put a photo of you on your profile, but I usually do.*
*When you go into a shop, you **don't have to** buy something.*

2 *Mustn't* expresses negative obligation – it is important NOT to do it!

*You **mustn't** steal other people's things. It's wrong.*
*You **mustn't** drive if you've been drinking. You could kill someone!*

need to

Need to can also be used to express obligation. It is not a modal verb in form however, and follows the pattern of full verbs.

*She **needs to** work long hours at the moment.*
***Do** we **need to** show our passports?*
*They **didn't need to** change trains.*

5.5 Permission: *can* and *be allowed to*

Use

The main use of *can* is to express ability.

*I **can** swim.*

Can and *be allowed to* express permission. *Can* is more informal and usually spoken.

*You **can** borrow my bike, but you **can't** have the car. I need it.*
*You **'re allowed to** get married when you're 16.*

5.6 Making requests: *can, could, will,* and *would*

1 There are many ways of making requests in English.

Can *I speak to you, please?* ***Will*** *you help me, please?*
Could *I ask you a question?* ***Would*** *you pass me the salt?*

Would you mind *passing me the water?*
Do you mind *if I open the window?*
Would you mind if *I closed the window?*

2 *Could* is a little more formal; *can* is a little more familiar. *Could I … ?* and *Could you … ?* are very useful because they can be used in many different situations.

Could *I try on this jumper?* ***Could*** *you tell me the time?*

To be very formal, or polite, it's only necessary to add *possibly* to a request with *could*.

Could *I* ***possibly*** *use your phone to make an important call?*

3 Here are some ways of responding to requests:

A *Excuse me! Could you help me?*
B ***Sure./Of course./Well, I'm afraid I'm*** *a little busy right now.*

A *Would you mind if I opened the window?*
B ***No, not at all./No, that's fine./Well, I'm*** *a little cold,* ***actually****.*

5.7 Making offers: *will* and *shall*

1 The contracted form of *will* is used to express an intention, decision, or offer.

Come over after work. ***I'll*** *cook dinner.*
'It's Jane's birthday today.' 'Is it? ***I'll*** *buy her some flowers.'*

2 *Shall … I/we … ?* is used in questions with the first person, *I* and *we*. It expresses an offer, a suggestion, or a request for advice.

Shall I *carry your bag for you?*
Shall we *go out for a meal tonight?*
Where ***shall we*** *go?*

Unit 6

6.1 Present Perfect

1 The same form (*have* + past participle) exists in many languages, but the uses in English are different. In English, the Present Perfect expresses the effect of the past on the present.

PAST | PRESENT PERFECT | PRESENT

2 Present Perfect means 'completed before now'. The Present Perfect does not express when an action happened. If we say the exact time, we use the Past simple.

In my life, I ***have travelled*** *to all the continents.*
I ***travelled*** *around Africa in 1998.*

6.2 Present Perfect

Form

has/have + past participle

I ***'ve lived*** *in Rome.* *They* ***haven't bought*** *their flat.*
She ***'s lived*** *in London.* *How long* ***have*** *they* ***known*** *Peter?*
He ***hasn't lived*** *here long.* *How long* ***has*** *she* ***been married****?*

Short answer

Have you always lived in Budapest? ***Yes****, I* have./***No****, I* ***haven't****.*

Use

There are three main uses of the Present Perfect.

1 **Unfinished past**

The Present Perfect expresses an action that began in the past and still continues.

We ***'ve lived*** *in the same house for 25 years.*
They ***'ve been*** *married for 20 years.*

Be careful! Many languages express this idea with a present tense, but in English this is wrong.

Jan has been a nurse for ten years.
NOT ~~*Jan is a nurse for ten years.*~~

Time expressions

Notice the time expressions that are common with this use.

	two years		***1970***
	a month		***August***
for	***a few minutes***	***since***	***8.00***
	half an hour		***I was a child***
	ages		***Christmas***

We use *for* with a period of time and *since* with a point in time.

2 **Experience**

The Present Perfect expresses an experience that happened at some time in one's life. The action is finished, but the effects of the action are still felt in some way.

I've been *to the United States.* (I know now what it's like there.)
Have *you ever* ***had*** *an operation?* (at any time in your life, so you know now what it's like to have one)

Exactly *when* the action happened is not important. Questions and statements about definite times are expressed in the Past Simple.

When ***did*** *you* ***go*** *to the United States?* *I* ***broke*** *my leg once.*

Time expressions

The adverbs *ever, never,* and *before* are common with this use.

Have you ***ever*** *been to Australia?* *I haven't tried sushi* ***before****.*
I've ***never*** *tried bungee jumping.*

3 **Present result**

The Present Perfect expresses a past action that has a clear present result. The action is usually in the recent past.

The taxi ***hasn't arrived*** *yet.* (We're still waiting for it.)
What ***have*** *you* ***done*** *to your lip?* (It's bleeding.)

We often announce news in the Present Perfect.

Have *you* ***heard****? The Prime Minister* ***has resigned****.*
Susan ***'s had*** *her baby!*

More details will be in the Past Simple.

She ***resigned*** *because she* ***lost*** *a vote of no confidence.*
It's a boy. It ***was*** *a very easy birth.*

Time expressions

The adverbs *yet, already,* and *just* are common with this use.

I haven't done my homework ***yet****.* (negative)
Has the postman been ***yet****?* (question)
I've ***already*** *done my homework.*
She's ***just*** *had some good news.*

Be careful with *been* and *gone*.

He's ***been*** *to the United States.* (experience – he isn't there now)
She's ***gone*** *to the United States.* (present result – she's there now)

6.3 Present Perfect or Past Simple?

1 The Present Perfect can express unfinished actions. The Past Simple expresses completed actions.

Present Perfect	Past Simple
I've lived in Texas for six years. (I still live there.) *I've written several books.* (I can still write some more.)	*I lived in Texas for six years.* (Now I live somewhere else.) *Shakespeare wrote 30 plays.* (He can't write any more.)

2 The Present Perfect refers to indefinite time. The Past Simple refers to definite time. Notice the time expressions used with the two tenses.

Present Perfect – indefinite	Past Simple – definite
for a long time. I've done it since July. before. recently. I've already done it. I haven't done it yet.	yesterday. last week. two days ago. I did it at eight o'clock. in 1987. for a long time.

Be careful with *this morning/afternoon*, etc.

***Have** you **seen** Amy this morning?* (It's still morning.)
***Did** you **see** Amy this morning?* (It's the afternoon or evening.)

6.4 Present Perfect Simple passive

Form

***has/have been* + past participle**

It They	has been have been	sold.

Use

The uses are the same in the passive as in the active.

*Two million cars **have been produced** so far this year.* (unfinished past)
***Has** she ever **been made redundant**?* (in her life)
*'Have you heard? Two hundred homes **have been washed away** by a tidal wave!'* (announcing news)

6.5 Present Perfect Continuous

Form

has/have + been + -ing

*She**'s been studying** for three years.*
*They **haven't been working** here long.*
*How long **have** they **been living** there?*

Use

The Present Perfect Continuous expresses:

1 an activity that began in the past and is continuing now.

*I**'ve been studying** English for three years.*
*How long **have** you **been working** here?*

Sometimes there is no difference between the simple and the continuous.

*I**'ve played** the piano since I was a boy.*
*I**'ve been playing** the piano since I was a boy.*

The continuous can express a temporary activity, while the simple expresses a permanent state.

*I**'ve been living** in this house for the past few months.* (temporary)
*I**'ve lived** here all my life.* (permanent)

Remember: State verbs (see 3.4 p143) are rarely used in the continuous.

*I**'ve had** this book for ages.* *I**'ve** always **loved** sunny days.*

2 a past activity that has caused some result connected with that activity, which is seen in the present now.

*I**'ve been working** all day.* (I'm tired now.)
***Have** you **been crying**?* (Your eyes are red.)

The past activity might be finished or it might not. The context usually makes this clear.

*Look out of the window! It**'s been snowing**!* (It's stopped now.)
*I**'ve been writing** this book for two years.* (It still isn't finished.)
*I'm covered in paint because I**'ve been decorating** the bathroom.* (It might be finished or it might not. We don't know.)

6.6 Present Perfect Simple or Continuous?

1 Present Perfect Simple means activity is completed. The present result we talk about is the reason we've been doing that activity.

*I**'ve painted** the kitchen. It looks fantastic!* (the result is the painted kitchen)

Present Perfect Continuous expresses an activity over a period of time, which may or may not be completed. If we talk about a present result, it is not usually the purpose of that activity, but some other result connected with doing it.

*I**'ve been painting** the kitchen. That's why I've got paint in my hair.* (the result is paint in my hair)

We use the simple if the result we talk about is the final number or quantity, because the simple expresses completion. The continuous isn't possible.

*I've been reading all day. I**'ve read** ten chapters.*
*She's been eating ever since she arrived. She**'s eaten** ten biscuits already.*

2 Some verbs have the idea of a long time, for example, *wait, work, play, try, learn, rain*. These verbs are often found in the continuous.

*It**'s been raining** all day.*
*I**'ve been learning** English for three years.*

Some verbs don't have the idea of a long time, for example, *find, start, buy, die, lose, break, stop*. These verbs are more usually found in the simple.

*I**'ve lost** my passport.*
***Have you started** your Christmas shopping yet?*

These verbs can sometimes be used in both tenses. In the continuous, it means that the action has been repeated over a longer period.

*I**'ve cut** my finger.* (One short action.)
*I**'ve been cutting** firewood.* (Perhaps over several hours.)

Unit 7

Verb patterns

The infinitive

1 The infinitive is used after some verbs.

*We've **decided to move** abroad.* *I'm **trying to phone** Pete.*
*I **want to go** home.* *She'd **love to meet** you.*

2 Some verbs are followed by a person + the infinitive.

*They **asked me to help** them.* *He **told me to apply** for the job.*

3 *Make* and *let* are followed by a person + the infinitive without *to*.

*She'll **make you feel** welcome. I'll **let you know** when I'm coming.*

4 The infinitive is used after some adjectives.

*It's **impossible to save** money. **Pleased to meet** you.*
*It's **great to see** you. It was **good to hear** your news.*

The *-ing* form

1 The *-ing* form is used after some verbs.

*I **enjoy reading** history books. I **don't mind helping** you.*
*He's **finished washing** the car. We **like walking**.*

2 Some verbs are followed by an object + *-ing*.

*I **hate people telling** me what to do.*
*You **can't stop me doing** what I want.*

3 The *-ing* form is used after prepositions.

*I'm good **at finding** things. We're thinking **of going** to Sweden.*
*He's afraid **of being** mugged. I'm looking forward **to meeting** you.*

Verb patterns p148

Unit 8

8.1 Future forms

1 There is no future tense in English. Instead, English has several forms that can refer to the future.

I'll see you later. (will)
We're going to see a film tonight. (going to)
I'm seeing the doctor tomorrow. (Present Continuous)
*If the traffic's bad, I **might be** late.* (might)
*Who knows? You **may win**!* (may)
*Take an umbrella. It **could rain** later.* (could)

2 The difference between them is not about near or distant future, or certainty. The speaker chooses a future form depending on how he/she sees the future event. Is it a plan, a decision, an intention, an offer, an arrangement, or a prediction?

8.2 *will/going to* and the Present Continuous

Form

Positive and negative

I'll see you later. I won't be late.
We're going to stay in a hotel. We aren't going to rent a cottage.
I'm meeting Jan for lunch. I'm not seeing her till 2.00.

Question

When will you be back?
Where are you going to stay?
What time are you seeing Jan?

We avoid saying *going to come* or *going to go*.

We're coming tomorrow. When are you going home?

Facts and predictions

will

1 The most common use of *will* is as an auxiliary verb to show future time. It expresses a future fact or prediction. It is called the pure future or the Future Simple.

We'll be away for two weeks.
Those flowers won't grow under the tree. It's too dark.
You'll be sick if you eat all those sweets!

2 *Will* for a prediction can be based more on an opinion than a fact.

I don't think Laura will pass her exam. She doesn't do any work.
I am convinced that inflation will fall to three per cent next year.

going to

1 *Going to* can also express a prediction, especially when there is evidence now that something is certain to happen.

She's going to have a baby. (We can see she's pregnant.)
It isn't going to rain today. (Look at that beautiful blue sky.)

2 Often there is no difference between *will* and *going to*.

I think this government will ruin the country.
I think this government is going to ruin the country.

Plans, decisions, intentions, and arrangements

will

Will is used to express a decision, intention, or offer made at the moment of speaking.

I'll have the steak, please. NOT ~~I have the steak …~~
There's the doorbell! I'll go and see who it is. NOT ~~I go …~~

going to

Going to is used to express a future plan, decision, or intention made before the moment of speaking.

When I grow up, I'm going to be a doctor.
We're going to paint this room blue. We've bought the paint.

Arrangements

1 The Present Continuous can be used to express a future arrangement between people. It usually refers to the near future.

We're going out with Jeremy tonight.
I'm having my hair cut tomorrow.

2 The things you put in your diary are the kinds of events that are expressed by the Present Continuous for the future.

I'm meeting Peter tonight.
I'm seeing the doctor in the morning.

3 You can't use the Present Simple for this use.

I'm having lunch with Sarah. NOT ~~I have …~~
What are you doing this evening? NOT ~~What do you do …~~

4 Sometimes there is no difference between an arrangement and an intention.

We're going to get married in the spring.
We're getting married in the spring.

8.3 Future possibility: *may/might/could*

Form

May, *might*, and *could* are modal verbs.

Positive and negative

I	may might could	see you later.	I	may not might not	get the job.

Question

Questions about future possibility are often asked with *Do you think … will … ?*

***Do you think** you'll get the job?*

Use

1 *May*, *might*, and *could* all express a future possibility.

It	may might could	rain later.

2 *May* can be more formal.

*The government **may** increase income tax.*

3 *Could* suggests something less definite.

*I **could** be a champion if I trained hard.*
*The house is nice, but it **could** be beautiful.*

Unit 9

9.1 Conditionals

There are different ways of making sentences with *if*. It is important to understand the difference between sentences that express:

possible conditions = first conditional
improbable or impossible conditions = second conditional
impossible past conditions = third conditional
no condition = zero conditional

Possible conditions

If I see Dave, I'll tell him to call you.

This is a sentence about reality.

If I see Dave … = a real possibility
… I'll tell him to call you. = the result of a possible situation

Improbable or impossible conditions

If I had the money, I'd buy a Mercedes.

This is a sentence which is different to reality.

If I had the money … = not impossible, but the reality is I don't have the money.
… I'd buy a Mercedes. = the result of an improbable situation

Some situations that are different to reality are impossible to change.

If I had longer legs, I'd be able to run really fast.
If I had longer legs … = impossible. The reality is I don't have long legs and I can't change that.

Impossible past conditions

If I'd known you were coming, I'd have cooked you a meal.

This is a sentence about an impossible past situation. It didn't happen, and now it's too late to change the result.

If I had known … = impossible, because I didn't know
… I'd have cooked = the result of an impossible past situation

No conditions

If I get a headache, I take an aspirin.
If metal is heated, it expands.

These are sentences that are always true. They refer to 'all time', and are called zero conditionals. *If* here means *when* or *whenever*.

9.2 Second conditional: improbable or impossible conditions

Form

***if* + Past simple, *would* + verb**

Positive

__If__ I __won__ some money, I__'d go__ around the world.
My father __would kill__ me __if__ he __could__ see me now.

Negative

I __wouldn't give up__ my job __if__ I __won__ the lottery.
__If__ I __saw__ a ghost, I __wouldn't talk__ to it.

Question

What __would__ you __do if__ you __saw__ someone shoplifting?
__If__ you __needed__ help, who __would__ you __ask__?

Was can change to *were* in the condition clause.

If I If he	**were** rich,	I he	**wouldn't have to** work.

Other modal verbs are possible in the result clause.

I __could__ buy some new clothes if I had some money.
If I saved a little every week, I __might__ be able to buy a car.

Use

1 We use the second conditional to express an unreal situation and its probable result. The situation or condition is improbable, impossible, imaginary, or different to known facts.

__If__ I __were__ the president of my country, I__'d increase__ taxes.
(But it's not very likely that I will ever be the president.)
__If__ my mother __was__ still alive, she__'d be__ very proud.
(But it's impossible because she's not alive.)

2 *If I were you, I'd …* is used to give advice.

__If I were you, I'd__ refuse.
I'd take it easy for a while __if I were you__.

3 When the condition is understood, it is common to find the result clause on its own.

What would you do if you had lots of money?
I__'d travel__. I__'d give__ it all __away__.
I__'d buy__ my mum and dad a nice house. They__'d love__ that!

4 *Would* can express preference, especially with *rather*.

I__'d__ love a cup of tea.
I__'d__ rather have coffee, please.
What __would__ you rather do, stay in or go out?

5 *Would* can express a request.

__Would__ you open the door for me?
__Would__ you mind lending me a hand?

9.3 First or second conditional?

Both conditionals refer to the present and future. The difference is about probability and possibility, not time. First conditional sentences are real and possible. Second conditional sentences express situations that will probably never happen, or are impossible.

If I __lose__ my job, I__'ll__ … (My company is doing badly. There is a strong possibility of being made redundant.)
If I __lost__ my job, I__'d__ … (I probably won't lose my job. I'm just imagining.)
If there __is__ a nuclear war, we__'ll__ all … (Said by a pessimist.)
If there __was__ a nuclear war, we__'d__ … (But I don't think it will happen.)
If the world __had__ only 100 people in it, 26 of them __would__ be children.
(But it would be impossible for there to be only 100 people in the world.)

9.4 Third conditional: impossible past conditions

Form

***if* + Past Perfect, *would* + *have* + past participle**

Positive

__If I'd (had) worked__ harder, __I'd (would) have made__ more money.
__They'd (would) have been__ here hours ago __if__ they__'d (had) followed__ my directions.

Negative

__If__ I __hadn't seen__ it with my own eyes, I __wouldn't have believed__ it.
__If__ you__'d listened__ to me, you __wouldn't have got__ lost.

Question

What __would__ you __have done if__ you__'d been__ me?
__If__ the hotel __had been__ full, where __would__ you __have stayed__?

Use

We use the third conditional to express an impossible situation in the past and its probable result. It is too late! These things can't change.

__If she'd known__ he was cruel, __she wouldn't have__ married him.
My parents __wouldn't have met if they hadn't__ studied at Oxford University.

9.5 *might/could have done*

Use

Might have done and *could have done* express possibilities in the past that didn't happen.

Thank goodness you went to hospital. You __might have died__.
She __could have married__ anyone she wanted.

They are found in the result clauses of third conditional sentences.

If I'd told him I had no money, he __might have given__ me some.
If I'd really wanted, I __could have been__ a professional footballer.

Might have done and *could have done* can express criticism. With this use, they are similar to *should*.

You __might have told__ me it was her birthday!
She __could have helped__ tidy the flat instead of going out!

9.6 *should have done*

Use

Should have done expresses advice for a past situation, but the advice is too late!

You __should have apologized__. He wouldn't have been so angry.
You __shouldn't have said__ she looked old. She really didn't like it.

Should have done can express criticism.

You __should have asked__ me before you borrowed my car.

9.7 Relative clauses

1 Relative clauses identify which person or thing we are talking about. They give more information about the person or thing.

The boy has gone to the beach. (Which boy?)
The boy __who lives next door__ has gone to the beach.

The book is very good. (Which book?)
The book __that you gave me__ is very good.

There is a photo of the hotel. (Which hotel?)
There is a photo of the hotel __where we stayed__.

2 We use *who/that* to refer to people, and *which/that* to refer to things.

This book is about a girl __who marries a millionaire__.
What was the name of the horse __that won the race__?

3 When *who* or *that* is the object of a relative clause, and a new subject is introduced immediately after it, it can be left out.

The person (who) you __need to talk to__ is on holiday.
The film (that) I __watched last night__ was very good.

But when *who* or *that* is the subject of a relative clause, it must be included.

I like people __who are kind and considerate__.
I want a computer __that's easy to use__.

4 *Which* can be used to refer to the whole previous sentence or idea.

I passed my driving test on the first attempt, __which was a surprise__.
Jane can't come to the party, __which is a shame__.

5 We use *whose* to refer to something that belongs to someone.

That's the man __whose daughter__ you met last night.
That's the woman __whose dog__ ran away.

6 We can use *where* to refer to places.

The hotel __where we stayed__ was right on the beach.
We went back to the place __where we first met__.

9.8 Participles

Participles after a noun define and identify in the same way as relative clauses.

That woman __driving__ the red Porsche is my aunt.
The men __seen__ outside the jeweller's were probably the thieves.

Unit 10

Modal verbs of probability

Modal auxiliary verbs can express ability, obligation, permission, and request. They can also express probability, or how certain a situation is. There is an introduction to modal auxiliary verbs on p145.

10.1 Probability in the present and future

1 *Must* and *can't* express the logical conclusion of a situation.
must = logically probable *can't* = logically improbable
We are not absolutely sure, but we are nearly certain.

He __must__ be exhausted. He hasn't slept for 24 hours!
Sue __can't__ have a ten-year-old daughter! She's only 24!
Aren't they answering? They __must__ be in bed. They __can't__ be out this late!

2 *May/Might/Could* express probability in the present or future.
May/Might + not is the negative. *Couldn't* is rare in this use.

He __might__ be lost. Or he __may__ be stuck in traffic.
Dave and Beth aren't at home. They __could__ be at the concert, I suppose.
We __may__ go to Greece for our holiday. We haven't decided yet.
Take your umbrella. It __might__ rain later.
I __might not__ be able to come tonight. I might have to work late.
They __may not__ know where we are.

3 The continuous infinitive is formed with *be + -ing*.

You __must be joking__! *They __can't__ still __be eating__!*
Peter __might be working__ late. *They __may be coming__ on a later train.*

10.2 Asking about possibilities

Question forms with modal verbs of probability (*Might she be …?*) are unusual. We usually use *Do you think … ?*

*'**Do you think** she's married?' 'She can't be.'*
*'Where **do you think** he's from?' 'He might be Portuguese.'*

If you use a modal verb in the question, it will usually still come after *Do you think … ?*

***Do you think** he **might be** Portuguese?*

10.3 Probability in the past

1 The perfect infinitive is formed with *have* + past participle.

*He **must have caught** a later train.*
*They **might have lost** our phone number.*

2 These forms express degrees of probability in the past.

*He **must have been** exhausted.*
*She **can't have told** him about us yet.*
*The letter **may have got lost** in the post.*
*He **might have changed** his mind.*
*They **could have moved** house.*

3 The continuous infinitive is formed with *have* + *been* + *-ing*.

*She must **have been joking**.*
*They can't **have been trying** very hard.*

Unit 11

11.1 Noun phrases

A noun phrase is a group of words including a noun.

book	= **noun**
a book my book this book some books the book that I was reading my favourite cook book	= **noun phrases**

Grammatically speaking, these words are:
articles – *the, a/an*
possessives – *my, your, his, her …*
demonstratives – *this, that, these, those*
determiners – *some, any, all, each, every …*
relative pronouns – *who, that, which …*
compound nouns – *notebook, address book …*

11.2 Articles

Indefinite articles

The indefinite articles *a/an* are used:

1 to say what something or somebody is.

*This is **a** book.* *I'm **an** optimist.*
*Jane's **a** teacher.* *He's **an** idiot.*

2 to refer to a thing or a person for the first time.

*She lives in **a** farmhouse.* *He's going out with **a** model.*

3 to refer to a thing or a person when it doesn't matter which one.

*Can you lend me **a** pen?* *Shall we go for **a** drink?*

4 *One* can be used instead of *a/an* if it's important to specify the number.

*We went to the pub at lunchtime, but we only had **one** drink.*
*I have **one** brother and two sisters.*

It's also used to refer to one particular example in a group.

*Many students said their textbooks were too expensive. **One** student shared books with another student because of this.*

If you're speaking generally, you can't use *one* instead of *a/an*.

*I met **a** really nice girl at the beach today.*
NOT ~~I met one really nice girl at …~~

Definite article

The definite article *the* is used:

1 to refer to a person or a thing known to the speaker and the listener.

*Have you got **the** car keys?* ***The** children are in **the** garden.*

2 to refer to a person or a thing for the second time.

*I got **a book** and **a computer** for Christmas. **The book** is about politics. I haven't unpacked **the computer** yet.*

3 when it is clear which one(s) we mean.

*I'm going to **the** shops. Do you want anything?*
*Dave's in **the** kitchen.* *Have you heard **the** news?*
*Did you enjoy **the** party?* *We went to **the** same school.*
*What's **the** score?* *I'll meet you on **the** corner.*

4 to refer to the only one there is.

***The** sky is grey today.* ***The** Earth is definitely round.*
***The** government in this country needs changing.*

5 to refer to things in our physical environment that we all know.

*I love walking in **the country**.*
*People always talk about **the weather**.*
*We can see **the sea** from our house.*

6 with superlatives.

*You're **the best** teacher.* *He was **the tallest** boy in the class.*

7 with some place names.

***the** United States of America* ***the** British Museum*
***the** Eiffel Tower* ***the** Empire State Building*
***the** Pyramids*

Zero article

No article (–) is used:

1 to refer to things or people in general.

I like (–) cheese. *I'm afraid of (–) dogs.* *(–) Life is hard.*
(–) Doctors earn more than (–) teachers.
(–) English is spoken all over the world.

2 in some common phrases.

places

He's at (–) work. She's at (–) home in (–) bed.
He's at (–) school. She's at (–) university.

travel

I travel by (–) car/bus/train …

meals

We had (–) lunch at 12.00. *What do you want for (–) dinner?*

time

I'll do it (–) next week. *I saw her (–) last year.*

academic subjects

I'm no good at (–) maths.

games

I like (–) chess.

3 in some place names.

I've travelled a lot in (–) Europe and (–) South America.
I live in (–) Station Road.
We walked in (–) Hyde Park.
The plane left from (–) Heathrow Airport.
I'll meet you at (–) St Pancras Station.
I climbed (–) Mount Everest.
She studied at (–) Oxford University.
(but note: She studied at the University of Oxford.)

11.3 Possessives

Possessive adjectives and pronouns

1 Possessive adjectives are used with a noun.

*This is **my** brother.* ***Their** teacher is new.*
*You must come and see **our** new house.*

2 The possessive pronouns are:

mine	yours	his	hers	ours	theirs

They are used on their own.

*Don't touch that! It's **mine**.* *Take it. It's **yours**.*
*Can you bring those books? They're **ours**.*

Apostrophe 's and s'

1 's is used with singular nouns.

*Lorna**'s** dog* *'Whose is this?' 'It's my brother**'s**.'*
*Harry**'s** girlfriend* *I've got a week**'s** holiday.*
*the boy**'s** father* (= one boy)

2 *s'* is used with regular plural nouns.

*my parent**s'** house*
*the boy**s'** father* (= more than one boy)

For irregular plurals we use 's.

*the children**'s** room*

Notice we use 's with two people.

We were at Alan and Carol's house last night.

3 's is used with some places.

*I bought it at the chemist**'s**.*
*I'm going to the hairdresser**'s**.*
*You can buy stamps at a newsagent**'s**.*

11.4 *all* and *every*

all

All can be used in different ways:

1 *all* + noun

***All** men are born equal.*
*I like **all** kinds of music.*
*I invited **all** the students in my class.*

2 *all* + *of* + noun

*I invited **all of** the students in my class.*
*'How much did you eat?' '**All of** it.'*
*'Who did she invite?' '**All of** us.'*

3 *all* + adjective/adverb/preposition

*I'm **all wet**.* *She lives **all alone**.*

4 pronoun + *all*

*The sweets are for everyone. Don't eat **them all**.*
*She loves **us all**.*

5 *all* + verb

*My friends **all love** you.*
*Do you **all support** Manchester United?*
*We have **all been** to university.*

every

Every is used with a singular noun.

***Every student** in the class passed the exam.*
*I've been to **every country** in Europe.*

all and *every*

1 *All* on its own is not usually used to mean everybody/everything.

***All** the people came to the party.* NOT ~~*All came …*~~
***Everybody** came to the party.*

*She lost **all** her possessions in the fire.* NOT ~~*She lost all in …*~~
*She lost **everything** in the fire.*

2 *All* on its own can mean everything, but only in relative clauses.

***All** I want for Christmas is you.* *I've told you **all** I know.*
*That's **all** I need.* *Love is **all** you need.*

11.5 *themselves* and *each other*

Reflexive pronouns

1 Reflexive pronouns are:

myself	yourself	himself	herself	itself	ourselves
yourselves	themselves				

2 We use reflexive pronouns when the subject and object are the same.

*I cut **myself** shaving.*
*Make **yourselves** at home.*
*I hope you're enjoying **yourself**.*

3 They are often used after prepositions.

*I can look **after myself**.*
*She looked **at herself** in the mirror.*
*Selfish people only think **of themselves**.*

4 We use reflexive pronouns for emphasis.

*Do you like the cake? I made it **myself**!*
*The manager **himself** interviewed me.*

each other

Each other expresses the idea of one to another.

*They looked at **each other**.*
*We send **each other** birthday cards.*

Unit 12

12.1 Reported speech and thought

1 It is usual for the verb in the reported clause to move 'one tense back' if the reporting verb is in the past tense (e.g. *said*, *told*).
Present → Past
Present Perfect → Past Perfect
Past → Past Perfect
will → *would*

'I'm going.' *He said he* ***was going***.
'She's passed her test.' *He told me she* ***had passed*** *her test.*
'My father died when I was six.' *She said her father* ***had died*** *when she was six.*
'I'll see you later.' *She* ***said she'd*** *see me later.*

The verb also moves 'one tense back' when we are reporting thoughts and feelings.

I didn't know he ***was*** *a teacher. I thought he* ***worked*** *in a bank.*
I forgot you ***were coming***. *Never mind. Come in.*
I didn't realize you ***were*** *here.*
I hoped you ***would*** *call.*

2 There is no tense change if …
… the reporting verb is in the present tense (*says*).

'The train will be late.' *He says the train* ***will be*** *late.*
'I come from Spain.' *She says she* ***comes*** *from Spain.*

… the reported speech is about something that is still true.

'I hate football.' *I told him I* ***hate*** *football.*
'Rainforests are being destroyed.' *She told him that rainforests* ***are being destroyed***.

3 Some modal verbs change.
can → *could* *will* → *would* *may* → *might*

'She can type well.' *He told me she* ***could*** *type well.*
'I'll help you.' *She said she* ***'d*** *help me.*
'I may come.' *She said she* ***might*** *come.*

Other modal verbs don't change.

'You should go to bed.' *He told me I* ***should*** *go to bed.*
'It might rain.' *She said she thought it* ***might*** *rain.*

Must stays as *must*, or changes to *had to*.

'***Must*** go!' *He said he* ***must/had to*** *go.*

12.2 Reporting verbs

1 We rarely use *say* with an indirect object.

She said she was going. *NOT* ~~*She said to me …*~~

2 *Tell* is always used with an indirect object in reported speech.

She **told**	**me** **the doctor** **us** **her husband**	the news.

3 We can use *that* after *say* and *tell*.

*He told her (****that****) he would be home late.*
*She said (****that****) sales were down from last year.*

4 Many verbs are more descriptive than *say* and *tell*, for example:

explain	promise	invite	insist	admit	complain
warn	offer	refuse			

Sometimes we report the idea, rather than the actual words.

'I'll lend you some money.' *He* ***offered*** *to lend me some money.*
'I won't help you.' *She* ***refused*** *to help me.*

5 There are different verb patterns for reporting ideas.

verb + *sb* + infinitive

He ***told me to go away***.
They ***asked me to teach*** *them English.*
I ***invited her to come***.
We ***encouraged him to apply*** *for the job.*
She ***reminded me to post*** *her letter.*

verb + infinitive

She ***promised to help***.
They ***offered to lend*** *me some money.*

verb + *that* + clause

He ***explained that*** *he would be home late.*
She ***complained that*** *she never had any free time.*
They ***admitted that*** *sales were down that year.*
I ***agreed that*** *it would be best to stop trying.*

6 We use *tell* for reported statements and reported commands, but the form is different.

Reported statements

He ***told*** *me* ***that*** *he was going.*
She ***told*** *them* ***what*** *had been happening.*

Reported commands

He ***told*** *me* ***to*** *keep still.* *The police* ***told*** *people* ***to*** *move on.*

7 We use *ask* for reported commands and reported questions, but the form is different.

Reported commands

He ***asked*** *me* ***to*** *open my suitcase.*
She ***asked*** *me* ***to*** *leave.*

Reported questions

He ***asked*** *me* ***what*** *I did for a living.*
She ***asked*** *me* ***why*** *I had come.*

8 For negative commands, use *not* before *to*.

He told me ***not to*** *tell anyone.*
The police warned people ***not to*** *go out.*

12.3 Reported questions

1 The word order in questions is different in reported speech. There is no inversion of subject and auxiliary verb and there is no *do/does/did*.

'Why have you come here?' *I asked her* ***why she had come*** *here.*
NOT ~~*I asked her why had she come.*~~
'What time is it?' *He wants to know* ***what time it is***.
NOT ~~*He wants to know what time is it?*~~
'Where do you live?' *She asked me* ***where I lived***.
NOT ~~*She asked me where did I live?*~~

2 If there is no question word (*What*, *Who*, *Why*, *Where*, …), use *if* or *whether*.

She wants to know	**if** **whether**	she should wear a dress.

3 The rules are the same when we report questions that are thoughts.

I didn't know what was happening.
I wondered where she'd bought her dress.
We couldn't understand what they were saying.

Extra material

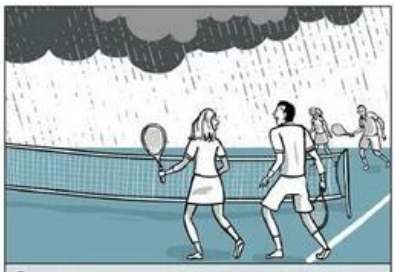
Unit 2 p21

Funny grammar

1 Look at the cartoons and explain why the wrong tenses make them funny.



1 That's Maria. She's coming from Mexico.



2 We played tennis when it started raining.



3 How many plays has Shakespeare written?



4 Jack reads *The Da Vinci Code*.



5 How long have you been here for?

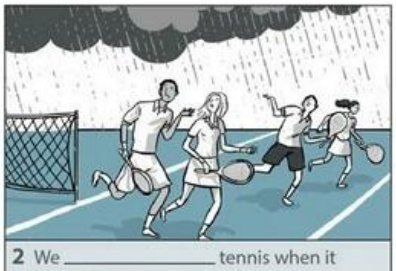


6 I've been drinking 6 cups of coffee today.

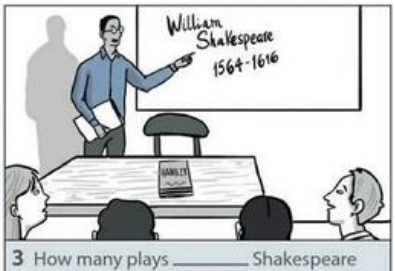
2 Write the correct tenses in the cartoons of the true situations.



1 That's Maria. She ***comes*** from Mexico.



2 We _____ tennis when it started raining.



3 How many plays _____ Shakespeare _____?



4 Jack _____ *The Da Vinci Code*.



5 How long _____ here for?



6 I _____ 6 cups of coffee today!

Unit 3 p33

Speaking and listening

Profession	Average salary
Premier League footballer	£2.3 million
Investment banker	£300,000
Doctor	£70,000
Nursery nurse	£12,000
IT Manager	£40,000
Sales assistant	£10,000
Teacher	£32,000
Police officer	£39,000
Pilot	£77,000
Farm worker	£17,000

*The average annual salary for all jobs is £27,000.

Unit 6 p67

Everyday English

492 = the number of seconds it takes for sunlight to reach the Earth. The light from one of our nearest stars, Sirius, takes 4 years to reach us.

69 = The highest number of children that have been born to one woman. She was a Russian woman who, in the 18th century, had 16 pairs of twins, seven sets of triplets, and four sets of quadruplets.

1½ = the number of hours it takes to hard boil an ostrich egg. You could also make an omelette for 15 people with one.

0.5% = the percentage of the world's water that is fresh water. The total amount of freshwater on Earth is 3%, but 2.5% of it is ice.

120,000 = the number of litres of water stored inside a baobab tree. The inside of a dead baobab tree can be used as shelter for up to 40 people.

1 in 8,000 = the chances of dying in a road accident. Nearly 1.3 million people worldwide die in road crashes every year.

48% = the percentage of 18–34-year-olds who check Facebook as soon as they wake up. Many people admit to checking it during the night.

2 = the average number of hours a day a giraffe sleeps. Giraffes don't feel safe enough to sleep for long, whereas the koala bear sleeps for 22 hours a day.

1 to 1.6m = the ratio of humans to ants. If a human could carry as much of their own body weight as an ant can, they would be able to carry a car.

1 in 11,000,000 = the chances of dying in a plane crash. 40% of people are anxious about flying, but there's a far greater risk of dying on the way to the airport.

Unit 12 p122

Indirect questions

What do you know about Angelina Jolie?



Angelina Jolie is one of Hollywood's highest-paid actresses. She is also a film director and humanitarian. She was born in Los Angeles, California on June 4, 1975. Both her parents were actors. Angelina's first role was with her father, Jon Voight, in a film called *Lookin' to Get Out* – she was just seven. She lived with her mother and brother, her father having left the family when she was a baby. She has never forgiven him for this. At age 11, she began studying acting, appearing in various small films and TV movies. She finally achieved international stardom in 2001, in the film, *Lara Croft: Tomb Raider*. She has won many awards during her career, including three Golden Globe Awards.

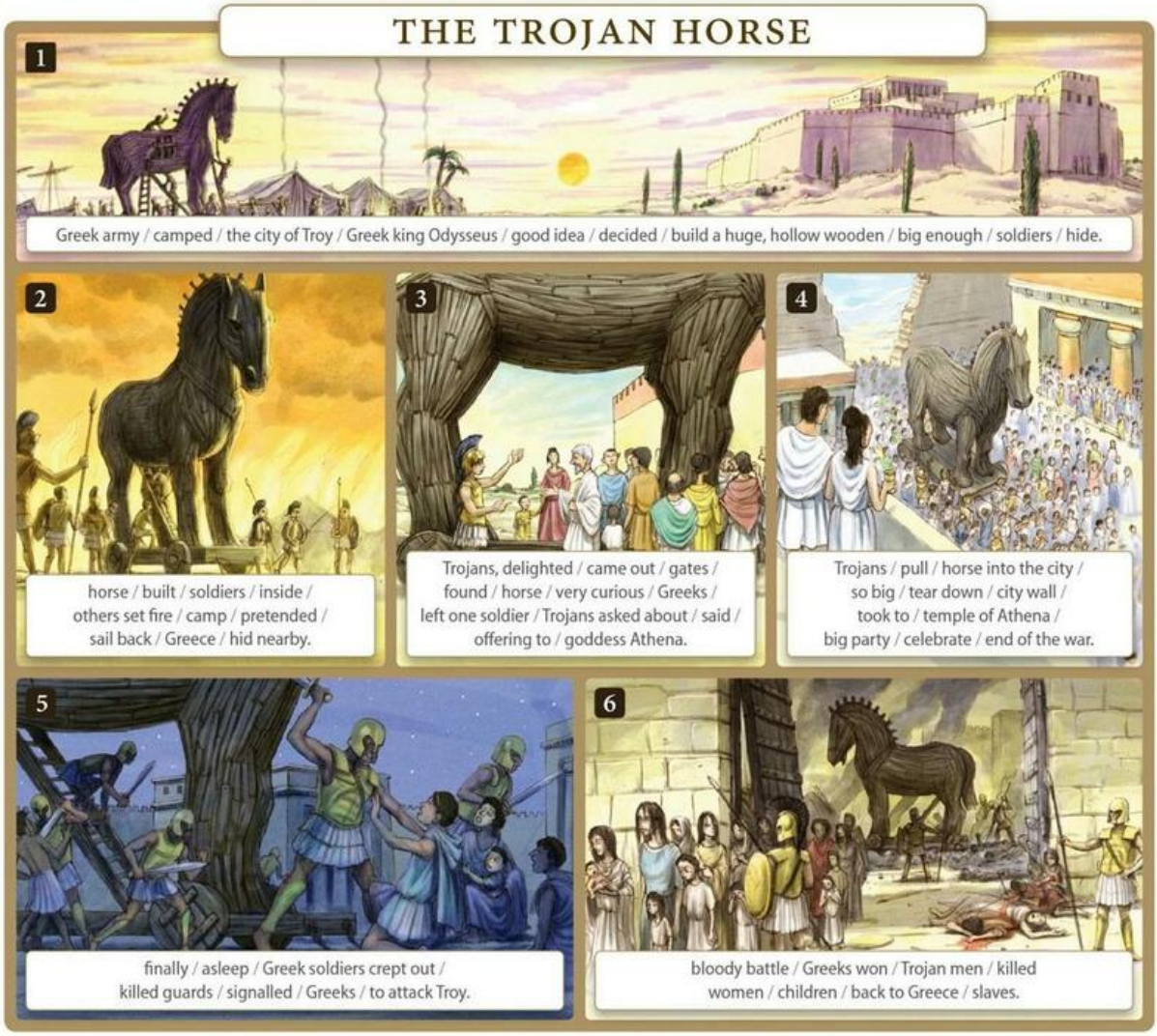
She has been married three times and divorced twice, first to Jonny Lee Miller in 1996, and then to Billy Bob Thornton in 2000, both marriages lasted about three years. In 2004, while filming *Mr and Mrs Smith*, she met Brad Pitt. They eventually married in 2014 but separated in 2016. The couple have six children; three are adopted.

While filming *Lara Croft*, she spent time in Cambodia and this experience was the start of her humanitarian work. She began visiting refugee camps round the world and was made a Goodwill Ambassador for the UN in 2001. She now spends most of her time doing this work and gives one-third of her income to charity. A survey in 2016 showed Angelina to be the most admired woman in the world.

Unit 10 p108

A story (2) The Trojan horse

1 Work with a partner. Use the prompts below the pictures to help and discuss how best to write the story. Then write the story together. Begin like this: **The Greeks and the Trojans had been at war for ten years. The exhausted Greek army were …**



2 Read some of the stories aloud to the class. Compare with the story on p159.

Unit 11 p158

Everyday English Objects

A cheese grater
B washing up sponge
C washing powder
D dustpan and brush
E rubber bands
F safety pin
G paper clips
H tape measure
I needle and thread
J light bulb
K tweezers
L tin / can opener
M nail clippers
N colander
O padlock

Unit 9 p91

The Good Samaritan

The story of
The Good Samaritan

A man was travelling along a country road in the area where he lived, when he was attacked by robbers. They stole everything he had, and left him half dead at the side of the road. A local priest was going down the same road later, and when he saw the man, he passed by on the other side of the road. The same thing happened with another man from the same community who came past. The next man who came along was a stranger from a different area, Samaria, and people from Samaria (Samaritans) were seen as enemies in this region. But this Samaritan saw the injured man and felt sorry for him. He took care of his injuries and took him to an inn for the night. The next day he paid the innkeeper, and said 'Look after this man, and when I return, I will pay any extra expenses you may have.'



So, we're told that we should 'love our neighbour,' but in this case, the traveller's neighbour was a stranger from a different community.

Unit 11 p114

Reading and speaking
Digital animation

5 Choose the correct answer for the words in **bold**.

Andy Serkis is **an** / **(–)** expert on the way **the** / **(–)** monkeys move – he was in **the** / **(–)** remake of **a**/**the** film *King Kong*, and starred in *Rise of the Planet of the Apes*. Andy suggested Coldplay try moving like **the** / **(–)** monkeys. **A** / **The** band started to really enjoy **himself** / **themselves**, and **an** / **the** story for a/the video grew out of that. It was **a** / **the** long session – we were there until midnight – but it was **a** / **(–)** great fun!

Unit 11 p117

Everyday English Objects

6 Work with a partner. Take turns to describe some of the other objects. Point to what your partner describes and say the name of it. The names are all in the list on p157.

'They're made of rubber. They're thin circles of rubber. You use them to …'
'Ah, you mean rubber bands!'



Unit 10 p108

A story (2) The Trojan horse

2 Compare your stories with the story below.

THE TROJAN HORSE

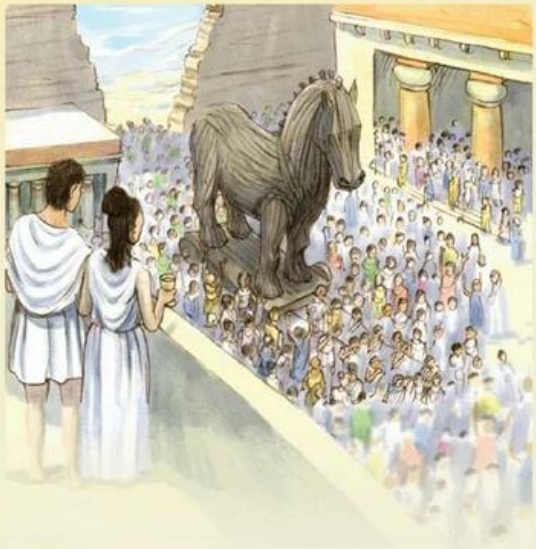
The Greeks and the Trojans had been at war for ten years.

The exhausted Greek army was camped outside the city of Troy, when the Greek king Odysseus suddenly had a good idea. He knew that horses were sacred animals to the Trojans, so he decided to build a huge, hollow wooden horse on wheels. A horse big enough for some of his soldiers to hide inside.

The horse was duly built and some of the soldiers climbed inside. The others set fire to the camp and pretended they were going to sail back home to Greece, defeated. In fact they hid nearby.

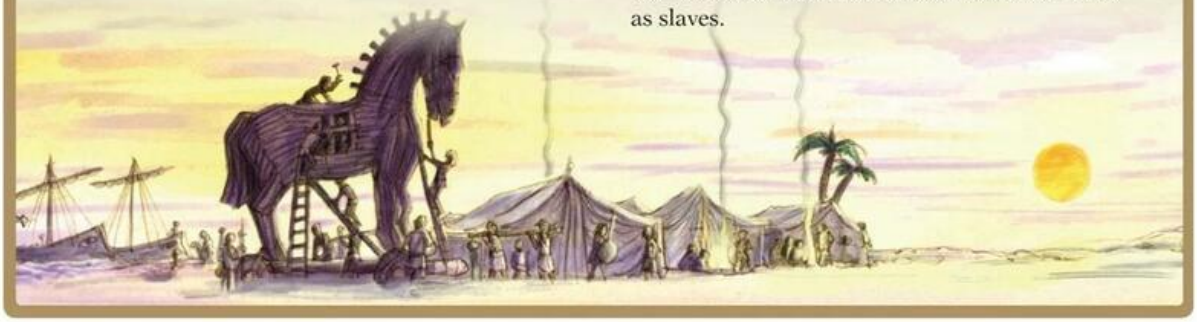
The Trojans, delighted that the Greeks had left, immediately came out of the city gates and found the horse. They were very curious indeed. As part of the plan, the Greeks had left behind one soldier hiding near the horse. The Trojans soon found him and asked him about the horse. He said it was an offering to the goddess Athena.

The Trojans tried to pull the huge horse into the city. However, it was so big that they had to tear down part of the city wall to get it in. They took it to the temple of Athena, and had a big party to celebrate victory over the Greeks and the end of the war.



Finally, everyone was exhausted from all the festivities and they fell asleep. Now the Greek soldiers crept out of the horse. They killed all the guards on the walls and then signalled to the Greeks on the other side to attack Troy.

There was a bloody battle and the Greeks won easily. All the Trojan men were killed, and the women and children were taken back to Greece as slaves.



Unit 11 p117

Everyday English Objects

A oven gloves
B phone charger
C shaving gel
D nail varnish/polish
E nail file
F fly swat/swatter
G cork screw
H dental floss
I chopsticks
J screwdriver

Irregular verbs

Base form	Past Simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
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
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/ dreamt	dreamed/ dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
hang	hanged/ hung	hanged/hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
learn	learned/ learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read /riːd/	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spoil	spoiled/ spoilt	spoiled/spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

Phonetic symbols

Consonants			
1	/p/	as in	**pen** /pen/
2	/b/	as in	**big** /bɪg/
3	/t/	as in	**tea** /tiː/
4	/d/	as in	**do** /duː/
5	/k/	as in	**cat** /kæt/
6	/g/	as in	**go** /gəʊ/
7	/f/	as in	**four** /fɔː/
8	/v/	as in	**very** /'veri/
9	/s/	as in	**son** /sʌn/
10	/z/	as in	**zoo** /zuː/
11	/l/	as in	**live** /lɪv/
12	/m/	as in	**my** /maɪ/
13	/n/	as in	**near** /nɪə/
14	/h /	as in	**happy** /'hæpi/
15	/r/	as in	**red** /red/
16	/j/	as in	**yes** /jes/
17	/w/	as in	**want** /wɒnt/
18	/θ/	as in	**thanks** /θæŋks/
19	/ð/	as in	**the** /ðə/
20	/ʃ/	as in	**she** /ʃiː/
21	/ʒ/	as in	**television** /'telɪvɪʒn/
22	/tʃ/	as in	**child** /tʃaɪld/
23	/dʒ/	as in	**German** /'dʒɜːmən/
24	/ŋ/	as in	**English** /'ɪŋglɪʃ/
Vowels			
25	/iː/	as in	**see** /siː/
26	/ɪ/	as in	**his** /hɪz/
27	/i/	as in	**twenty** /'twenti/
28	/e/	as in	**ten** /ten/
29	/æ/	as in	**stamp** /stæmp/
30	/ɑː/	as in	**father** /'fɑːðə/
31	/ɒ/	as in	**hot** /hɒt/
32	/ɔː/	as in	**morning** /'mɔːnɪŋ/
33	/ʊ/	as in	**football** /'fʊtbɔːl/
34	/uː/	as in	**you** /juː/
35	/ʌ/	as in	**sun** /sʌn/
36	/ɜː/	as in	**learn** /lɜːn/
37	/ə/	as in	**letter** /'letə/
Diphthongs (two vowels together)			
38	/eɪ/	as in	**name** /neɪm/
39	/əʊ/	as in	**no** /nəʊ/
40	/aɪ/	as in	**my** /maɪ/
41	/aʊ/	as in	**how** /haʊ/
42	/ɔɪ/	as in	**boy** /bɔɪ/
43	/ɪə/	as in	**hear** /hɪə/
44	/eə/	as in	**where** /weə/
45	/ʊə/	as in	**tour** /tʊə/

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