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Intermediate Workbook

OXFORD

Paul Hancock

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V Describing appearance

1 Choose the correct words.

- Doctors say that 20% of fifteen-year-olds in the UK are **trim** / **overweight** and should eat less.
- Amv likes American boys and thinks they're the most **handsome** / **unattractive** in the world.
- You're looking very **plump** / **trim** and healthy these days! Have you been going to the gym a lot?
- Some people think eyebrow piercings are attractive, but I think they're really **stunning** / **ugly**!
- Everyone looked round when Maria came in wearing that dress. She looked **beautiful** / **handsome**!
- I like it when people are a bit **plump** / **slender** – I'm tired of this idea that we all have to be thin!
- You don't need to wear expensive clothes to look **elegant** / **ugly** and stylish.

V insight Compound adjectives: appearance

2 Complete the compound adjectives, each with a different ending. Then use them to complete the sentences.

■ blue- ■ pale- ■ blonde- ■ middle-
■ short- ■ sun- ■ broad-

- Jack spent most of his summer holiday lying on the beach – look how _____ he is!
- Anna hasn't got brown eyes and black hair – she's _____ and _____.
- If both parents are _____, there is a 60% chance that their children will also need glasses.
- It's difficult to decide what _____ is now. People work later and live longer these days.
- The _____ look is becoming more popular, because of the dangers of sunbathing.
- Tom's new jacket is a bit small, but he thinks it makes him look very _____!

V Describing hair

3 Complete the text with the words below.

■ dreadlocks ■ shaved head ■ a ponytail ■ a bun ■ plaits
■ curly hair ■ a bob ■ spiky hair

'As a hairdresser, I know that different hairstyles go with different personalities. It's easy to see with men. Some short hairstyles definitely give a tough military look, and obviously ¹ _____ show the opposite and suit a peace-loving reggae fan. A punk with ² _____ is showing how rebellious he is. Having no hair was once a way to shock people, too, but a ³ _____ is now seen as stylish, suggesting a strong character. With women, the biggest difference is between straight hair, which often gives a more serious look,

and its opposite, ⁴ _____, which people always think means you're a lively and happy character. ⁵ _____ was once an old-fashioned, old lady-type hairstyle but it can look great on a young girl. ⁶ _____ are traditionally connected with country girls and can give the idea of a tidy and organized person. ⁷ _____ is a lively-looking, girlish hairstyle, often practical for sporty types with long hair. Women sometimes have very short hair these days and it makes a woman look very sure of herself. It can look a bit scary to some people though, so ⁸ _____ is a better way for a woman to look elegant as well as strong – it's very popular with businesswomen.'

4 Choose the correct answers.

- Many women like _____-shouldered, tall men.
a plump b broad c big
- My brother hates the images of thin models in magazines and says that _____ women are much more attractive.
a elegant b plump c fair
- Western women sometimes eat less because they think that being _____ is the same as being beautiful.
a overweight b handsome c slim
- For centuries, a sun-_____ face indicated that someone worked all day in the fields.
a skinned b cropped c tanned
- These days, clear skin and _____ eyes are important signs of healthiness.
a bright b fair c broad
- Hannah and her best friend have completely different ideas about what they find _____ in a man.
a beautiful b pale c attractive
- You have to run around so much in your new job, you don't need to worry about getting _____.
a fat b trim c sun-tanned
- Most _____-skinned people need to be careful about how much time they spend in the sun.
a far b pale c medium

5 CHALLENGE! Use the adjectives for appearance and hairstyles to describe one of the people in the photographs below.



Present simple and present continuous

1 Which tense will come next in these sentences? Write PS (present simple) or PC (present continuous).

- 1 A gorilla never ...
- 2 At the moment, the weather ...
- 3 Nearly half of UK teens said they hardly ever ...
- 4 In your country this month, ...
- 5 With the economic problems of today, the average person ...
- 6 On Saturday nights, in the US, drivers ...
- 7 Old people often ...
- 8 You can use the computer room now – no one ...

2 Match sentence endings a–h with 1–8 in exercise 1.

- a don't remember recent events, but have a fantastic memory of things long ago.
- b are most students studying for their final exams?
- c spends more than one night in the same place.
- d is using it at the moment.
- e isn't finding it easy to save money.
- f under twenty-four cause nearly 50% of road accidents.
- g around the world is becoming more and more extreme.
- h talk to their fathers about important things.

3 Complete the phone dialogue between a vet and an animal owner. Use the present simple or present continuous form of the verbs in brackets.

Hello, Jill. How's the new foal? Is she better? ¹ (walk) OK now?

Yes, I ² (watch) her now through the window. I think she ³ (be) all right. She ⁴ (run) around the field!

Oh good. And what about the other foals? ⁵ (make) friends with her?

Well, they ⁶ (try) to, but she ⁷ (bite) them a lot, so they ⁸ (not like) her much at the moment.

4 Complete the text. Use the present simple or present continuous form of the verbs below.

- want ■ drink ■ not sleep ■ not look ■ know ■ open
■ watch ■ feed ■ live ■ not live ■ close ■ come ■ think
■ seem ■ work ■ keep



My name's Rob and I ¹ at the zoo in Sydney. The zoo ² from 9.30–5.00 every day, but today we ³ at 4.00 because it's New Year's Eve!

It's 8.00, and I ⁴ the rhinos because they always ⁵ their breakfast first! Rhinos are short-sighted but these rhinos ⁶ at me in a very friendly way today, so I ⁷ a safe distance from them! The giraffes ⁸ me from the next field – they hope that their breakfast is next, and it is. 'It's OK, I ⁹ now!' Giraffes ¹⁰ to like being in zoos – a giraffe in the wild ¹¹ for longer than fifteen years, but ours usually ¹² for around twenty-five years. The giraffes are always ready for breakfast because they ¹³ much, only thirty minutes a day. Not like the koalas! ¹⁴ you how much they sleep? Twenty hours a day! And how much ¹⁵ you they drink? Well, koala means 'no water'. They never ¹⁶ because they get all their water from the leaves they eat.

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets. Use your own ideas to complete the statements.

- 1 We always (learn) a lot in our classes.
- 2 How (you / travel) to school this week?
- 3 I usually (believe) what my tells me.
- 4 I often (watch) on TV.
- 5 Right now, I (do) my homework in the
- 6 I regularly (save up) money for
- 7 I (eat) a lot of these days.

6 CHALLENGE! Write sentences about yourself using each of the verbs below. Use the present simple and the present continuous.

- write ■ study ■ wear ■ feel

Listening, speaking and vocabulary First impressions

V insight Words often confused: personality adjectives

1 Read the sentences. Tick the sentences that are correct. Replace three incorrect adjectives.

- 1 I like the way your mum knows when to give advice and when to say nothing – she's very **sensitive**. ☐
- 2 I don't think Karl is afraid of giving interviews, he's just very **stubborn** about his success. ☐
- 3 David could do a lot better at school if he worked harder – he's very **easy-going**. ☐
- 4 It's good to have strong opinions, but if you *never* change your mind, that's just being **determined**. ☐
- 5 Stop telling me how to live my life! You're very **arrogant** if you think you have all the answers! ☐

2 Complete the sentences with the words below.

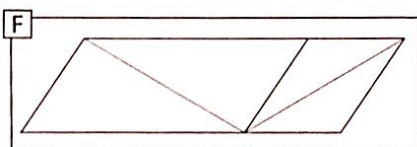
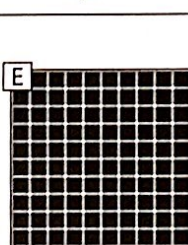
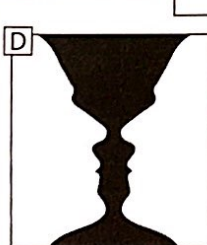
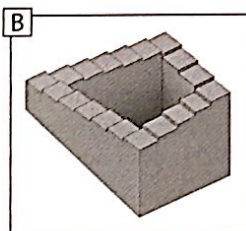
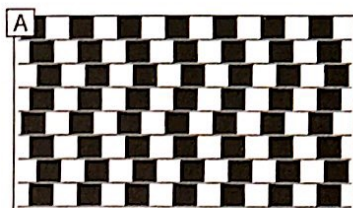
■ easy-going ■ determined ■ assertive ■ emotional ■ shy

- 1 He cries a lot. He's very
- 2 Jen will say no when someone asks her to do things she doesn't want to do. She's
- 3 My dad is and doesn't like to be the centre of attention.
- 4 My brother is very and isn't difficult to please.
- 5 A person, like Amy, will never stop trying, even when something seems impossible.

Speculating

3 2.29 Listen to the dialogue and look at the pictures. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Sarah uses something to test some of the illusions. ☐
- 2 Ethan hasn't seen the 'Penrose Stairs' illusion before. ☐
- 3 Ethan can see the old lady and the young woman at the same time. ☐
- 4 Sarah finds it difficult to look at the illusion with dots. ☐



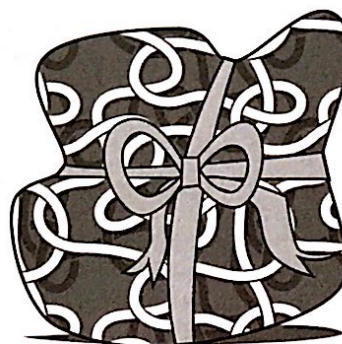
4 2.29 Listen again and complete the phrases.

- 1 They straight.
- 2 They they're going up and down.
- 3 You know it an illusion, but ...
- 4 It just an old lady.
- 5 It a young woman.
- 6 It a black picture on a white background, or ...
- 7 ... it a white picture on a black background.
- 8 It only a black glass to me ...
- 9 The dots between the squares white at first, ...
- 10 ... it quite a bit longer.

5 Choose the words to complete the dialogue.

- Mark Hey look, I've found this old photo of our great-grandparents and their family!
- Vicky Wow, that ¹can't / looks / must be about fifty years old!
- Mark Look, that's our great-grandfather, Edward. He ²looks like / looks / could really nice and friendly.
- Vicky But who's that woman? It ³can't / might / may be our great-grandmother, she ⁴might / looks like / looks too young.
- Mark No, that ⁵might / looks as if / can be her. I think she was very young when they got married.
- Vicky And do you think that ⁶seems / looks / could be our grandfather?
- Mark Yes, I've seen photos of him as a child, and that ⁷must / looks like / might him.
- Vicky They ⁸look as if / might / seem they're on holiday in France. What are they eating?
- Mark It ⁹can / looks as if / could be some kind of cake.

6 Imagine you and a friend have found this mysterious present on top of your parents' wardrobe. Write a dialogue and suggest what the object might be. Use lots of ways of speculating.



Vocabulary and grammar British fashion

V Clothes and fashion

1 Complete the sentences with adjectives to describe fashion.

- 1 New technology could bring some very i..... ideas for future fashion, including clothes that change colour!
- 2 This jacket looks new, but I bought it from a s..... shop in Camden Market.
- 3 I love v..... clothes, especially Victorian dresses. The quality of clothes in those days was incredibly high.
- 4 I sometimes buy expensive d..... clothes, but I hate it when the name is printed on them, like an advertisement.
- 5 Punk was such an o..... fashion movement. I think a lot of fashion since then has just copied it.
- 6 I like it when people manage to look very s..... without spending a lot of money on their clothes.

V Clothes

2 Match items of clothing a-f to descriptions of why people might wear them 1-6.

- 1 This will keep you warm, but is easy to take off, with buttons down the front.
- 2 Great for boys to wear on the beach.
- 3 You can wear these in the gym or around the house when you're relaxing.
- 4 On a cold day, this will even keep your ears warm!
- 5 Perfect for a camping or walking holiday, and all those pockets are useful, too.
- 6 This jacket can be really light and easy to wear, but incredibly warm.

- a combat trousers
- b fleece
- c cardigan
- d Bermudas
- e tracksuit bottoms
- f hoody

3 Label the photos with the correct item of clothing.



Verb patterns

4 Choose the correct verbs to complete the sentences. Remember to use the correct verb patterns.

■ dress ■ ban ■ wear (x2) ■ pay ■ steal ■ see

- 1 I can't imagine high-heeled shoes. They must be difficult to walk in.
- 2 In cold weather, I need my hoody more, now that I've got a shaved head!
- 3 A sixteen-year-old girl admitted two mini skirts from a London store.
- 4 You can avoid the highest prices for clothes if you shop in markets.
- 5 Many people were angry when a UK shopping centre decided people wearing hoodies.
- 6 We expected men wearing kilts in Scotland, but we were disappointed.
- 7 I love in really bright colours, especially when the weather is grey!

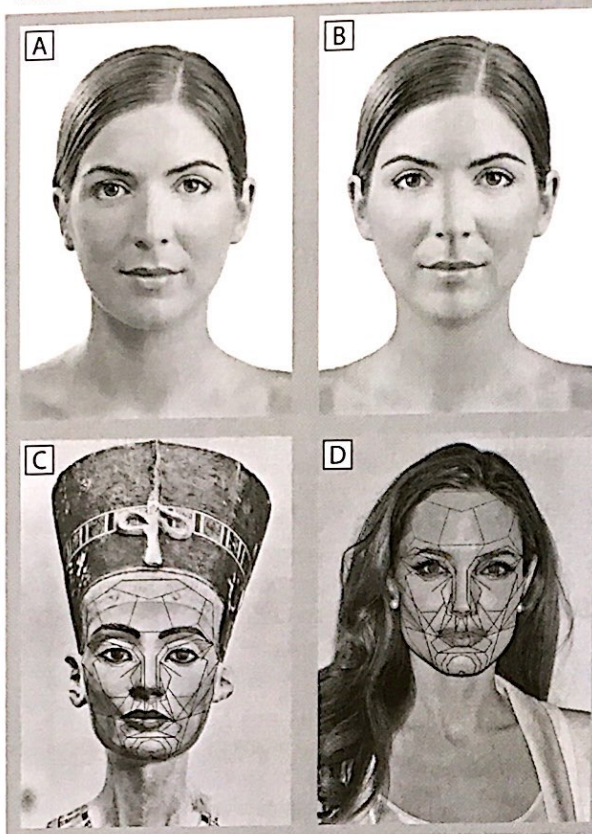
5 Match 1-8 to a-h.

- 1 I stopped drinking coffee.
 - 2 I forgot to meet Alice.
 - 3 I tried running twice a week, but I didn't enjoy it.
 - 4 I regret telling you that the party was cancelled – it was a stupid lie.
 - 5 I stopped to drink a coffee.
 - 6 I tried to run fast but I didn't have enough energy.
 - 7 I regret to tell you that the party has been cancelled.
 - 8 I won't forget meeting Alice!
- a I stopped working and had a break.
 - b I met Alice and it was an amazing experience.
 - c I wasn't able to run fast.
 - d I'm sorry about something I told you in the past.
 - e I didn't meet Alice.
 - f I ran a few times, but it wasn't fun.
 - g I don't drink coffee any more.
 - h I'm sorry about something I'm telling you now.

6 CHALLENGE! Complete the comments from an online fashion forum so that they are true for you. Use the verb wear.

- 1 I might tomorrow.
- 2 I need when I
- 3 I prefer in summer.
- 4 I avoid because
- 5 I've tried but I don't look good in them.
- 6 I can't because I look
- 7 I love because

- 1 Look at photos A-D and answer the questions. Then read the article and check your ideas.



- 1 What's the difference between the two photos of the girl in A and B?
- 2 Who are the women in C and D?
- 3 What do you think the lines on the images show?

- 2 Study the highlighted words in the article. Then match them to definitions 1-9.

- 1 has two sides that are not the same in size or shape
- 2 changed something to do what you want
- 3 many
- 4 not relaxed or comfortable
- 5 added more detail and information to an idea or story
- 6 has two sides that are the same in shape and size
- 7 giving you pleasure or satisfaction
- 8 the best possible
- 9 units of information inside a cell of a living thing which controls what it will be like

- 3 Choose the correct answers.

- 1 What suggests that there are rules for which faces we find beautiful?
 - a We each prefer some faces to others.
 - b A majority of people find the same faces beautiful.
 - c We have strong feelings about beauty.
 - d We all disagree about who is attractive.

The maths of beauty

It's often said that 'beauty is in the eye of the beholder,' and our ideas of attractiveness certainly depend on personal preferences. Nevertheless, there are faces which most people agree are very beautiful or handsome. Is this something that we just feel about a certain face, or does it mean that there are 'rules' for what makes someone look beautiful?

It was long thought that symmetry was the key to explaining beauty. If the two halves of a face are symmetrical, we find it pleasing. There is also a deeper reason why symmetry is desirable to someone looking for a partner of the opposite sex, especially when a girl is looking for a boy. A symmetrical face and body suggests that someone's genes must be in very good condition, and that their children will be strong and healthy.

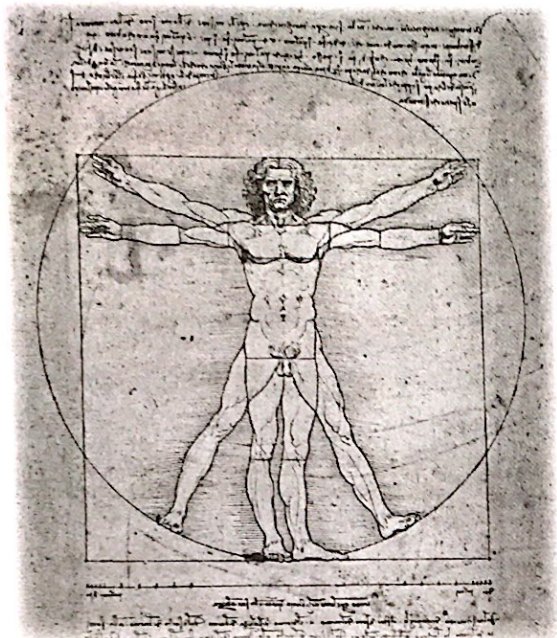
Increasing amounts of symmetry enhance the attractiveness of a face, but recent experiments have revealed that there is a limit to this. When one side of a person's face is used in a mirror image in a photograph to make a perfectly symmetrical face, the result can make us feel uneasy (photo B). It seems too unnatural, and we even begin to find it unattractive.

For a better explanation of what makes a face appear ideal, we need to enter the world of mathematics. The Greek mathematician Euclid developed his theory of the 'golden ratio' in 300 BC. He saw that if you measure different parts of many of the things we find beautiful in nature – flowers and sea shells for example – and divide the measurements by each other, you keep finding the same ratio. This golden ratio is 1.62.* It was used when the Greeks designed the Parthenon in Athens, which is considered to be one of the most perfect buildings ever built.

Leonardo da Vinci used the golden ratio in the lengths of each part of the body of his perfect man, and when he painted the *Mona Lisa*. The ratio is easily found when measuring the different parts of a beautiful face. If the height of a face divided by its width comes to 1.62, it will be seen as perfectly shaped. If the distance from the



- 50 top of the head to the pupils of the eyes, divided by the distance from the pupils to the lips is 1.62, that is also perfect. The ideal width of the central teeth compared to the next teeth? 1.62. There are numerous opportunities for the golden ratio to
- 55 appear in a face. Dr Stephen Marquardt, a surgeon, developed a 'mask' that can be put on top of a photo of a face to show how close it comes to 'perfect beauty.'



- The power of the golden ratio is so great that it appears to work across cultures and across time. Queen Nefertiti of ancient Egypt (photo C) was clearly just as successful an example of the golden ratio as Angelina Jolie is today (photo D). And although different cultures show strong preferences for particular eye and hair colours in their ideals of beauty, the impact of the golden ratio is the same for both men and women. Magazines know all about this of course, and photographs of beautiful models are usually manipulated to appear even more beautiful by moving the nose, or an eye, a millimetre across, up or down. And there are apps which allow you to upload a photograph and get a score for how closely a face matches the golden ratio. Don't be too disappointed if your score seems low, though. No one is perfect, and of course, there are people with asymmetrical faces and less than golden ratios who many people find incredibly attractive!

*The full number, called *phi*, is similar to the better known number *pi* – neither can be fully calculated. *Phi* is actually 1.6180339887... never-ending.

- 2 Why aren't we comfortable with a face that is perfectly symmetrical?
- It suggests that someone's genes aren't perfect.
 - It doesn't look good in a mirror.
 - It doesn't look like the face of a real person.
 - It always looks unattractive.
- 3 How can we find the golden ratio?
- By developing theories about it.
 - By reading the works of Euclid.
 - By visiting Athens in Greece.
 - By dividing one measurement of something beautiful by another.
- 4 A preference for the golden ratio is found in
- women more than men.
 - all cultures and historical periods.
 - modern times especially.
 - western cultures more than eastern ones.
- 5 How could you find out if your face is ideal?
- By using your mobile phone or computer.
 - By visiting a surgeon.
 - By looking at a photograph of yourself.
 - By matching your face with other ideal ones.

4 Write the noun forms of the adjectives. Check your answers in the article.

- high
- wide
- long
- symmetrical
- attractive
- powerful

5 Complete the sentences with the correct form of the words in exercise 4.

- At the point where it enters the sea, the Amazon river is 325 km
- The of the River Nile is 6,650 km.
- The columns of the Parthenon are over 10 m from top to bottom. Their at the top (1.49 m), is less than at the bottom (1.92 m), so that they will look more pleasing.
- Zebras are not The stripes on one side are different from those on the other.
- The US President is the most man in the world.
- I don't understand the of a suntan – I much prefer pale-skinned people.

6 CHALLENGE! Describe some of the things around you which you find beautiful or pleasing. Use *look*, *looks like*, *appear*, *seem*, *look as if* and some of the adjectives you have just learned.

Writing An informal email

- 1 Read the email and correct the mistakes. Write your corrections in the correct category. There are two items in each category.

Photo from Karin!

Hi Joanna!

I took this photo of my family yesterday, so I send it to you now. Say me if you like it. I'm very sun-taned! Thats my grandparents' house, and you can see that it's big old and very beautyful. My brother and I go often there. I really like their garden, and we're often playing volleyball in it. My brother plays really good. You are studying hard right now? I want to write to you more often. Please reply soon.

Love,
Karin

Punctuation: _____
 Spelling: _____
 Grammar: _____
 Word order: _____
 Vocabulary: _____

- 2 Read the advert on a school sports website. Then read Marc's email and label the photograph.

Sports teams looking for partners!

If you want to contact sports teams in other countries, send us some information and an email address. Or just write to one of the people already in our sports team partnership project.

Sports team partnership

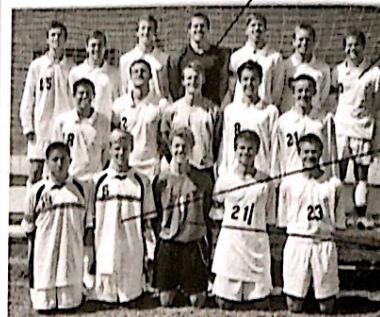
Hi Jerome,

My name's Marc and I'm fifteen. I _____¹ to you as part of the sports team partnership project. I play football for my school team. There are seventeen people in our football club, and we try to practise at least twice a week after school. Twice a month, on Saturday, fifteen of us _____² against teams from other schools.

I _____³ you a photo of my team. I'm in the top right corner of the photo, the one with straight dark brown hair. I'm not really tall, I _____⁴ on a bench! My best friend, Alex, is the one with very _____⁵ hair in the middle of the front row – yes, he's our goalkeeper! He's very funny and easy-going. My other good friends are Josef – he's the blonde-haired one to the left of Alex, and David. David's the big guy with short dark hair in the middle of the back row, wearing a dark shirt. He looks older and more confident than the rest of us, but he's actually quite shy.

Write and tell me something about you and your team and send me a photo. I hope to _____⁶ from you soon.

Bye for now,
Marc



- 3 Complete Marc's email.

WRITING GUIDE

- **Task** Write an informal email in reply to the online forum post.

Do you and your friends want to get in touch with other fans of your favourite bands? Post a photo of you and your friends below!

- **Ideas** Think about the following.

- Bands which you and your friends like.
- Your favourite songs.
- Concerts you've been to.
- How the bands influence the clothes and the hairstyles of you and your friends.

- **Plan** Decide which ideas you are going to use and make notes for each paragraph.

Paragraph 1: Introduction. Write about which band you and your friends are fans of, and why you like them.

Paragraph 2: Describe a photo of you and your friends and say where you are in the photo. Describe clothes and hairstyles and their connection with different bands.

Paragraph 3: Ask for more photos and information.

Paragraph 4: Ask for another email and sign off.

- **Write** Write your email.

- **Check** Check the following points.

- Have you used the correct email format and register?
- Have you included all the information asked for in the task?
- Have you checked grammar, vocabulary, punctuation and spelling?

Progress check Unit 1

Read 1–13 and evaluate your learning in Unit 1. Give yourself a mark from 1 to 3.

How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A The art of beauty	Mark (1–3)	How can I improve?
1 Give three reasons why people might want to change their appearance.		
I can understand a text about ideal beauty in different cultures.		
2 Name three ways of guessing the meaning of unknown words.		
I can guess the meaning of unknown words.		
3 Name five adjectives or compound adjectives to describe appearance.		
I can use (compound) adjectives to describe appearance.		

B Appearance and survival	Mark (1–3)	How can I improve?
4 What is the difference between these sentences? a Tigers often swim in the lake near my house. b Tigers are swimming in the lake near my house.		
I can use the present simple and the present continuous.		
5 Which of the time expressions below do we normally use with a the present simple? b the present continuous? ■ right now ■ always ■ every day ■ at the moment ■ sometimes ■ this week		
I can use time expressions with the present simple and present continuous.		

C First impressions	Mark (1–3)	How can I improve?
6 What is the difference between an <i>arrogant</i> person and an <i>assertive</i> person?		
I know the difference between personality adjectives that are easily confused.		
7 Name three things that often provide a positive first impression.		
I can understand an interview about first impressions.		
8 Apart from <i>might be</i> , what other verbs can you use to speculate about the way someone looks?		
I can speculate about things I can see.		

D British fashion	Mark (1–3)	How can I improve?
9 Name four different fashion movements influenced by music.		
I can understand a text about the links between fashion and music.		
10 What adjectives would you use to describe a styles of clothes b clothes shops?		
I can talk about the fashion industry.		
11 Which of these verbs are followed by an infinitive and which are followed by <i>-ing</i> ? ■ consider ■ shall ■ choose ■ decide		
I can use verb patterns correctly.		

E An informal email	Mark (1–3)	How can I improve?
12 Name four phrases to identify someone in a group photo.		
I can describe the position of people or objects in a photo.		
13 Mark three mistakes in this sentence using correction marks. I am doing volleyball with my friends every Saturday.		
I can use correction marks to check my own work.		

2 Travellers' tales

Vocabulary The power of tourism

V Insight Compound nouns: travel

1 Complete the sentences with the words below.

■ guide ■ transport ■ trap ■ resort ■ park ■ package
■ destination

- 1 France is the world's number one travel
- 2 The whole of Yellowstone National in the US is actually a giant supervolcano.
- 3 San Francisco's cable cars are part of the city's public system.
- 4 holidays are less popular now that people can book flights and accommodation online.
- 5 A tour 's salary often isn't very high, but it's obviously a great job for those who love travel.
- 6 People don't think of Barcelona as a beach, but there are seven beaches on its coastline.
- 7 It's a good idea to visit some of the other pyramids in Egypt, as Giza is a bit of a tourist

V Travel

2 Match verbs 1-7 to nouns a-g.

- | | |
|----------------|--------------------|
| 1 take part in | a the sun |
| 2 escape | b the sights |
| 3 take | c the beaten track |
| 4 soak up | d people |
| 5 get off | e time out |
| 6 see | f the crowds |
| 7 get to know | g guided tours |

3 Complete the adverts with the phrases in exercise 2.

- A! Our guide shows you great places to eat which only the locals know about.
- B of the city with one of our downloadable audio tours!
- C Tired of cold, grey winter? on one of our package holidays to the Canary Islands!
- D Too much work? Why not and spend a day in one of our luxury health spas?
- E one of our with expert local guides.
- F Come to the beach barbecue at 8.00 tonight and staying in different hotels.
- G Hire one of our 4x4 jeeps, and Discover hidden parts of the island!

V Types of holiday

4 Match types of holiday 1-8 to descriptions a-h.

- 1 a self-catering holiday
- 2 a working holiday
- 3 a house swap
- 4 a backpacking holiday
- 5 a city break
- 6 a coach tour
- 7 a honeymoon
- 8 an adventure holiday

- a When you see the most famous sights of a place in a couple of days.
- b When you do jobs, often to help local people.
- c When a couple celebrate having just got married.
- d When you do all the cooking for yourself.
- e When you go to many different places by bus.
- f When people live in each others' homes.
- g When you explore new places and do unusual and exciting things, such as a safari.
- h When you travel to many places, carrying all your things on your back.

5 Complete the TV review with the words below.

■ self-catering ■ tour guide ■ coach tour
■ get off the beaten track ■ got to know ■ National Park
■ escape the crowds ■ beach resort ■ soak up the sun
■ adventure holiday ■ package holiday

Last night's TV

In last night's *Holiday Show*, Mariella took the money-saving option of a ¹ to Kalamaki, on the Greek island of Zakynthos. Mariella stayed in ² accommodation and showed us that cooking Greek style is quick and fun. And as Kalamaki is a ³, she had plenty of opportunities to ⁴ between lunch and dinner! The main beach was pretty full, but she only needed a short walk to ⁵

Sean Turner had most of the excitement. His ⁶ took him to the Galapagos Islands, which are now an Ecuadorian ⁷, Most of the islands look truly wild, and it's easy to ⁸, though you can only go to some places in organized groups, with a ⁹

Danny saw most of France on a week's ¹⁰, He found there was too much time spent on the road, but said he certainly ¹¹ his fellow holidaymakers really well!

6 CHALLENGE! Make a list of the holidays you've been on. Say what kind of holidays they were, what you did on them and what you enjoyed most.

Narrative tenses

- 1 Match the sentence halves. Then write them as one sentence using one past continuous phrase, one past simple phrase and *when*.



- 1 the sun / not shine
 - 2 you / drop / your wallet in the sand
 - 3 the coach / reverse / into the entrance
 - 4 we / have / dinner in the hotel restaurant
 - 5 you / swim / by the side of the boat
 - 6 the sun / set / over the mountains
- a the fire alarm / go off.
 - b it / hit / a car in the hotel car park.
 - c we / arrive / at the ski resort.
 - d you / see / the dolphins?
 - e I / wake up.
 - f you / walk / along the beach?

1 The sun wasn't shining when I woke up.

- 2
- 3
- 4
- 5
- 6

- 2 Choose the option that means the same as the first sentences.

- 1 Rick was eating when I got to the restaurant.
 - a Rick started eating when I got to the restaurant.
 - b I got to the restaurant and then Rick started eating.
 - c Rick had started eating when I got to the restaurant.
- 2 We visited the art gallery and had tea in a hotel.
 - a We had tea and then went to the art gallery.
 - b We went to the art gallery and then to a hotel.
 - c We were visiting the art gallery when we had tea.
- 3 I'd learned a lot of Thai when I left Bangkok.
 - a I learned Thai when I was in Bangkok.
 - b I learned a lot of Thai after I left Bangkok.
 - c When I left Bangkok I was learning Thai.
- 4 I heard a loud noise when the plane was taking off.
 - a I heard a noise before the plane took off.
 - b The plane started taking off and I heard a noise.
 - c After the plane had taken off, I heard a noise.

- 5 We'd crossed the river when we saw the elephants.
 - a We crossed the river and then we saw the elephants.
 - b We saw the elephants when we were crossing the river.
 - c We saw the elephants before we crossed the river.
- 6 We were walking to the station because our taxi hadn't come when we saw Bob crossing the road.
 - a We walked to the station, then the taxi didn't come, then we saw Bob.
 - b The taxi didn't come, then we saw Bob, then we got to the station.
 - c The taxi didn't come, then we arrived at the station, then we saw Bob.

- 3 Complete the sentences. Use the correct past perfect or past simple form of the verbs in brackets.

- 1 When we (pack) our bags, we (call) a taxi to take us to the airport.
- 2 When the ticket inspector came, I (realize) I (lose) my ticket.
- 3 Unfortunately, the fireworks (finished) by the time we (arrive).
- 4 Everyone (start) eating the birthday cake before we (get) to the café.
- 5 I (not be able to) go to Maria's party because I (promise) to go to Marc's!
- 6 When the rain (stop), we (go) out to explore the city.

- 4 Complete the text using the correct form of the verbs in brackets.

I ¹ (travel) up to Scotland by train once, when the train suddenly ² (start) to slow down. We ³ (not come) to a station, so I wondered why we ⁴ (go) so slowly. The train driver ⁵ (say) the engine at the back of the train ⁶ (break down), so we ⁷ (travel) with the front engine only. I ⁸ (be) annoyed because we ⁹ (leave) London on time, and I really ¹⁰ (not want) to be late for my meeting in Scotland. A few minutes later, the train ¹¹ (come) to a stop in the middle of the countryside. The train driver ¹² (tell) us that he had some bad news for us, and some good news. The bad news was that the front engine ¹³ (stop) working as well. The good news was that at least we ¹⁴ (decide) not to travel by plane!

- 5 CHALLENGE! Imagine you have taken part in one of the three journeys below. Write a story about your experience for a magazine about extreme travel.

- a trek through the Amazon rainforest
- a mountain-climbing expedition in the Alps
- a journey through the Sahara desert by camel

V Types of journey

1 Choose the correct words.

- 1 You need to be very fit if you want to do that **excursion / trek** through the mountains of Nepal.
- 2 I'd love to do a **voyage / an expedition** across the Atlantic Ocean on a big ship.
- 3 There are so many **expeditions / excursions** to Antarctica these days – does it ever get crowded?
- 4 My mum bought these Russian dolls for me on her business **voyage / trip** to Moscow.
- 5 The longest non-stop **flight / tour** is from New York to Singapore – nearly nineteen hours!
- 6 It's worth taking a guided **trek / tour** around Pompeii because it's huge and you can learn so much from it.
- 7 My language school had an **expedition / excursion** every weekend to other cities in Britain.

2 Complete the sentences with words in exercise 1.

- 1 Camilla Hempleman-Adams became the youngest person to complete an to the North Pole when she was fifteen.
- 2 I saw my favourite band when they did a of Europe last year.
- 3 Between 1450 and 1850, at least twelve million African slaves made the across the Atlantic.
- 4 Do you fancy a to London at the weekend? I'd like to visit the Science Museum again.
- 5 Some of the children lived miles away from the South African school I taught in, and it was quite a on foot.
- 6 An eleven-year-old boy went to Manchester airport and got on a to Rome for fun – without a ticket or passport!

Persuading and negotiating

3 2.30 Study the lines from a dialogue. Then answer the questions. Listen and check.

Tim Dad wants to know if we've agreed on which theme park we want to go to next weekend.

...

Kelly And you said you loved Old Macdonald's Children's Farm, the first time we went ...

...

Tim Well, don't pretend you've seen those films. They're for over-eighteens only.

- 1 What's the relationship between Tim and Kelly?
- 2 How old do you think they are?
- 3 What are they discussing?

4 2.30 Listen again. Write T (Tim) or K (Kelly) next to the phrases that they use in the dialogue. Which phrase do they not use?

- 1 That sounds brilliant! But I'm not so sure about Thorpe Park.
- 2 OK, you've convinced me. I'll agree if you promise not to take any embarrassing photos of me screaming this time!
- 3 OK, let's go for it!
- 4 Let's say we want to go there. Come on, you won't be sorry.
- 5 It's still definitely got the best rides. What do you think?
- 6 And anyway, you've got nothing to lose – we can always go to Alton Towers another time because it only takes an hour in the car.
- 7 I think we should try somewhere different. Why don't we go to Thorpe Park?

5 2.31 Listen and complete the dialogue with parts of phrases in exercise 4.

- A I think ¹ try that new Japanese restaurant in town. They have really low tables and you sit on the floor!
- B ² interesting, but I don't like Japanese food. Why ³ for an Indian?
- A ⁴ sure about Indian food since I had that curry that was way too hot.
- B Well, try something different, then. You won't ⁵ , I promise.
- A Mmmm. I'm not convinced.
- B Look, if you come to the Indian restaurant, I'll pay, so you've got ⁶
- A OK, you've ⁷ And I'll pay for ice creams in Gelato Mio's afterwards.
- B OK, let's ⁸ it!

6 You and a friend have won an adventure holiday, but want to go on different ones. Write a dialogue in which you persuade each other, negotiate and reach an agreement.

Trek Africa's highest mountain

You will take the Rongai Route, the 'easiest' of the Kilimanjaro trekking routes. It passes through farmland and forests, with fantastic views as you get higher. The final climb is made in the dark, and watching the sunrise on the snow-covered mountain top is a truly memorable experience.

Cycling in Vietnam

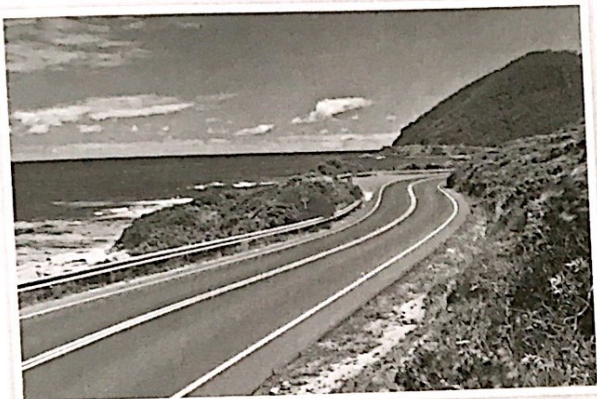
Our journey along the best cycling routes in Vietnam offers exploration and plenty of time for rest. Travelling by bicycle will bring you closer to real life in Vietnam, and our journey from Saigon takes you along a coastline of sandy beaches, past traditional rice fields, and through mountain forests.

Vocabulary and grammar America on the move

V insight Verbs + prepositions: travel

1 Complete the sentences with the correct form of the verbs below.

- cut through ■ lead to ■ travel down ■ wind around
■ connect to ■ drive along



- The Great Ocean Road the southern coast of Australia and it offers beautiful views of the sea along the way.
- In 2010, concert pianist Panos Karan the Amazon by canoe, with a piano, to play in the towns on the river.
- The River Yangtze the middle of China on its way to the sea, and offers some of the most stunning scenery in the world.
- If you take the A303 road from Andover and it towards Exeter, you can see Stonehenge from the road.
- At 'Spaghetti Junction', near Birmingham in the UK, two motorways and two major roads each other.
- It's often said that 'All roads Rome', and in fact they once did, because the Romans built most of them.

V Travel and transport

2 Choose the correct words.

- A twenty-one-year-old man was arrested after driving in the wrong direction on the **runway** / **motorway**.
- The San Francisco Bay cruise leaves from **platform** / **pier** 41 on Fisherman's Wharf.
- Excuse me, is there a **cabin** / **buffet car** on this train?
- The Cambridge coach goes from **platform** / **stand** eleven. It's a bit late today.
- Please put all hand luggage in the **carriages** / **overhead lockers** and prepare for take-off.
- The ship will stop at Cape Town, so that passengers can **go ashore** / **land** there.
- I don't think I would enjoy a six-week **flight** / **cruise** – I don't like the sea that much.
- Flight BA 161 is now boarding at **stand** / **gate** twelve.
- The boat will **set sail** / **take off** at 6.00 p.m., so please make sure you're back in time.
- Would you like a window or **deck** / **aisle** seat?

used to and would

3 Complete the sentences with the correct form of the verbs in brackets and **used to** or **would**.

- Britain (have) 17,000 miles of railway tracks. It now has 10,000.
- People (often drive) without seat belts before it became illegal.
- People (run) long distances to deliver messages – that's how the marathon began.
- Until cheap flights appeared in the 1960s most people (not travel) by plane.
- People (have) much worse diets in the past, which is why they were smaller.
- Before the Panama Canal was built, ships (sail) all the way around South America.

4 Complete the text with the correct form of the verbs below and **used to** or **would**.

- collect ■ make (x2) ■ panic ■ be (x2) ■ use ■ have
■ not be

It's easy to think that life ¹ much nicer in cities before the motor car. We know that many people ² horses as transport, and travelling on horseback seems a romantic idea. Maybe life was easier in the early days, when there ³ so many horses. People ⁴ quickly horse droppings from the street, and ⁵ a lot of money selling this 'black gold' to farmers. However, with the ever increasing number of horses, people used to just leave it in the street, causing a terrible smell and transmitting diseases. The metal horse shoes ⁶ a lot of noise too, so much that people couldn't hear each other when they spoke in the street. Life in a horse-filled city ⁷ other dangers too. Horses ⁸ often and run through the streets, pulling people with them and running over others. When the motor car became popular, in the early 1900s, cities became significantly less dangerous than they ⁹ when they were full of horses.

5 CHALLENGE! Write sentences about your life when you were younger using **used to** and **would**.

- I used to ... when I was ...
I would often ...

1 Look at the four holidays below and decide which you would most like to go on. Then read the magazine article. Have you changed your mind?

- 1 an excursion to a winter park in Norway
- 2 a cycle ride from Rotterdam to Vienna
- 3 a trip to the temple of Angkor Wat in Cambodia
- 4 a trek through the Grand Canyon

2 In which description do people ...

- 1 say that things seem to be from a children's story?
A, B
- 2 talk about very big buildings?
- 3 travel by river?
- 4 say they got a good night's rest?
- 5 travel by animal?
- 6 travel by bicycle?
- 7 see the sun go up or down?
- 8 look at the night sky?
- 9 talk about the cost of the holiday?

3 Answer the questions.

- 1 When does the Winter Park open?
.....
- 2 Why is it easier to cycle along the side of rivers?
.....
- 3 Why doesn't the Riverside Ride have much environmental impact?
.....
- 4 How was Angkor Wat built as quickly as it was?
.....
- 5 Why is it a good idea to get to Angkor Wat early?
.....
- 6 What do people on the Grand Canyon holiday do in the evenings?
.....

4 Study the highlighted words in the holiday descriptions. Then match them to definitions 1–7.

- 1 flat boats that go along rivers, especially where the water moves very fast
- 2 a person owned by another person and made to work for them
- 3 shining brightly and then less brightly, like stars
- 4 how fast you do something
- 5 quite cold
- 6 the parts of a tree that are in the ground
- 7 very sentimental and romantic

5 CHALLENGE! Write a paragraph saying which of the holidays you would like to go on, and why.

Unforgettable getaways

We asked you to send us your stories about holiday trips that were truly unforgettable. Here are some of our favourites.

A Hunderfossen Winter Park – Norway



We went here on our half-term holiday, and it was by far the best thing I've ever done! We had to wait until after sunset for the park to open, and as we were getting near, we could see the lights of the log cabins twinkling in the white snow, with the stars twinkling in the black sky above them. You travel around by horse-drawn sleigh, past the huge Fairytale Palace and I did feel like I was in a fairytale! If this all sounds a bit soppy, then how about some ice-climbing, ice-bowling, snow-rafting, or driving around on snowmobiles (they have special ones that kids can drive)? We spent a night in the ice hotel, and although it's pretty chilly (about -5°C), they have really warm sleeping bags, and I had one of the best nights of sleep ever. It was a fantastic experience!

Paula, 15

B Riverside Ride, Rotterdam to Vienna



I did this ride with student friends from university.
20 It sounds like a cycling marathon for sporty types, but that wasn't us! We'd discovered a really important secret ... the roads that follow rivers are usually pretty flat and easy to cycle on! We followed the Rhine and Danube most of the way (with just one short boat ride!), and there are cycle tracks and quiet country
25 roads that wind along the riverside and keep you off the beaten track. We stayed in B&Bs and it wasn't very expensive. The views were amazing, especially the fairytale castles overlooking the river. There were
30 plenty of sights to see, but it was mostly about taking time out and going at a nice slow pace through a landscape full of history and natural beauty. It's also a good way to get to know people well, as we chatted most of the time we were cycling. Finally, you won't
35 find a holiday with less environmental impact!

Dan, 23

C Angkor Wat – Cambodia

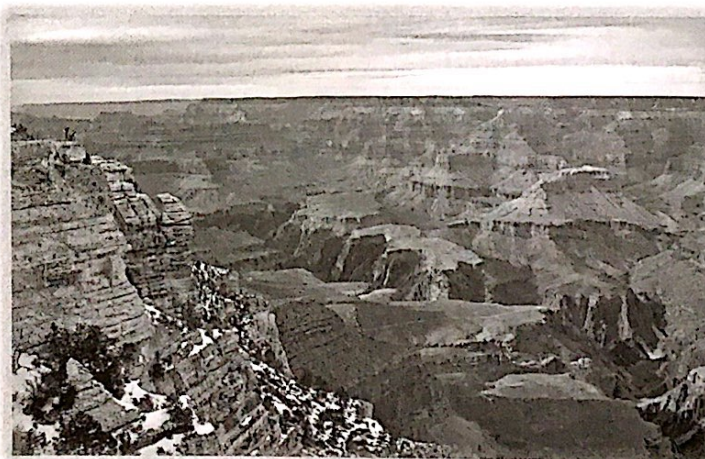


I spent my gap year backpacking around Asia. I loved Cambodia, and the most unforgettable experience
40 was Angkor Wat, which is an amazing ruined temple. It's officially the eighth wonder of the world, and it's on the Cambodian national flag! It's unbelievably enormous – more than one square kilometre in size. It took forty years to build, but a modern engineer
45 said it would take about 300 years to build today, probably because you couldn't use thousands of unpaid slave workers! I'd recommend getting there early to escape the crowds. I cycled there and arrived just as the sun was rising – it was awesome! I love the
50 fact that nature is taking back parts of the temple, with huge tree roots growing up through them.

Jenny, 19

D Grand Canyon – USA

If you don't think the Grand Canyon is
55 the most unforgettable thing you've ever seen, then you haven't been there! I'd never thought of it as a family holiday, but it certainly is. We did a trek and bike camping holiday, with a guide who set up
60 camp every night, cooked and organized games. We camped right on the edge of the Grand Canyon. The next day the adults headed down the fourteen-kilometre trail into the canyon on foot, and our fourteen-
65 year-old son decided to go by mule! We slept well that night, after we'd spent a couple of hours lying on our backs looking up at the stars! We also went through the Bryce Canyon National Park, which has incredible rock formations, and then went down the canyon on rafts along the Colorado River! It wasn't
70 cheap, but it's a memory we'll have for life. *Richard, 42*



Writing A story

- 1 Read the first two paragraphs of a story. Number the order in which the following things are mentioned. There are two things that are not mentioned.

- a a description of the weather
- b the time of day
- c the time of year
- d the location
- e a description of the other people around
- f how the person was feeling
- g a quote

It was nearly midday, and so hot outside that the roads were beginning to melt. I was tired and desperately needed a cold drink, so I went into a café that had air-conditioning. I was backpacking around Spain, and had just reached Barcelona in one of the hottest summers on record.



I hadn't eaten much for breakfast and I was starving, so I bought a big bag of crisps and a lemonade and looked for somewhere to sit. There were a lot of people in the café, but I found a seat at a table where a man was just sitting down. I sat down next to him and put my backpack on the floor beside me. I drank some lemonade and opened my bag of crisps, which was in the middle of the table, and ate some hungrily.

- 2 Look at the first two paragraphs again. Find examples of the following tenses.

- 1 past continuous to give background to the story
- 2 past perfect to say what happened before the story began
- 3 past simple to begin the story

- 3 Read the third paragraph of the story. Why did Will think the man might be crazy?

1 I realized that the man was looking at me very strangely. 2, to my astonishment, he took some of my crisps and started eating them! 3 I felt angry, but 4 I began to feel afraid because I thought the man might be a bit crazy and could get aggressive. I tried not to make eye contact and just smiled nervously, but when I took some more crisps myself, I could see that he was staring at me angrily.

- 4 Read the last paragraph of the story. Why had the man stared at Will angrily? Why did Will hurry out of the café?

5 I decided I'd better leave as soon as possible, so I ate the last of the crisps, finished my lemonade, and picked up my backpack.

6 I saw my bag of crisps, which had fallen on the floor underneath my backpack. They were his crisps I'd eaten! I turned bright red with embarrassment, and didn't think I could explain myself in Spanish, so I hurried out of the café as quickly as I could.

- 5 Complete the third and last paragraphs in exercises 3 and 4 with the words below.

- Eventually ■ after a while ■ Just then ■ At first
- A few seconds later ■ That's when

- 6 Match the verbs to the adverbs. Check your answers in the story paragraphs.

- | | |
|---------|-------------|
| 1 eat | a nervously |
| 2 look | b quickly |
| 3 smile | c strangely |
| 4 stare | d angrily |
| 5 hurry | e hungrily |

WRITING GUIDE

- **Task** Write your own embarrassing story which happened to you when travelling.

- **Ideas** Think about the following.

- Who you were with (if anyone) and the reason for travelling.
- How the situation began.
- The embarrassing thing that happened.
- How you felt and what you did afterwards.

- **Plan** Make notes for each paragraph.

Paragraph 1: Try to write an interesting opening sentence that makes the reader want to know more. Include background details in this paragraph, using the past continuous and past perfect.

Paragraph 2: Describe the events which led up to the embarrassing event.

Paragraph 3: Finish the story of the embarrassing event.

Paragraph 4: Say what you did afterwards and how you felt.

- **Write** Write your story.

- **Check** Check the following points.

- Have you used a variety of narrative tenses?
- Have you used enough adjectives and adverbs to bring the story to life?
- Have you checked grammar, vocabulary, spelling and punctuation?

Progress check Unit 2

Read 1–13 and evaluate your learning in Unit 2. Give yourself a mark from 1 to 3.

How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Travellers' tales	Mark (1–3)	How can I improve?
1 Name three things that NEMA did to help the people of Guludo. I can understand a text about responsible tourism.		
2 Name four compound nouns you might see in a travel brochure. I can use compound nouns to talk about travel.		
3 Which verbs do you need to complete these phrases? a the beaten track b the crowds c the sun I can use verbs to talk about travel.		

B Memorable journeys	Mark (1–3)	How can I improve?
4 Which tense do we use for a a past habit? b something that happened before an event in the past? c background descriptions? I can use narrative tenses correctly.		
5 What problems did Jan and Daniel have during their journey? I can understand a text about a memorable journey.		

C One journey, different travellers	Mark (1–3)	How can I improve?
6 Which two journeys do not involve travelling on land? ■ trek ■ expedition ■ voyage ■ excursion ■ flight I can talk about different types of journeys.		
7 What is the difference between an 'armchair traveller' and a 'staycationer'? I can understand a radio show about different types of travellers.		
8 How would you persuade someone to do something? Name three phrases you would use. I can persuade and negotiate in English.		

D America on the move	Mark (1–3)	How can I improve?
9 Give three reasons why Route 66, in the USA, is such an important road. I can understand a text about the history of Route 66.		
10 Choose the correct prepositions to complete these travel verbs. a lead to / with b drive for / along c head for / around I can use verbs and prepositions to talk about travel.		
11 Complete the sentences with <i>used to</i> or <i>would</i> . a My grandfather work in a factory. b My grandmother often go to the seaside on holiday. I can use <i>used to</i> and <i>would</i> correctly.		

E A story	Mark (1–3)	How can I improve?
12 Which words and phrases could you use to a start a sequence of events? b show that two events happen at the same time? I can order events in a story.		
13 Give three ways of starting a story to grab a reader's attention. I can write an interesting opening for a story.		

3 Feeling good

Vocabulary Happiness

V insight Idioms: happiness and sadness

1 Match the words and phrases to make idioms.

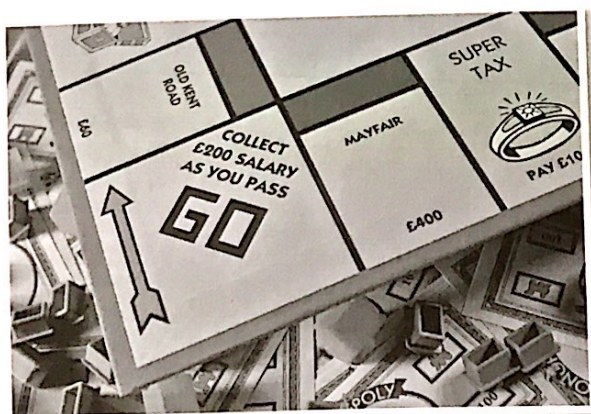
- | | | |
|----|---------------|-------------|
| ☹️ | 1 down in the | a the dumps |
| 😊 | 2 over the | b nine |
| ☹️ | 3 feeling | c the world |
| 😊 | 4 on cloud | d mouth |
| ☹️ | 5 down in | e blue |
| 😊 | 6 on top of | f moon |

V insight Noun suffixes: -ness, -ity

2 Write the noun or adjective form of the words below. Then use one of the forms to complete the sentences.

- ☐ / generosity ☐ lazy /
☐ able / ☐ tired /
☐ / necessity ☐ / kindness
☐ / prosperity ☐ happy /

- There are motorway signs in the UK saying '..... kills' to encourage drivers to stop and have a rest.
- Money doesn't make you, but it certainly helps.
- The superhero, Mystique, has the to change into anyone she wants to be.
- Thank you for giving €100 towards our new sports centre. We really appreciate your
- My dad says he hates, but I think he just doesn't know how to relax and do nothing.
- Is it really to do warm-up exercises before you go for a run?
- It was really of Jim to ask if I was OK.
- Mayfair and Park Lane are the most parts of London – that's why they cost so much on the Monopoly board!



V Feelings: intensity

3 Match feelings 1–6 with situations a–f to complete the sentences.

- | |
|--|
| 1 I was very upset that you |
| 2 I was petrified when I |
| 3 I was disgusted by |
| 4 I was furious when |
| 5 I was astonished when someone told me |
| 6 I was pleased when I opened the envelope and |
- a my new camera broke after only two months.
 b saw the tickets for the music festival.
 c that Michael was Dutch – his English is perfect!
 d had to give a speech in front of 200 people.
 e went to the cinema with Peter instead of me.
 f how dirty the plates were in the restaurant.

4 Complete the report with the words below.

- ☐ necessity ☐ cross ☐ happiness ☐ appalled ☐ ability
☐ kind ☐ astonished ☐ devastated

Video games and happiness

Are you ¹ by how violent many video games are? Do you worry about the effects they can have on people, from players getting slightly ² when the game isn't going well, to those who are absolutely ³ when all their 'lives' are lost and it's 'game over'?

Recent studies have shown that video games do have the ⁴ to produce a feeling of ⁵ and many other positive emotions in players. In many games, co-operating with other players is a ⁶, and these games often teach the importance of being ⁷ to others. Those who firmly believe that video games are depressing will be ⁸ to hear that playing video games is often better than medication for people who suffer from depression.

5 CHALLENGE! Complete the comments from an internet forum on the role of social networks. Use your own ideas.

Post a comment

I'm appalled that

The ability to
is very important in life.

I get furious when

I'm astonished that

I'm really excited about

Past simple and present perfect

1 Complete the world records using the past simple or present perfect form of the verbs below.

■ win ■ teach ■ play ■ never beat ■ run ■ become

- Marina Anderson (UK) 650 kilometres on a gym treadmill in one week in October 2010.
- In 2005, Victor De Leon III (US) the youngest professional video gamer at the age of seven.
- Nearly two-thirds of all international rugby teams New Zealand.
- In April 2010, Julian Hitch (UK) an aerobics exercise class that lasted twenty-nine hours and five minutes.
- No one more Olympic gold medals than Michael Phelps (US).
- Brazil in every FIFA World Cup since the tournament began.

2 Complete the sentences. Use the present perfect form of the verbs in brackets and choose the correct words.

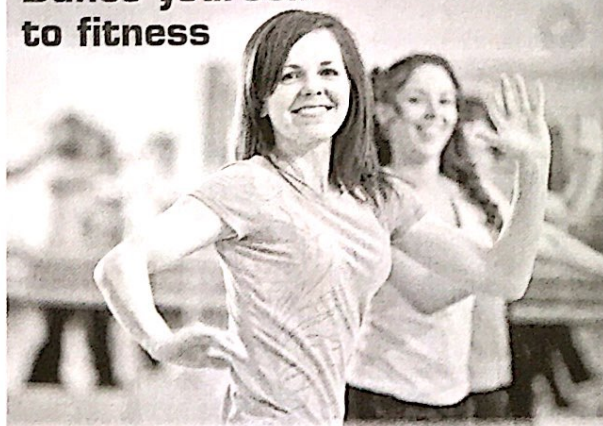
- Mr Jeffries (be) our science teacher for / since seven months.
- I already / yet (read) *To Kill a Mockingbird*.
- I (not tell) Vicki about the party already / yet.
- (you / work) very hard this week / last week?
- Kevin yet / just (leave) the house – he'll be back in about ten minutes.
- I (watch) every Chelsea match for / since 2008.
- We've ever / never (swim) in the sea here – it's too cold.

3 Rewrite the six sentences that are incorrect and put a tick in the box for the correct ones.

- Did you watch that video yet? ☐
- I haven't bought any jeans on Saturday. I couldn't find any in my size. ☐
- We've lived in New York for two years before my dad got a job here. ☐
- Did you ever go to Barcelona? It's my favourite city. ☐
- My twin brother and I have never worn the same clothes. ☐
- Gina's ridden her horse every day last week. ☐
- 'How long have you had that bike?'
'Since I was thirteen.' ☐
- Did you ever see a live football match? ☐

4 Complete the text about Zumba. Use the present perfect or past simple form of the verbs in brackets.

Dance yourself to fitness



¹ (try) Zumba yet? ² (ever / hear) of it? It's a form of dance-exercise which first ³ (become) popular in Colombia in the 1990s. Since then, it ⁴ (continue) to grow and is now the world's largest dance-fitness programme. In 1986, an aerobics teacher called Alberto 'Beto' Perez ⁵ (not have) his aerobics music when he got to his class. He ⁶ (not can) find any music in his car apart from salsa and merengue music, so he used that to teach the class. The class ⁷ (love) it, and the result was the Zumba dance-exercise programme, which ⁸ (now / become) a worldwide success.

With two friends, Beto ⁹ (start) a business called Zumba Fitness. After training teachers and producing Zumba DVDs, they ¹⁰ (release) a fitness video game in 2010. It ¹¹ (sell) more than seven million copies so far. Part of Zumba's popularity is a result of the number of celebrities who ¹² (try) it – Jackie Chan, Natalie Portman and Emma Watson ¹³ (all / do) Zumba classes at some point. But the real secret is that it makes hard exercise fun. 'I ¹⁴ (have) my first Zumba class a couple of years ago,' says one class member, 'and anyone who ¹⁵ (ever / try) it will tell you that they don't want to stop. I sometimes ask myself after a class, ¹⁶ (I / just / do) some exercise or have I been to a party?'

5 CHALLENGE! Write a short email to a friend telling them what you've done recently to stay healthy and fit. Explain why you think it's better than what your friends are doing. Remember to use the past simple and present perfect correctly.

Values

1 Complete the text with the words below.

- stamina ■ discipline ■ sportsmanship ■ self-reliance
■ self-esteem ■ commitment ■ team spirit
■ single-mindedness



Young athletes wanted for four-year full-time Olympic training programme!

We're looking for athletes who have unusual ability and the following values:

- 1 _____ Are you prepared to give most of your free time to training for the next four years?
- 2 _____ You'll need to be strict about what you eat and drink, and make sure you get enough sleep.
- 3 _____ An Olympic medal should be your only goal for the next four years – forget about everything else!
- 4 _____ We'll help and support you, but you'll need to depend on yourself most of the time.
- 5 _____ Can you keep going for very long periods of hard training?
- 6 _____ Will you put the needs of the Olympic team before your own needs?
- 7 _____ Can you show the Olympic values of fair play and respect for your opponents?

If the answer is Yes, come and show us what you can do. In exchange our programme aims to help you to achieve success and an enormous boost to your _____.



Giving and reacting to news

2 Match lines giving news 1–6 to lines reacting to it a–f.

- 1 I lost my watch on the beach and found it again in the sand two days later!
- 2 I'm not happy about having to give a presentation to the whole school this afternoon.
- 3 My computer crashed and I've lost my homework!
- 4 I've run 100 metres in 11.3 seconds!
- 5 My dad's taking me to the match as a reward for working so hard.
- 6 Mrs Jones says I can't be in the school choir because my singing is awful!

- a Oh well, it's not the end of the world.
- b You deserve it!
- c Well done!
- d What rubbish! Your voice is beautiful!
- e Cheer up! It'll all go really well, I'm sure!
- f You're kidding! That's so lucky!

3 2.32 You're going to listen to Kate telling her cousin Gemma that she's been accepted on the Olympic training programme. Tick the expressions you think you will hear. Then listen and check.

- 1 You'll never guess what!
- 2 Cheer up!
- 3 You deserve it!
- 4 What rubbish!
- 5 That's fantastic news!
- 6 Try and look on the bright side.
- 7 Well done!
- 8 Poor you!
- 9 Congratulations!
- 10 It's not the end of the world.
- 11 I'm really pleased for you!
- 12 How exciting!

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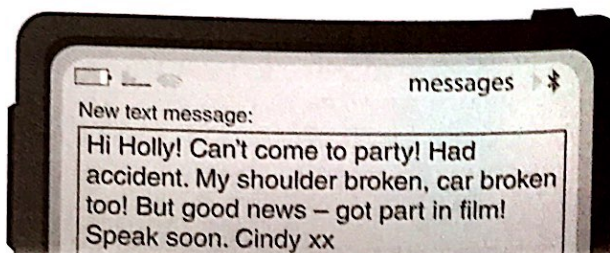
4 2.32 Listen to the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Gemma already knew that Kate was trying to get onto the training programme.
- 2 Kate was surprised at being selected for the programme.
- 3 Kate has spent a lot of the last four years in the swimming pool.
- 4 Gemma thinks winning a medal is important.

5 2.33 Put the words in the correct order to make sentences from a dialogue between Ben and his friend Joe. Then listen and check.

- 1 some / got / I've / news / afraid / I'm / bad / .
- 2 happened / ! / no / What's / oh / ?
- 3 to / sorry / really / that / hear / I'm / !
- 4 be / must / you / terrible / feeling / .
- 5 on / well, / the / look / try / side / oh / bright / to / .

6 Read the text to Holly from her sister. Write the dialogue when Holly tells her flatmate, Rick, the news.



V insight Adverbs

1 Choose the correct adverbs.

- Surprisingly / Extremely, for such a small car, it goes from zero to 100 km/h very **worryingly** / quickly. The seats are very good quality and **rapidly** / really comfortable.
- The government need to act **rapidly** / comfortably to prevent the situation becoming **extremely** / quickly dangerous.
- Worryingly** / Clearly, the computers which we bought very **cheaply** / **surprisingly** have proven to be **incredibly** / **similarly** slow and crash all the time.

2 Match sentences 1–3 in exercise 1 to places you would read them a–c.

- a newspaper report
- an email from an IT teacher
- a magazine review

3 Choose the correct answers.

- Surprisingly, the study showed that people who ate chocolate
 - more often were found to be thinner.
 - less often were found to be thinner.
- Worryingly, many young people say that they
 - expect to find work when they leave school.
 - don't expect to find work when they leave school.
- Cyclists are always in greater danger than car drivers on the roads. Similarly, motorcyclists are
 - more likely to be killed in accidents than car drivers.
 - less likely to be killed in accidents than car drivers.
- Clearly, the fact that the company uses teenagers to test their games shows that
 - they aren't sure who will be their biggest customers.
 - they think that young people will be their biggest customers.

Present perfect continuous

4 Complete the sentences using the present perfect continuous form of the verbs below.

look talk play shop wash fix lie throw

- John is wet because he the dog.
- Zoe is extremely tired because she tennis all afternoon.
- Billy and Adam are red because they in the sun all afternoon.
- My eyes are hurting because I at a computer screen all day.
- Martin's hands are really cold because he snowballs in the park.
- Mike's clothes are dirty because he his bike.
- We don't have any money left because we all morning.
- I to Olivia, so I've got lots of interesting news!

Present perfect simple and present perfect continuous

5 Complete the newspaper article with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous.

Diabetes disappears!

The number of people suffering from high blood sugar ¹ (rise) for many years, and ² (double) since 1980. Diabetes ³ (now / become) the world's greatest health problem. One in five men in the US have diabetes, but the numbers have grown even more rapidly in Asian and Arab countries, with Saudi Arabia now one of the highest. These increases are in Type 2 diabetes, and doctors ⁴ (know) for a long time that this is directly connected with diet and exercise. Most patients have Type 2 diabetes because they ⁵ (eat) badly for many years, and more and more young people ⁶ (show) signs of the disease in recent times.

Doctors ⁷ (always / think) that once a patient ⁸ (develop) diabetes, they will have it for life. However, a group at Newcastle University in the UK ⁹ (do) research into Type 2 diabetes since 2009, and ¹⁰ (just / produce) some surprising results. The researchers made diabetes patients go on a very strict diet for six weeks, and ¹¹ (discover) that their diabetes disappeared completely as a result. Those patients who ¹² (follow) a healthy diet ever since ¹³ (continue) to remain free of the disease.

6 CHALLENGE! Write about some of your hobbies and activities. Say how long you have been doing them (present perfect continuous + for or since), and talk about some of your results or achievements (present perfect simple).

I've been learning karate for the last two years. I've received my white, yellow and orange belts.

- 1 **Hypochondria** is when people imagine that they have illnesses which they don't actually have. Choose the correct definition of **cyberchondria**. Then read the article and check.

Cyberchondria is when

- a people fall ill after spending too much time on the computer.
 - b people think there is something wrong with their computer when it's actually OK.
 - c people imagine they have an illness which they've read a lot about on the internet.
- 2 Read the article again. Then read the first sentences in each paragraph 1–5. Match them to the paragraph summaries a–f. There is one summary that you do not need.
- 1 Have you ever visited 'Dr Google' when you've felt under the weather?
 - 2 Feeling anxiety about symptoms which may be imaginary is nothing new.
 - 3 Imagine this scenario: you're feeling really unwell.
 - 4 How does this happen to sensible people?
 - 5 This doesn't mean that the internet is *all* bad for our medical education.
 - a The reasons why we can all become cyberchondriacs.
 - b The advantages of reading about illnesses on the web.
 - c The disadvantages of cyberchondria.
 - d A history of hypochondria and cyberchondria.
 - e An introduction to the idea of cyberchondria.
 - f A story of cyberchondria.

- 3 Match headings A–E to paragraphs 2–5. There is one heading that you do not need.

- A A typical case
- B The positives
- C The reason for unreason
- D An old habit
- E Horrible illnesses

- 4 Are the sentences true (T) or false (F)? Correct the false ones.

- 1 In the past, hypochondriacs had to get their medical information from doctors.
- 2 A majority of medical students say that they sometimes suffer from hypochondria.
- 3 Fear makes us believe that we are more ill than we really are.
- 4 Teenagers avoid going to the doctor because they are self-reliant.
- 5 Google chooses the most interesting pages when we do a search.
- 6 If we have some of the symptoms of an illness, we think we also have the others.
- 7 Internet forums can be a useful way to get some advice from other patients.

Cyberchondria: visiting

'Dr Google'

1 Looking online

Have you ever visited 'Dr Google' when you've felt under the weather? Most of us have at some point, and we've all discovered the dangers of the self-diagnosis which can follow. You type in a few words like 'painful headache' and 'dizzy', and suddenly you're reading about ear infections and diabetes, and wondering if you have an awful illness!

2

Feeling anxiety about symptoms which may be imaginary is nothing new – the use of the term 'hypochondria' to describe this behaviour became popular in the late nineteenth century. Hypochondria can grow as the sufferer finds more medical information, which is why serious hypochondriacs in the past loved to collect medical encyclopaedias and magazines. It's also why some of the worst hypochondria has traditionally been found among medical students – in a recent study, three-quarters of first-year and second-year students in medical school said that they sometimes believed they were suffering from the illness they were studying. What's new is that the internet can now provide endless amounts of medical information, and this has turned us all into what is now known as 'cyberchondriacs'.

3

Imagine this scenario: you're feeling really unwell. You've got a headache again, but this time you're also feeling dizzy, a bit sick and you've got a stiff neck. Now, if you tell someone how you're feeling, they'll probably suggest you've got flu. But put those four symptoms into your search engine and the probability of flu has rapidly turned into the possibility of spinal meningitis, cryptococcosis and labyrinthitis – and you don't even need to understand what those mean to know that they're something frightening! Flu has been forgotten, and the fear you now feel tells you that what you have is surely far more serious. And as you read about some of the other symptoms of these terrible illnesses, you begin to tell yourself, 'Yes, it's true, I have felt a bit numb sometimes recently ...' You might go the doctor now, and he'll tell you that you've got flu, but what does he know? He hasn't read the whole internet as you have! Or maybe he knows, but he just doesn't want to tell you the terrible truth yet ...

4

How does this happen to sensible people? Well, sensible people often think self-reliance is a good value to have, so they're the ones who avoid going to the doctor for as long as possible. Men are the worst for this, and teenagers are often especially embarrassed about telling someone their physical 'secrets'. But why do we get it so wrong when we do our own medical research on the web? The problem is that there aren't many documents on the internet about common illnesses such as colds and flu, because medical researchers usually write about far more interesting and serious ones – the ones which might affect only 0.002% of the population. Google doesn't know why we're asking the question, and chooses its search results depending on how many web pages are linked to a topic. The serious illnesses appear at the top of our search results, and many people make the mistake of thinking this means they must be common reasons for our symptoms. And because we recognize the first two or three symptoms, it's easy to imagine that the other ones in the list are also true, or we even manage to produce those symptoms over the next few days.

5

This doesn't mean that the internet is *all* bad for our medical education. Once you have found out what you're really suffering from, there are lots of forums where people discuss their illnesses and give each other useful advice. Some doctors say that the internet has made their patients more interested in their health, and that it can only be a good thing. But not surprisingly, many of them feel a little weary when a patient walks into their room carrying a lot of printouts ...

5 Find words and phrases 1–8 in the text and match them to definitions a–h.

- 1 self-diagnosis
 - 2 infection
 - 3 stiff
 - 4 sensible
 - 5 common
 - 6 linked to
 - 7 weary
 - 8 printouts
- a often found
 - b paper with information taken from the internet
 - c connected with
 - d your own opinion about what is wrong with your health
 - e difficult to move easily
 - f an illness caused by bacteria or a virus in your body
 - g not stupid
 - h tired of seeing the same thing

6 Complete the sentences with words in exercise 5.

- 1 It's very unlikely that you're suffering from angina – it's not in young people.
- 2 I'm of seeing politicians appearing on TV, making the same old promises.
- 3 You should only take antibiotics if you are sure you have an
- 4 Yesterday's workout at the gym was my first for two months and my back feels really today.
- 5 Have you ever thought your headaches might be the amount of coffee you drink?
- 6 Click here for more of games and puzzles, both colour and black and white.
- 7 We hope you'll be with these chocolates and not eat them all at once.
- 8 Don't rely on, go and see a doctor and make sure what the problem is!

7 CHALLENGE! Write a short dialogue between someone who is suffering from cyberchondria and their doctor.



Writing A personal letter

Expressing reason and purpose

1 Match 1–8 to a–h to make sentences.

- 1 You need to speak more loudly
 - 2 Maybe you should be the teacher
 - 3 Bananas are good for you
 - 4 You need to have some sad times in life
 - 5 People eat fast food
 - 6 We should all work
 - 7 Mum's bought lots of ready-made meals
 - 8 Since you've all eaten already,
- a because they contain vitamin B6, potassium and fibre.
 - b so that we don't have to cook while she's away.
 - c because they've forgotten what real food tastes like.
 - d I'll just make myself a quick sandwich.
 - e so that everyone can hear you.
 - f in order to live, not live in order to work!
 - g since you seem to already know everything.
 - h in order to fully enjoy the happy times.

2 Read Tom's letter to his friend Bess. How does Tom change his eating patterns before a triathlon? Choose the correct answer.

- a He eats three big meals a day.
- b He stops eating fatty foods.
- c He eats more frequently in the days before the race.

Hi Bess,

Sorry I haven't been in touch for a while, but as you'll see, things have been a bit busy.

You'll never guess what! My school has chosen me to enter the All Schools Triathlon Championships next year! I've been doing triathlons for a while now. I've always been good at running and swimming, and

^A..... I've liked the idea of doing some serious cycling. I tried it last year and ¹luckily / ²unfortunately I found out that I'm pretty good at that, too. I did a local triathlon last month, which was actually for under-21s. Most of the competitors were older than me, but ³surprisingly / ⁴to be honest, I won it!

I've got to do some serious training now though, and I have to go on a diet ^B..... build up my strength. ⁵Obviously / ⁶Frankly it's a diet where you have to eat more than usual, not less, and I think I can manage that. They reckon you use about 6,000 calories during a triathlon, and the normal number of calories you eat in a day is about 2,500. It's impossible to eat 6,000 calories in three meals a day, so in the few days before a race, I have to keep eating things all day ^C..... my body stores enough for the race.

⁴Unfortunately / ⁷Luckily it's mostly carbohydrates that you have to eat, so things like potatoes, pasta and bread. They aren't my favourite things to fill up on! You shouldn't eat too much fat, ^D..... it takes the body too long to turn that into energy when you're exercising. I'm enjoying it, but ⁵to be honest / ⁸sadly I'll be glad when the championships are over and I get back to a more normal life.

Anyway, enough about me! How are you?

Write soon and let me know how everything's going.

Tom

3 Read the text again and choose the correct adverbs.

4 Write the ways of expressing reason and purpose in gaps A–D.

■ because ■ so that ■ since ■ in order to

WRITING GUIDE

■ **Task** You've recently started a new activity. Write a letter to a friend or relative telling them your news.

■ **Ideas** Think about the following.

- Decide what the new activity is.
- Think about why you've started doing it, what changes it has made to your lifestyle, and why those changes are necessary.

■ **Plan** Make notes for each paragraph.

Paragraph 1: Start the letter and ask how the person has been.

Paragraph 2: Tell them about your new activity and the reasons for doing it.

Paragraph 3: Describe the changes it has made to your lifestyle, and why.

Paragraph 4: Ask the person for information about their life and ask for a reply.

■ **Write** Write your letter.

■ **Check** Check the following points.

- Is the style and tone of the letter informal?
- Have you begun and ended the letter appropriately?
- Have you used the correct expressions to show the reason and purpose of the changes in your life?
- Have you used some adverbs which show your attitude to the things you describe?
- Have you checked grammar, vocabulary, spelling and punctuation?

Progress check Unit 3

Read 1–14 and evaluate your learning in Unit 3. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Happiness	Mark (1–3)	How can I improve?
1 Name three things people can do for long-lasting happiness. I can understand a text about feeling good.		
2 Where can you usually find the topic sentence in a paragraph? I can identify main ideas in paragraphs.		
3 Which idiom is about happiness? ■ feel down in the mouth ■ be over the moon ■ feel blue I can use idioms to talk about happiness and sadness.		
4 Name three adjectives that take the noun suffix <i>-ness</i> . I can use noun suffixes.		

B Healthy bodies, healthy minds?	Mark (1–3)	How can I improve?
5 What is the difference between these sentences? a I've been to Rome. b I went to Rome last year. I can use the past simple and present perfect tenses.		
6 Which tense do we use for events in the past that have a connection with the present? I can talk about past events with a connection with the present.		

C Be a good sport!	Mark (1–3)	How can I improve?
7 Which value describes someone who a depends on themselves, and not other people? b has one aim and is determined to achieve it? I can talk about how sport shows people's values.		
8 What are the main advantages of team sports? What are the main advantages of individual sports? I can understand a discussion about different types of sport.		
9 Give one way of reacting to good news and one way of reacting to bad news. I can react to news appropriately.		

D Fat America	Mark (1–3)	How can I improve?
10 Give three reasons why American teenagers today are more overweight than teenagers in the 1970s. I can understand a text about obesity in the USA.		
11 Which adverbs describe the way we do something? ■ comfortably ■ extremely ■ quickly ■ incredibly ■ worryingly I know the difference between types of adverbs.		
12 Complete the sentence with the correct forms of the verbs. I (watch) this football match for three hours now and no one (score) a goal yet. I can use the present perfect and the present perfect continuous.		

E An informal email	Mark (1–3)	How can I improve?
13 Which two phrases can you use to express a reason? Which two phrases can you use to express a purpose? I can express reason and purpose.		
14 Which adverb or prepositional phrase could you use to show that a you are saying what you really think? b something is clear? I can express my attitude to ideas and topics appropriately.		

4

A right to fight

Vocabulary Disappearing worlds

V The environment

1 Choose the correct words.

- The Kiribati government is buying land in Fiji so its 113,000 people can **spread** / **relocate** before sea levels rise.
- It's not fair that the public has to pay to clean up land **contaminated** / **evacuated** by private companies.
- Some communities in the Himalayas have been **devastated** / **died out** by rainstorms.
- Roads and bridges are increasingly being **relocated** / **washed away** in heavy rainstorms.
- We need to **preserve** / **survive** what's left of our natural environment before it disappears.
- In 2012, 33,000 people in Guatemala were **evacuated** / **washed away** from their homes when a volcano erupted.
- In hot, dry weather, forest fires can **contaminate** / **spread** faster than a human can run.
- If bees **relocated** / **died out**, a lot of the food we eat would disappear as a result.

V insight Prefixes: semi-, under-, over-, re-, co-, inter-

2 Complete the words with the correct prefixes below.

re ■ inter ■ over (x2) ■ co ■ semi

- I like travelling by rail, but unfortunately the trains are often crowded.
- I thought I'd lost my printer icon, and then it suddenly appeared on my desktop!
- Schools should show how important it is to-operate with people instead of always competing.
- Home education has many advantages, but the children don't learn how to act with other children.
- This pasta is really soft – you've cooked it!
- We live in a-detached house, so I have to practise my drums when the neighbours are out!

3 Complete the sentences with the words in brackets and the correct prefix.

- I think nurses are (paid) – they deserve more money for the difficult and important work they do.
- The last paragraph of your essay needs to be (written) so that it makes a better conclusion.
- I think his films are (rated). They're not as good as most people think they are.
- I love the (action) between Sherlock Holmes and Watson in the new TV series.
- The problem with many young people today is that they are (educated) but don't have any work experience.

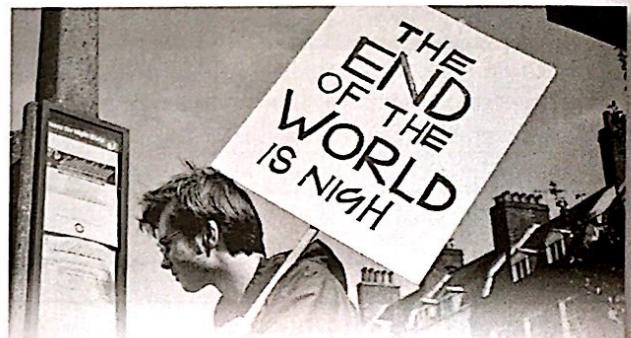
V Global issues

4 Match global issues 1–8 to nouns a–h.

- | | |
|-----------------|----------|
| 1 deforestation | a money |
| 2 disease | b rain |
| 3 drought | c jobs |
| 4 famine | d trees |
| 5 floods | e cities |
| 6 poverty | f virus |
| 7 unemployment | g food |
| 8 urbanization | h rivers |

5 Complete the text with the words below.

■ overcrowded ■ climate change ■ overspending
 ■ interacting ■ survive ■ disease ■ drought
 ■ urbanization ■ famine ■ rethink ■ flooding
 ■ global issues ■ spread ■ relocate



Optimists say that humans will always find a way to ¹....., despite all the difficult ²..... we face today. Pessimists looking for the end of the world can choose from many options. ³..... means that long, hot periods of ⁴..... will become more frequent in many parts of the world, resulting in ⁵....., while the opposite problem of ⁶..... will also force people to ⁷..... to other parts of the world. The possibility that viruses will ⁸..... new and deadly types of ⁹..... becomes ever more likely, with increased ¹⁰..... meaning that most people live in ¹¹..... cities. We cannot spend our way out of these problems easily any more because of our economic problems, a result of too many years of ¹²..... But perhaps this will make us ¹³..... what is important in life, and learn to get satisfaction from ¹⁴..... with nature and each other instead of always thinking about money.

6 CHALLENGE! Make a list of global issues that you've heard or read about recently. Which ones affect your country? What are the possible solutions to these problems?

Expressing the future

1 Complete the sentences with the correct future forms.

■ comes ■ is coming

- 1 a The taxi at 9.30.
b The bus at 10.05.

■ will win ■ are going to win

- 2 a Barcelona They're 3-0 up and there's only ten minutes left.
b I think Barcelona tomorrow's match.
■ 'll see ■ 'm going to see

- 3 a I hope I you at the protest march on Wednesday.
b I the latest James Bond film tomorrow.

■ 'm helping ■ might help

- 4 a I can't come to the cinema this afternoon – I my dad fix the car.
b I you with your essay later – it depends if I have time.

■ 'm travelling ■ 'm going to travel

- 5 a I around South America in my gap year before university.
b I to Edinburgh by plane – I've just got the tickets.

2 Complete Zoe's post on her social networking page using the correct future form of the verbs in brackets.

 view previous comments

Hi friends!

As some of you know already, a few of us
1 (get) together next Sunday to talk about the recycling club we 2 (start). The intention isn't to recycle rubbish, it 3 (be) for anything that you think you 4 (not use) in the future but is too good to throw away – gadgets, furniture, tools, bikes, etc. We're going to set up a new page on this site which you can all link to, and hopefully it 5 (be) an easy way to post details of anything you don't need but think someone else might find a use for. We 6 (meet) in Giovanni's café at 10 a.m., but don't forget that the clocks are changing next Saturday night! The weather forecast says it 7 (be) sunny and unusually warm, so I think we 8 (be able to) sit outside.

Zoe

Write a comment...

Report

3 Match the answers in exercise 2 to the ways of expressing the future below.

- a uncertain prediction
b hope
c intention
d arrangement
e prediction based on evidence

4 Complete the dialogue with the correct future form of the verbs below.

■ be ■ take ■ close (x2) ■ come ■ explain ■ can
■ understand ■ use

- A 1 you to the flashmob event we're organizing at the bank on Saturday? We're meeting there at 9 a.m.
B I might come. I'm not sure whether I 2 free. What exactly are you going to do there?
A We 3 books into the bank and sit around reading them.
B And what are you hoping that people 4 by that?
A Well, we 5 that it's because banks have taken so much of the public's money in recent years that a lot of libraries 6 soon. Our local library 7 next month, so the idea is that from now on we 8 banks as libraries!
B That's cool! I hope I 9 come.

5 CHALLENGE! Write a list of your plans, arrangements and predictions for the future. Use different future forms depending on how sure you are that these things will happen.



Listening, speaking and vocabulary Making our voices heard

V insight Verbs + prepositions

1 Match 1-8 to a-h to make sentences.

- 1 I believe
 - 2 We're going to protest
 - 3 I don't belong
 - 4 My mum insisted
 - 5 You can rely
 - 6 Andy doesn't seem to care
 - 7 We need to focus
 - 8 We decided to set
- a to any political organizations – I prefer to do my own thinking.
 - b on Ann – she's always there to help when you need her.
 - c about anyone except himself.
 - d on the needs of the environment instead of doing whatever we want to.
 - e in freedom of speech – we should be able to say anything we want on the internet.
 - f on picking me up after the concert – it was really embarrassing!
 - g up a campaign to improve school meals.
 - h against the increase in university fees – they're making studying too expensive.

2 Complete the sentences with the correct prepositions and your own ideas.

- 1 I believe _____
- 2 I belong _____
- 3 I care _____
- 4 I always insist _____
- 5 I can always rely _____

Asking for and expressing opinions

3 Choose the best definition of digital piracy.



- a Stealing files from another person's computer and sharing them.
- b Illegally copying and selling music, film and software files.
- c Illegally playing music and films in public places for profit.

4 2.34 Listen to the dialogue between Jerry and Diane. Who is against digital piracy?

5 Are these lines from the dialogue opinion (O), fact (F), or speculation (S)?

- a Maybe they just don't want to know. O/F/S
- b Well, it could be a problem when people stop making so many films. O/F/S
- c I read that countries with the most illegal downloads now have the fewest new artists. O/F/S
- d I think it's fantastic. O/F/S
- e There are lots of people working in those industries who don't get paid much. O/F/S
- f I really don't think it's a problem. O/F/S

6 Put phrases 1-10 into the correct category A-C.

- 1 If you ask me, it's a good thing.
- 2 What was your view on copying a CD for a friend, then?
- 3 Well, to tell you the truth, that was probably a wrong thing to do, too.
- 4 It's not the file-sharing sites' problem in my opinion.
- 5 I'm not so sure about that!
- 6 Well, as far as I'm concerned, it doesn't do any harm.
- 7 I see what you're saying, but I really don't think it's a problem.
- 8 OK, OK! I take your point!
- 9 What do you reckon?
- 10 I agree with you about that.

- A Asking for opinions
- B Expressing opinions
- C Reacting to opinions and suggestions

7 Put the dialogue in the correct order.

- a I'm not so sure about that. You can cycle really carefully and still get hit by a car that hasn't seen you.
- b To tell you the truth, I don't think it really matters what you wear. If you ask me, I think we need more cycle lanes.
- c I agree with you about that. But until they build more, I'm happy to carry on cycling anyway.
- d In my opinion, cycling is too dangerous in this town.
- e I take your point, drivers aren't good at noticing cyclists. But in my opinion, you're fine if you wear a high visibility jacket.
- f Really? As far as I'm concerned, it's perfectly safe as long as you pay enough attention.

8 Look at the words below. Put + after the points which are for online shopping, and – after the points which are against. Then use the points to write a dialogue between two people asking for and expressing opinions about online shopping.

- cheaper ■ more convenient ■ leads to shops closing
- more choice ■ need to be at home when things arrive
- can't return things easily

Vocabulary and grammar Make a difference

V Insight Collocations: charities

1 Which of the nouns in each group below **can't** be used with the verbs?

- 1 transform
 - a a situation
 - b someone's life
 - c a donation
- 2 take part in
 - a a problem
 - b a marathon
 - c an event
- 3 support
 - a a situation
 - b a campaign
 - c a charity
- 4 raise
 - a awareness
 - b a campaign
 - c money
- 5 donate
 - a a charity
 - b money
 - c unwanted clothes
- 6 aid
 - a developing countries
 - b poor people
 - c help
- 7 volunteer
 - a time
 - b money
 - c campaign
- 8 address
 - a an issue
 - b a campaign
 - c a problem

V Charities

2 Write the words in brackets in the correct form to complete the sentences.



- 1 SurFURS is a Californian surfing for dogs, which raises money for animal charities. (compete)
- 2 This is Mr Hargreaves. He's one of our most generous (donate)
- 3 A record number of ran in the Jamaican Reggae Marathon when Bob Marley's son ran. (participate)
- 4 Many charities use celebrities to their campaigns. (promote)
- 5 We're going to a cake sale at school next week. (organize)
- 6 It's often easy enough to send food aid to countries, but efficient is often difficult. (distribute)
- 7 PETA is an animal rights group which uses shocking posters in its (campaign)

Future perfect and future continuous

3 Write sentences using the future perfect or the future continuous.

- 1 With new technology, cars / drive / themselves before long.

- 2 The number / of people aged eighty / double / by 2020.
- 3 People / soon / use / mobile phones / pay for everything.
- 4 In thirty years / world / use up / most of / the remaining oil.
- 5 By 2050 / US / become / the largest Spanish-speaking country / in the world.
- 6 We / not live / on other planets / a hundred years from now.
- 7 My sister / not pay off / her student loan / until twenty years after she finishes university.
- 8 I / wait for / you / on the platform / when / the train / arrives.

4 Complete the email with the future perfect or future continuous form of the verbs below.

publicize ■ arrive ■ shop ■ check ■ hand out ■ hear

Dillocks tax protest!

Hello all protestors!

As you know, we're getting together outside the main Dillocks store next Saturday to protest against them not paying any tax in this country. A lot of people ¹ on Saturday because it's when the sales begin, and we ² leaflets and asking customers not to shop there. There'll be some new people there to help, as Friday's local newspaper ³ the protest. We're still hoping that one of the town's MPs will come and speak – we ⁴ from them by Monday. We want the main speech to be shortly after 11.00, as we think the local TV reporters ⁵ by then. And just to confirm, this is a totally non-violent protest – we ⁶ that no one is causing any trouble.

Derek

5 CHALLENGE! Imagine that you are being interviewed about your future life. Complete the interview quotes so that they are true for you. Use the future perfect or the future continuous.

In five years' time, I think I

I hope that I when I'm forty.

In a few days, I

I don't think I'll still in 2025!

Maybe I by the end of this week.

Reading Global thoughts Only room for one?

- 1 Look at the title, subheading and sentences A–E. What do you think the blog entry is about? Choose the correct option (a, b or c).

- A I mean, there's no point worrying about destroying the environment and then putting a few more billion people in it!
B The planet clearly couldn't cope with that.
C Surely it's not necessary when we have smaller families already?
D In 1970, there were 3.5 billion people on the Earth.
E By 2050, the population will have grown by a further 50%, to 10.5 billion.

- a The problem of people having fewer and fewer children.
b The destruction of the environment.
c The need to control population growth.

- 2 Read the text and check your answer in exercise 1.

- 3 Decide if sentences A–E in exercise 1 are opinion (O), fact (F), or speculation (S). Then match sentences A–E to gaps 1–5 in the blog entry.

- 4 Choose the correct answers.

- 1 Some people say that overpopulation isn't a problem because
a the global population is getting smaller.
b it's a taboo subject.
c the population is growing less quickly than in the past.
d people aren't worried about it.
- 2 Global population is a problem because
a it's more than seven billion.
b it's less than double what it was in 1970.
c the growth rate is getting higher.
d it's still increasing by a huge amount every year.
- 3 Endless growth is impossible because
a the Earth cannot support it.
b it's not something you can rely on.
c we can't accept limits.
d only economists believe in it.
- 4 The population is growing most quickly in
a Europe.
b America.
c the developing world.
d the West.
- 5 The author thinks that westerners
a need to have smaller families so that they can consume more.
b consume too much and need to have fewer children.
c should have only one child because it helps them build relationships with others.
d will be the largest part of the world's population in 2100.

Global thoughts

Only room for one?

I've been discussing the issues behind our continuing economic problems and the increase in extreme weather events in some of my recent blogs. Thanks for all your comments.

- 5 Today I'm going to write about an issue which isn't often addressed, and has become a bit of a taboo in the western world – population control. We passed the 7 billion mark for global population not long ago, which raised some awareness of the issue. Some people were saying that we needn't worry because the rate of population growth has actually been going down since 1970.

That's true, but to say we shouldn't worry shows a misunderstanding of the maths of population growth. ¹ It's doubled since then to more than 7 billion, so even though the percentage growth rate is lower, we're now adding eighty million people to the planet every year. ²

We behave as if we had two or three Earths to live on, not just the one, and this idea of endless growth is a fantasy. It's a popular one because modern humans don't like the idea of having limits. Economists in particular rely on the idea of growth. Kenneth Boulding once said that anyone who believed that growth can go on forever in a world with limited resources is either crazy, or an economist – and he was an economist! We have to think about limiting our population. ³

Now, it seems it's OK to talk about overpopulation as long it's in the developing world – we all know that that's where population growth is out of control. But



the idea that we should control the size of families in Europe or America is rarely discussed. ⁴ And anyway, what about our freedom to choose?

35 Most people in the West are demanding *less* government control over their private lives, and a policy for one-child families would almost certainly be met with mass protests.

Nevertheless, we in the West do need to have 40 fewer children. That's because the world's problem isn't so much overpopulation, but *overconsumption*, and it's westerners who use most of the planet's resources. Here's an amazing fact: if China and India and other developing countries reached the 45 same levels of consumption as the West, that would be the same as the global population increasing to 72 billion! ⁵

In the fight for limited resources, we westerners won't be able to carry on taking the lion's share, so 50 we'll need to limit both the amount we consume *and* our numbers.

The British charity Population Matters is campaigning to get the UK government only to give support to families with two children, and no 55 more. But what about the idea of one child per family? People often say that would be a social disaster, because only children find it difficult to get on with others. However, recent research suggests that this isn't true – it seems they often 60 have good relationships because they've had all the attention they need and don't need to fight for more. If all the families in the world were limited to one child, the world's population would fall to 1.6 billion by 2100, which is what it was in 1900. 65 Would that make it a happier world? Let me know your thoughts.



5 Find words and phrases in the text which match definitions 1–8.

- 1 unusually bad storms and floods (paragraph 1)
- 2 something which society doesn't want people to talk about (paragraph 2)
- 3 how fast something happens (paragraph 2)
- 4 became twice as many (paragraph 3)
- 5 using too much of something (paragraph 6)
- 6 things which are there for people to use (paragraph 6)
- 7 the greatest part of something (paragraph 7)
- 8 children with no brothers or sisters (paragraph 8)

6 Complete the sentences with words and phrases in exercise 5.

- 1 Africa is the world's poorest continent, yet it is very rich in natural
- 2 You shouldn't ask people in Britain how much they earn – it's a bit of a
- 3 The at which cities have grown in China is incredible – 26% of the population lived in cities in 1990 and it's now to 52%.
- 4 are becoming so common these days. There always seem to be severe floods somewhere in the world.
- 5 We're all guilty of in the modern world – we buy so many things that we don't need.
- 6 My best friend and I were both so the two of us always played together.
- 7 We all helped, but Jason did of the work, so you should thank him.

7 CHALLENGE! Write a comment on the blog, saying what you think of the arguments about overpopulation.

Writing An opinion essay

1 Which of these things could refer to only children?

- a They learn to share things.
- b They fight with siblings.
- c They can feel lonely.

2 Read the first paragraph of the essay. Which sentence summarizes the writer's opinion about only children?

- a The writer thinks that children perform the same later in life, whether they have siblings or not.
- b The writer thinks that even if only children perform well later in life, it's not ideal to be without siblings.
- c The writer thinks that children with siblings perform better later in life.

3 Complete the essay with the phrases below.

- My final point is that ■ To my mind ■ it's also important to note that ■ in my opinion ■ The main argument against ■ I am convinced that

If population control means more one-child families, is that a disadvantage in life for the children themselves?

Interestingly, there is evidence that only children perform better than children with siblings in later life. Nevertheless, I want to show why,

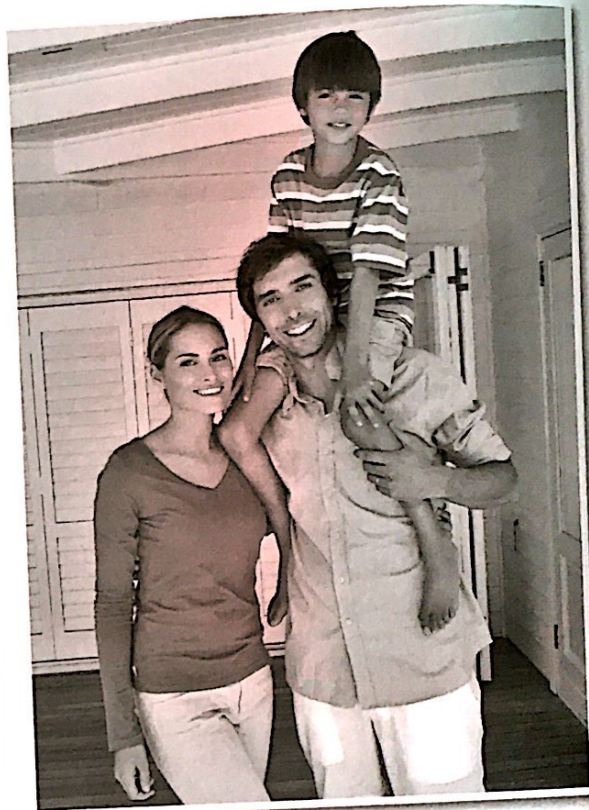
¹....., only children are at a disadvantage overall, and that children would suffer from a policy of one-child families.

²..... one-child families is that single children find it harder to realize they aren't the centre of the universe! An only child can become good at sharing things with friends, but perhaps that's because they know that when they get home, the sharing stops! One of my friends had no problem sharing as an only child, but when his parents had a second child later, he fought over everything.

³..... only children often feel lonely, especially because many parents work long hours today. However, ⁴..... things aren't always warm and friendly with siblings. Fighting is common, but learning to come to an agreement is a useful lesson in life. ⁵....., arguments with my friends are easy to deal with compared to the ones with my brother!

⁶..... only children won't fully realize what they are missing until later in life. I believe I'll value my brother a lot in the future, and can see how much support my parents get from their brothers and sisters.

To conclude, I think that having siblings has many advantages and is the best preparation for life. I therefore believe that we should control population by limiting families to two children rather than one.



WRITING GUIDE

■ **Task** Write an essay in support of the charity Population Matters (see the blog on pages 32 and 33) and one-child families.

■ **Ideas** Think about the following.

- global population
- the cost of larger families
- self-reliance and confidence for children
- no bullying in families
- social networking bringing children together

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs. Make notes.

Paragraph 1: Write an introduction and state your opinion.

Paragraph 2, 3 and 4: Write an argument for your opinion in each paragraph, giving support and examples. Include an opposing viewpoint sometimes.

Paragraph 5: Conclude by restating your opinion and summarizing the reasons for it.

■ **Write** Write your essay.

■ **Check** Check the following points.

- Do your paragraphs contain separate points?
- Have you used phrases for introducing arguments and giving opinions?
- Have you checked grammar, vocabulary, spelling and punctuation?

Progress check Unit 4

Read 1–12 and evaluate your learning in Unit 4. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Disappearing worlds	Mark (1–3)	How can I improve?
1 Name two ways that global warming is affecting some Pacific islands.		
I can understand a text about life in the South Pacific.		
2 Name three problems that are caused as a result of floods.		
I can talk about environmental problems.		
3 Which of the prefixes below means a too much? b not enough? c together? d between? ■ co- ■ over- ■ inter- ■ under-		
I can use prefixes to change the meaning of words.		

B Action!	Mark (1–3)	How can I improve?
4 Which way of expressing the future do you use to talk about the following? a promises and hopes for the future b scheduled events and timetables c uncertain predictions about the future		
I can use the correct way of expressing the future.		

C Making our voices heard	Mark (1–3)	How can I improve?
5 Which of the verb + preposition constructions are incorrect? ■ believe at ■ insist on ■ rely on ■ belong for ■ care about		
I can use verbs and prepositions correctly.		
6 Why did Shannen Koostachin decide to set up her campaign?		
I can understand a radio programme about inspirational teenagers.		
7 How would you ask for someone's opinion? How would you respond if you didn't agree with them?		
I can express, ask for and react to opinions.		

D Make a difference	Mark (1–3)	How can I improve?
8 How can teenagers today play a role in charities?		
I can understand a text about organisations that make a difference.		
9 Complete the verb collocations. a a marathon b donate c support		
I can use verb collocations to talk about charities.		
10 What is the difference between these two sentences? a By the time he finishes his first sponsored swim, he will have raised £350. b This time next year, he will be completing a sponsored swim across the English Channel.		
I can use the future perfect and future continuous.		

E An opinion essay	Mark (1–3)	How can I improve?
11 Give two phrases you could use to express an opinion.		
I can express an opinion clearly.		
12 What should the introduction of an opinion essay include?		
I can write an opinion essay.		

5

Rights and wrongs

Vocabulary Teenage gangs

V Crime

1 Write the name for a criminal who ...

- 1 steals things from a shop.
a
- 2 damages things that belong to the public.
a
- 3 attacks people in the street and takes their money.
a
- 4 uses a gun to steal money from a bank.
an armed
- 5 is convicted of a crime.
an

2 Complete the headlines with the correct person or crime. Sometimes more than one answer is possible.

- 1 left bank staff terrified
- 2 Van Gogh painting missing after carefully planned art
- 3 gets prison term after burglary
- 4 Department store will use more cameras to deter
- 5 destroy public art in city centre
- 6 Safer streets as number of continues to fall

V insight Noun prefixes: mis- and dis-

3 Rewrite the sentences. Use the correct form of the words in brackets and mis- or dis-.

- 1 You mustn't be untruthful in court.
..... (honest)
- 2 Knife crime is often the result of gangs having arguments.
..... (agree)
- 3 Many prisoners complain about being treated badly by prison officers.
..... (treat)
- 4 Acting badly in school can sometimes lead to criminality.
..... (behave)
- 5 Young offenders have often had bad luck in their lives.
..... (fortune)
- 6 Apologize for your rudeness towards your mother!
..... (respect)

V Crime and punishment: compound nouns

4 Complete the compound nouns. Then use them to answer the questions.

- | | |
|-------------------|------------------|
| ■ community | ■ life |
| ■ internet | ■ speeding |
| ■ prison | ■ death |
| ■ house | |

- 1 What do you call a period of time in prison?
a
- 2 What's one of the greatest dangers of paying for things online?
- 3 What are the two possible punishments for murder in some countries? a or the
- 4 What's the main punishment for driving too fast?
a
- 5 When people don't go to prison for minor crimes, what might they do instead?
- 6 What makes someone a prisoner in their own home?
.....

5 Read the report written by a young person after a visit to a prison. Choose the correct words.

Last week, I visited our local prison. It's part of a project for young people in danger of getting involved in crime and gang ¹violence / fraud. I spoke to a prisoner who had committed armed robbery. Armed robbery is a really serious offence, and the people involved always get a long ²prison sentence / death penalty, but because someone died during one of his robberies, he was given a ³life sentence / community service for murder. He described what prison life is like, and we listened to some of his stories in horror. He said that one prisoner nearly killed another one because of a ⁴disagreement / disobedience over some toothpaste! I was sent on this visit because of my own ⁵vandals / misbehaviour in and out of school. I didn't think it was anything serious before, just a bit of ⁶theft / vandalism, like writing graffiti, and some ⁷armed robbery / shoplifting from a supermarket. Now, I see that it's still crime, and also where it could all end if I'm not careful.

6 CHALLENGE! Read the quotes. What do you think they mean? Explain whether you agree with them.

'Poverty is the mother of crime.' – Marcus Aurelius (Roman Emperor)

'Poverty may be the mother of crime, but lack of good sense is the father.' – Jean de la Bruyère (French moralist)

First conditional

1 Complete the first halves of the sentences 1–6 with the correct form of the verbs in brackets and match them to the second halves a–f.

- 1 If you (tell) one lie about this now,
 - 2 I'm sure Janet (forgive) you
 - 3 If you (drop) a piece of toast,
 - 4 If you (press) Ctrl + Z on your keyboard,
 - 5 It (not make) you an aggressive person
 - 6 Your skin (turn) slightly orange
- a if you play a lot of violent video games.
 b it will always land with the buttered side on the floor.
 c you'll have to tell a lot more later.
 d if you eat a lot of carrots.
 e if you apologize for your misbehaviour.
 f it will undo the last thing you typed.

Second conditional

2 Complete the sentences with the correct form of the verbs below.

■ take ■ switch ■ have ■ not have to ■ live ■ do ■ print
 ■ work ■ shave ■ lie ■ know ■ be

- 1 If you everything on the internet, it 57,000 years.
- 2 You in bed all morning if you go to school.
- 3 If you a tiger, it still stripes. They are on its skin, not in its fur.
- 4 You 31,709 years old if you for a trillion seconds.
- 5 I'm sure your computer perfectly if you it off and on again.
- 6 If you that today was the last day of your life, what ?

First and second conditional

3 Choose the correct words.

- 1 If I see / saw Jerry after school tomorrow, I'll / 'd invite him to the party.
- 2 I won't / wouldn't like it if I don't have / didn't have brothers and sisters.
- 3 I'm seventeen and can drive in Britain. If I live / lived in Poland, I will / would have to be eighteen.
- 4 If Anja doesn't / didn't call us soon, we'll / 'd start worrying.
- 5 If you can / could be any superhero, which one would / will you choose to be?
- 6 If anyone needs / needed me, I'll / 'd be in my bedroom.
- 7 What would / will you do in the evening if you are / were never allowed to go out?
- 8 If you don't / didn't tell anyone we broke the window, I promise I won't / wouldn't tell either.

4 Rewrite the sentences.

- 1 You must use the correct password to get onto the website.
Unless
- 2 You won't know if it's possible unless you try.
If
- 3 I would take the Saturday job if they allowed me to finish at 5 p.m.
Unless
- 4 If you don't put the cake in the oven immediately, it won't be a success.
Unless
- 5 Unless the bus comes soon, we'll be late for class.
If
- 6 If you didn't make mistakes in life, you would never learn.
Unless

5 Complete the question and reply on an internet advice forum with the correct form of the verbs in brackets.

I told my friend Carla I couldn't go ice skating with her because I'd be away with my parents, but it was because I wanted to see a film with another friend. And then Carla's parents saw me in the cinema! If they ¹ (tell) her, and I'm sure they will, she ² (be) very upset. She'll talk to me about it, and I'm not sure what I'll say if she ³ (ask) why I was at the cinema. If I told her it wasn't me in the cinema, she ⁴ (not believe) it. What ⁵ (you do) in my situation?
 Hannah

Write a comment ...

Report

If you ⁶ (invent) a story about why your other friend needed to be with you, perhaps Carla would forgive you. You could say that your friend has a problem that you can't talk about. However, people say that the truth becomes part of the past. If you ⁷ (tell) a lie, it ⁸ (become) part of your future. ⁹ (you enjoy) being Carla's friend if it means telling more and more lies? It would probably be for the best if the friendship ¹⁰ (come) to an end now.

Julia

Write a comment ...

Report

6 CHALLENGE! You saw a man stealing some bread and cheese from a supermarket. When you left the supermarket, you noticed the thief giving the food to a homeless man in the street. What would you do? Explain why you would make this decision.

Listening, speaking and vocabulary Sorry is the hardest word

V insight Three-part phrasal verbs with to and with

1 Replace the words in bold with the correct form of the phrasal verbs below.

- own up to ■ put it down to ■ fall out with
- come up with ■ live up to ■ put up with
- get round to ■ get away with

- 1 I don't expect perfect behaviour, but I will not **tolerate** you telling lies.
- 2 Jane **thought of** a brilliant story to explain why we missed the geography class.
- 3 Thierry Henry **admitted to** handling the ball in the FIFA World Cup qualifier against Ireland.
- 4 I can't believe she stole €20 from other students' bags and **wasn't punished for** it.
- 5 Sue's **had an argument with** Jack's brother.
- 6 I finally watched the DVD you lent me. I **found the time** last night.
- 7 This new smartphone is great! It **matches** all my expectations.
- 8 Chris is very disappointed with his exam result. He **says it's because of** lack of sleep the night before.

Apologizing and accepting apologies

2 2.35 Match sentences 1–6 to the situations a–f. Then listen and check your answers.



- 1 We regret to inform you that the store is now closing. Please take your purchases to the nearest till.
- 2 I'm really sorry I'm late. The bus was full and I had to wait for another one.
- 3 Don't worry about it, Suzy. It won't show on that brown carpet. I'll get you some more lemonade.
- 4 We'd like to apologize for the poor audio quality of that last programme.
- 5 That's OK. I haven't got French today, so you can give the book back to me tomorrow.
- 6 That's quite all right, Dan. You're pretty quiet normally, so a bit of loud music from your house every now and then isn't a problem.

- a Watching TV
- b Talking to a teacher
- c Talking to a neighbour
- d Buying things in a department store
- e Talking to a school friend
- f Visiting grandparents

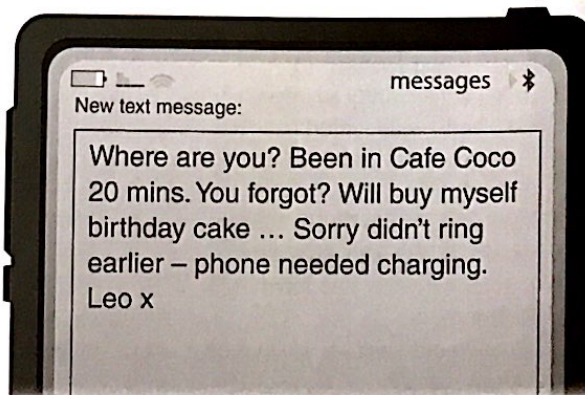
3 2.35 Complete the lines from the dialogues. Then listen again and check.

- 1 D That's your _____ for being so slow!
S I'm sorry! I didn't _____ take so long. I couldn't find the book that mum wanted.
- 2 T That's the third time this week that you've been late. Sit down, and don't let _____.
- 3 S Oh, no! I'm _____, Gran! I've spilled my lemonade on the floor!
- 4 S _____. You can watch it again on your computer. It might be better on that.
- 5 S Oh, I'm _____, Anne! I've forgotten to bring your French dictionary back!
- 6 D I _____ all the noise this afternoon, Mr Tate. I had some friends round and one of them kept turning the music up really loud.

4 Rewrite the dialogues. Make the formal ones informal, and the informal ones more formal.

- 1 A Please accept our apologies for taking such a long time.
B That's quite alright.
- 2 A I'm so sorry I got your name wrong.
B It really doesn't matter.
- 3 A We're sorry to have to tell you that the concert is going to start late.
B That's OK. We can go and get some drinks.
- 4 A I didn't expect that from you. I feel very disappointed.
B I do apologize. It was very inconsiderate of me to say that.

5 Read Leo's text to Charlotte. Write the dialogue when Charlotte phones Leo and apologizes.



Vocabulary and grammar Young people's rights

V insight Synonyms: the law

1 Choose the correct answers.

- 1 This diet is quite There are lots of things you can't eat.
a voluntary b restrictive c optional
- 2 The lawyer said that the result of the trial was neither fair nor
a just b illegal c obligatory
- 3 Maths, science, and English are the only subjects for 14-16-year-olds in England.
a prohibited b restrictive c compulsory
- 4 Drinking alcohol is for teenagers in the United States. You must be twenty-one to drink legally.
a prohibited b optional c limiting
- 5 Regular exercise isn't – your body needs it.
a voluntary b just c optional
- 6 Military service is in the UK from the age of sixteen, but teenagers who choose to become soldiers must serve until they're twenty-two.
a compulsory b voluntary c restrictive

2 Match 1–6 to a–f to make phrases.

- 1 a fair election
 - 2 compulsory
 - 3 optional
 - 4 restrictive
 - 5 prohibited
 - 6 a legal
- a books that you're not allowed to read
 - b features that you can pay more for
 - c means that nobody cheated
 - d right that everyone has
 - e education between the ages of 5 and 16
 - f gun laws that ban certain weapons

V Law and order: verbs + prepositions

3 Complete the text with the prepositions *for*, *from*, *of* or *to*.

MickeyJ
Home Profile Account X



I don't approve ¹ the death penalty. I don't think any human being has the right ² take another person's life, even if that person has robbed someone else ³ their life. I'm not being soft on crime – I think everyone has to be responsible ⁴ their actions. You can take account ⁵ someone's life story when you punish them ⁶ some crimes, but people can't just blame their background ⁷ a crime as serious as murder. I don't think it's true that the death sentence deters people ⁸ killing others. I think people who commit

murder should be sentenced ⁹ life in prison, and that life should mean life. I don't think people should get a shorter sentence just because they've admitted ¹⁰ murder, and they shouldn't be released ¹¹ prison early because of 'good behaviour'.

Modals of obligation, prohibition and permission

4 Complete the sentences using the correct modal verbs.

1

Only visitors over the age of sixteen must pay to enter the museum.

Children pay to enter the museum.

2

Gym-users only may park here.

People who aren't using the gym park there.

3

Customers cannot enter wearing trainers.

You only go in there wearing proper shoes.

4

Under-sixteens have to be accompanied by an adult.

Over-sixteens be accompanied by an adult.

5

You don't have to pay to park here on a Sunday.

You pay if you park here from Monday to Saturday.

6

Passengers must not talk to the bus driver when the bus is moving.

You talk to the bus driver when the bus has stopped.

5 CHALLENGE! Write sentences about some of the differences between being a teenager and being an adult. Use *have to*, *don't have to*, *can*, *can't*, *must* and *mustn't*.

When you're a teenager, you don't have to ...
When you're an adult, you have to ...

Reading Prison! Me! No Way!

- 1 Look at the title of the text. Why do you think students might visit a prison with the Prison! Me! No way! team? Choose the correct answer. Then read the article and check your answer.
- To research an article for a school newspaper.
 - To do voluntary work.
 - To take part in an educational programme.
 - To visit friends or family in prison.
- 2 Read the text again. Match sentences A–E to gaps 1–5. What do the underlined words in the sentences refer to?
- A 'He said that we were being stupid and messing up our lives.'
- B Some people say that prison is a bit like a holiday camp, and it can be a bit of a laugh, but it sounded really awful in there.
- C For these, a stronger lesson is needed, and a visit to an actual prison has a better chance of deterring them from a life of crime.
- D I got an idea today of just how unrealistic they are, and how horrific it must be to be locked up in a tiny room for weeks and months.
- E Prison officers spend a day with them and try to show them the hard realities of prison life.
- 3 Are the sentences true (T) or false (F)? Correct the false ones.
- Prisoners visit schools to show students what prison life is really like.
 - Students can learn important lessons during the *Prison! Me! No Way!* sessions.
 - People's ideas about prison life are based on the way actors show it.
 - More than half of all crime in Nottinghamshire is committed by teenagers.
 - Some young offenders need a visit to prison to help them understand the harsh reality of prison life.
 - Most young offenders don't continue their criminal activities after taking part in these projects.
- 4 Look at the highlighted words in the text. What do they refer to?
- that
 - they
 - those
 - it
 - this
 - them

PRISON! ME! NO WAY!

On a really bad day in school, you might hear someone say that it feels a bit like being in prison. They wouldn't say that if they had a visit from the *Prison! Me! No Way!* team, though.

- 5 *Prison! Me! No Way!* is a UK organization which arranges one-day events in British schools to educate students about prison and the dangers of falling into a way of life that leads there.

1 The students are treated exactly like prisoners for part of the day, and spend some time in a mock-up prison cell inside a truck, so that they get an idea of the living conditions prisoners have to put up with. They also take part in workshops and role-play sessions, acting out situations in which friends might encourage them to get involved in criminal activity. It's partly fun and partly serious, but the message is very clear.

'People think they know what prison is like,' says one student after the visit, 'but it all comes from films and TV dramas, and can seem quite exciting. 2 I think it would soon drive me crazy.'

There are some young offenders whose misbehaviour has already made them well-known characters in police stations and courts.

3 Nottinghamshire, where 45% of robberies are committed by young people under the age of seventeen, is one of the many areas of the UK which regularly organize prison visits for young offenders. They get to meet some of the long-term prisoners, who talk to them about life inside – the boredom, the violence, the bullying and all the restrictions on their behaviour. Most of all, they say how much they miss seeing their families, as everyone's lives continue without them.

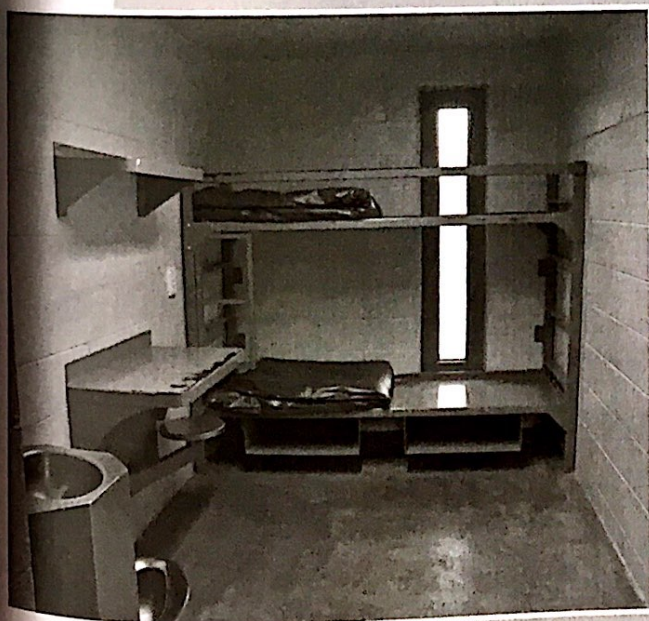
'They made me really think about what would happen if I got stuck in a life of crime,' says one young offender after his day in prison. 'Of course everyone knows they'll end up in prison if they go from petty crime to more serious offences. But it's easy to think you'll always get away with it if



you're clever enough, and that even if you didn't, a prison sentence would just make you hard and tough. ⁴ The prisoner I talked to looked at my trainers and said, "If you came in here, we'd steal those and you wouldn't be able to do anything about it." I really don't want to go back in that place ever again.'

'One of the prisoners was pretty clear,' said another. ⁵ He told us, 'You really don't want to end up in a place like this. It can happen more easily than you think, so stop it now.'

The visits are a wake-up call for many of the young people involved, and 65% don't go on to reoffend after them. One of the organizers of the visits notices the difference on the coach going to the prison and coming back. 'On the way there, they're all joking and acting tough about what it must be like to be in prison. It's much quieter on the return journey.'



V Compound adjectives

5 Match compound adjectives 1-6 to nouns a-f. Then match them to definitions A-F. Use the text to help you.

- 1 one-day
- 2 mock-up
- 3 role-play
- 4 well-known
- 5 long-term
- 6 wake-up

- a prisoners
- b call
- c prison cell
- d session
- e event
- f character

- A for a long period of time
- B imagining you are in a different situation
- C lasting from one morning until the evening
- D a model that looks like the real thing
- E bringing you into reality
- F very familiar, not new

6 Complete the sentences with the compound adjectives in exercise 5.

- 1 My brother had to repeat a year of his university course due to illness.
- 2 Belgium is for its high quality chocolates.
- 3 cricket matches are exciting to watch because you find out the final score by the same evening.
- 4 You can go inside a space shuttle at the Kennedy Space Center.
- 5 Frances enjoys lessons because she's good at acting.
- 6 Failing my maths test was a call, and I started to work harder in maths lessons.

7 CHALLENGE! Your teacher has asked you to suggest other school visits where you would learn about the realities of life. Write some suggestions and give reasons for your choices.

If we went to a homeless shelter, we would learn about ...

Writing A letter to a newspaper

should and ought to

- 1 Complete the sentences with *should* or *ought to* and the verbs below.

■ not lie ■ avoid ■ not eat ■ be able to ■ know
■ unfriend

- 1 Exam candidates discuss a wide variety of topics.
- 2 My dad says you eating fresh seafood in months that have an 'r' in them.
- 3 Advertisements about the products they are trying to sell, but they sometimes do.
- 4 I think Wanda Justin. He's always saying rude things about her on her Facebook timeline.
- 5 I so much chocolate. It's really bad for my skin.
- 6 We will not tolerate this behaviour. You really better.

- 2 Read Darren's letter to a newspaper. What does he think is the real solution to cheating?

- 3 Read phrases A–G. Do the phrases make suggestions (S) or express results (R)?

- A The first step I would propose is
- B I am writing to express
- C I would recommend
- D I am writing in response to
- E In this way, they would
- F This would mean that
- G Another idea would be

- 4 Read the letter again. Match phrases A–G in exercise 3 to gaps 1–6. There is one phrase that you do not need.

Dear Sir / Madam,

¹..... the article in yesterday's edition about cheating in exams. I was astonished to learn how common cheating is nowadays, and I believe that no one will trust exam results unless we stop it soon.

I knew about the forms of cheating described in the article, such as the use of smartphones to get answers from friends. However, after some internet research, I found even more examples of gadgets that help students to cheat. There are tiny MP3 players with invisible earpieces, calculators that store information, and watches with text screens which can be made to disappear when a teacher walks past. ²..... all schools to research all the latest techniques students are using. ³..... they would know what to look for and could take action to prevent it.

⁴..... to ban all mobile phones in exam rooms. Students would then be unable to use them to store or communicate information. I would also recommend that all calculators used in exams should be provided by the school.

WRITING GUIDE

- **Task** Write a letter to a newspaper, explaining why you think their reporting of young people is unfair and focuses too much on young people in trouble.

- **Ideas** Make notes about the following.

- The unfair media focus on youth crime and other issues and how it affects society's view of young people.
- What positive stories the newspaper could focus on regarding young people.
- How the newspaper could involve young people in its reporting.
- How your suggestions would improve the image of young people and the way society treats them.

- **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Introduction. Say why you are writing to the newspaper and express your opinion that they focus unfairly on young people who get in trouble or commit crimes.

Paragraph 2: Your suggestion for including more positive stories, and its results.

Paragraph 3: Your suggestion for including young people in the newspaper's work, and its results.

Paragraph 4: Make a final point about how your suggestions would improve things for young people, and for society.

- **Write** Write your letter.

- **Check** Check the following points.

- Have you used the correct letter format and a formal register, including the use of long forms (*I am not I'm*)?
- Have you used the correct tenses in conditionals to express possible results of your suggestions?
- Have you checked grammar, vocabulary, spelling and punctuation?

⁵..... to search students before they enter the exam room, using airport-style technology to find gadgets hidden in clothes. Perhaps students ought not to be allowed to bring anything into an exam, even watches and pens. ⁶..... be forced to stop looking for new ways of bringing information in with them. Finally, the real solution is to make students understand that it's stupid to cheat. They would find a job or university course too difficult if they had only got to where they were by cheating.

I look forward to hearing the views of other readers on this subject.

Yours faithfully,
Darren Black

Progress check Unit 5

Read 1–13 and evaluate your learning in Unit 5. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Teenage gangs		Mark (1–3)	How can I improve?
1 How do projects like the Youth Inclusion Project help young people?			
I can understand a text about teenage gangs.			
2 Underline the reference words in the sentences. What do they refer to? Rachel joined a youth group in her new town. She had just moved with her parents and found it difficult to make friends there.			
I can understand reference words in a text.			
3 What word describes someone who a steals something from a shop? b sprays graffiti on a bridge? c attacks someone in the street and steals something?			
I can talk about crime.			
4 Which nouns add the prefix <i>mis-</i> ? Which nouns add <i>dis-</i> ? ■ respect ■ behaviour ■ belief			
I can use noun prefixes to change their meanings.			
B Natural born liars		Mark (1–3)	How can I improve?
5 What is the difference between these sentences? a If I have enough money, I'll go to the cinema. b If I had enough money, I'd go to the cinema.			
I know the difference between first and second conditionals.			
C Sorry is the hardest word		Mark (1–3)	How can I improve?
6 Complete the three-part phrasal verbs with the correct words. a fallen out b live up c put it down			
I can form three-part phrasal verbs.			
7 Give three reasons why some people might not like apologizing.			
I can understand a radio programme about apologizing.			
8 How would you make an informal apology? How would you make a formal apology?			
I can apologize in an appropriate way for the situation.			
D Young people's rights		Mark (1–3)	How can I improve?
9 Name two things that teenagers in the UK can do from the age of sixteen.			
I can understand a text about young people's rights in the UK.			
10 What synonyms do you know for these words? a fair b voluntary c prohibited			
I can talk about the law in relation to young people's rights.			
11 What is the difference between <i>must</i> and <i>have to</i> ?			
I can use modal verbs of obligation, prohibition and permission.			
E A letter to a newspaper		Mark (1–3)	How can I improve?
12 When do we use <i>should</i> and <i>ought to</i> ? What is the difference between them?			
I can use <i>should</i> and <i>ought to</i> .			
13 You want to write to a newspaper about graffiti in your community. Make two suggestions for changes.			
I can write a letter to a newspaper successfully.			

6 Paying the price

Vocabulary Word on the street

V Advertising

1 Match the verbs to the situations.

■ trick ■ launch ■ research ■ target ■ promote ■ display

- We're going to start selling the product next month.
- We're making people think that it's a lot cheaper to buy two, when in fact it's almost the same price.
- We're finding out exactly what teenagers are looking for when they buy beauty products.
- We're putting the new chocolates right next to the entrance of all our department stores.
- We're aiming the advertising campaign at fifteen-year-old boys.
- We're going to have adverts for this product on all TV channels, and in magazines and newspapers.

V insight Collocations: advertising

2 Complete the sentences with the words below.

■ campaign ■ image ■ samples ■ offer ■ knowledge ■ magazines

- I got this app for only £2.50 – it was on special
- I hate sitting in the dentist's waiting room, but I do like looking at all the glossy
- Every new version of Microsoft Windows is launched with a huge marketing
- If luxury goods are sold too cheaply, it can be bad for the brand
- Let's go and look at the chocolate counter – they're giving out free
- This exam preparation book is great – the author clearly has insider

V Types of advertising

3 Choose the correct answers.



- a slogan b logo c jingle

2 Try Dazzle – make your teeth sparkle

- a slogan b flyer c spam

3 Girl's bike for sale. Excellent condition. £45.

- a spam b slogan c classified ad

4 'I recommend this jacket for all weather conditions.'
– Sam O'Brien, UK Hiker's Association

- a banner b endorsement c billboard

5 Congratulations! You've won our competition! Reply now to claim your prize!

- a slogan b spam c logo

6 SPECIAL OFFER
Today only
50% off all clothing
Bessie's Bazaar, High Street

- a flyer b endorsement c jingle

7 We can do it if we shop at Hewitt! 🎵🎵🎵

- a billboard b endorsement c jingle

8 Mandy's Mechanics

Click here

- a banner b stealth marketing c jingle

4 Complete the text with the words below.

■ luxury goods ■ brand image ■ endorsements
■ classified ads ■ billboards ■ persuade ■ jingles
■ slogan ■ marketing campaign ■ flyers ■ displayed

1 for jobs appeared with the first newspapers in the 1600s, but until industrial production began in the late 1800s, most producers knew their customers and didn't need to 2 them to buy things. They simply 3 their goods in the shop window, and if people needed something, they bought it! The first company to run a big 4 was Pears Soap. Their new soap was one of the first 5 and was very expensive. They got doctors to write 6 of their soap and distributed them as 7 in the street. Then in 1886, they created the first international 8 using adverts showing a painting by the popular artist Millais, called Bubbles. Suddenly, people all around the world knew the name Pears, and the 9 they used: 'Good morning! Have you used Pears Soap?' The pictures went in magazines and on huge 10 in the new railway stations. Later, with radio came 11 and today the soap appears in TV adverts in India, where it is still very popular.

5 CHALLENGE! Describe the best adverts you've seen or heard recently. Write about the type of the adverts, how they try to persuade people to buy the product and why you like them.

The passive

1 Choose the correct answers.

- 1 In Holland, meat _____ in laboratories.
a is being growing b is being grown
c is been grown
- 2 Electric current _____ by Alessandro Volta.
a is discovered b has been discovered
c was discovered
- 3 The international language Esperanto _____ by a Polish doctor called Zamenhof.
a was being invented b was invented
c is invented
- 4 Wine _____ in England since Roman times.
a is being made b was made
c has been made
- 5 The word gadget _____ in the 1850s, by sailors.
a was already being used b used already
c has already been used
- 6 Fairtrade products _____ in over seventy countries around the world.
a selling b are sold
c sold

2 Put the words in the correct order to make sentences in a dialogue.

- A this / made / the / in / UK / cheese / is / ?
Excuse me? ¹
- B was / that / from / cheese / Latvia / imported / .
No. ²
- A stated / why / the packet / isn't / on / that / ?
³
- Look! 'UK' is written on the label!
- B the / made / the / are / rules / Food Standards Agency / by / .
It's because the packaging was made in the UK.
⁴
- A being / are / this / tricked / shoppers / by / .
Well, I think ⁵

3 Complete the sentences. Use the active or passive form of the verbs below.

■ use ■ still execute ■ bite ■ already import ■ provide ■ fly

- 1 You _____ never _____ by a male mosquito. Only female mosquitos bite.
- 2 Elephants _____ in wars for thousands of years.
- 3 This is your pilot speaking. For most of the journey ahead, we _____ at 8,000 metres.
- 4 Unfortunately, a lot of meat _____ before the disease was discovered.
- 5 The French _____ people using the guillotine as late as 1977.
- 6 Dictionaries _____ for use in tomorrow's exam.

4 Rewrite the active sentences using the passive. Only use an agent if it is important.

- 1 Polish farms grow most of Europe's apples nowadays.
- 2 People are not promoting fair trade enough around the world.
- 3 They've made over twenty James Bond films since 1962.
- 4 A nineteen-year-old girl called Mary Shelley wrote *Frankenstein*.
- 5 We will only give refunds with a receipt.
- 6 They were still using small children to clean chimneys in the 1860s.

5 Complete the text with the correct passive or active form of the verbs in brackets.

Child labour

Consumers in the West are keen to buy fair-trade products, and are horrified to hear of child workers

¹ _____ (use) in developing countries. However, let's remember that before 1940, many children aged between five and fourteen ² _____ (work) in Europe and the US. Child labour ³ _____ (use) widely in Britain during the Industrial Revolution, when children as young as four ⁴ _____ (employ) in factories. Most workers ⁵ _____ (pay) according to how much they produced, and a child's working day often ⁶ _____ (last) sixteen hours.

In 1833, children under the age of nine ⁷ _____ (not permit) to work any longer, and in 1870, the Education Act ⁸ _____ (bring) huge changes. By the late nineteenth century, children's lives ⁹ _____ (transform) completely – children were studying instead of working, and ¹⁰ _____ (see) as children instead of 'little adults'.

Today, the highest rates of child labour ¹¹ _____ (find) in some African nations, with 25% of children aged five to fourteen working. The International Labour Organization hopes that the worst forms of child labour ¹² _____ (abolish) by 2016.

6 CHALLENGE! Imagine you are starting one of the businesses below. Explain how your company will be ethical. Use passive forms.

- a T-shirt company
- a restaurant
- a local supermarket

I'm going to open a T-shirt company in my city, because at the moment good clothes aren't made here. The cotton for the T-shirts will be grown in ...

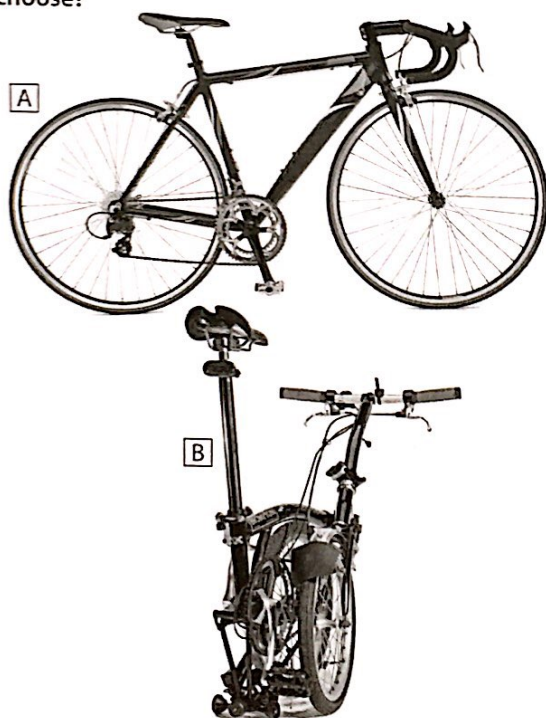
V Describing amounts

1 Choose the correct words.

- 1 There was a **massive** / **significant** number of orders for the new computer game and so far it has been our fastest selling product ever.
- 2 The **tiny** / **vast** majority of Facebook users are under thirty-five.
- 3 The annual event, Children in Need, has raised a **whopping** / **modest** £600 million for children's charities since it began.
- 4 His latest thriller only sold a **modest** / **massive** number of copies, and was not thought to be as good as his previous one.
- 5 A **large proportion** / **tiny minority** of teenage vandals should not be allowed to give all teenagers a bad name – only a few teenagers are guilty.
- 6 An **overwhelming** / **A significant** proportion of Scottish people – 40-50% – want to be independent from the UK.

Talking about photos

- 2 **3.01** Listen to Helen and Ed talking about the bicycles. Which bike (A or B) would each person choose?



Helen Ed

- 3 **3.01** Listen again. Are these sentences true (T) or false (F)?

- 1 None of Helen's friends are serious cyclists.
- 2 Helen doesn't think that bike B is good for long distances.
- 3 Helen could use bike B to go to school.
- 4 Ed thinks that bike A's design is interesting.
- 5 Ed likes the colour of bike A.

- 4 **3.01** Complete the sentences with the words and phrases for expressing contrast. Then put the sentences in the correct order. Listen again and check.

■ on the other hand ■ whereas ■ nevertheless

- 1 a Bike A looks fairly normal, the other bike is quite unusual.
- b ... it's no good for long distances. it's the one I prefer from these two.
- c ... with drop handlebars, and I don't like those., I think a lot of my friends would like it.

■ however ■ although ■ in contrast

- d It looks very futuristic., I'd never choose it because it's not really a bike, more of a gadget, ...
- e it looks a bit like those exercise bikes you see in a gym., Bike A looks a bit boring, ...
- f I said that the first bike is more normal, it's not the kind of bike I would choose.

- 5 It is your friend's birthday and they have asked for a new backpack. Which would you choose as a gift? Write a short email to a friend and explain your reasons.



Vocabulary and grammar Traditional festivals

V Trade

1 Choose the correct words.

- 1 We need to get a bigger factory if we're going to **manufacture** / **profit** more products in future.
- 2 After paying all our costs, we'll still make €11 **industry** / **profit** on every game we sell.
- 3 I like the green and white **design** / **trend**, but the one with red circles is really ugly.
- 4 We've sold a lot of these glasses because of the recent **industry** / **trend** towards 3D movies.
- 5 This isn't a charity – we're a **commercial** / **profit** business and we're here to make money.
- 6 It's not just our company – the whole **industry** / **retailer** is suffering at the moment.
- 7 We need to think more about our **retailers** / **consumers** and how they use our products.
- 8 We're looking for a big **industry** / **retailer** with shops in all the major towns and cities.

V Consumerism

2 Complete the phrases with the verbs below. Use each verb twice.

■ put on ■ have ■ give ■ make

- 1 the market
- 2 an influence
- 3 a purchase
- 4 a refund
- 5 a present
- 6 a bad experience
- 7 a promise
- 8 display

3 Match phrases 1–8 in exercise 2 to what the people are saying a–h.

- a 'I'll buy it!'
- b 'It was terrible!'
- c 'It needs to go at the front of the shop window.'
- d 'Would you like your money back?'
- e 'We're going to launch it next week.'
- f 'I won't forget to buy it for you.'
- g 'Happy Birthday! This is for you!'
- h 'We're going to change the way people think.'

4 Complete the text with the correct form of the words and phrases below.

■ do some research ■ have an influence ■ launch
 ■ make a promise ■ take a risk ■ designs ■ trend ■ profit
 ■ commercial ■ have a bad experience

Teenage entrepreneurs

Savannah Britt

Savannah ¹ when she was first employed as a journalist – the newspaper she wrote for went out of business. She was eleven at the time! She decided to ² by spending time and money on the ³ of her own magazine, called *Girlpez*. The magazine has now gone online and is a ⁴ success, but Savannah is more interested in ⁵ on how girls are shown in the media.

Alex Fraiser

Alex worked in his father's restaurant when he was sixteen, and ⁶ to himself that he would never do that kind of job for a living. He saw the ⁷ towards blogging, and ⁸ into the best ⁹ for blogs, and what makes them successful. He's still at school, but makes a ¹⁰ with his blog about blogging, called *Blogussion*.

have / get something done

5 Match problems 1–8 to actions a–h. Then complete a–h with the correct form of the verbs in brackets.

- 1 'It's Valentine's Day and I've forgotten to buy flowers for Diana.'
 - 2 'My hair's getting a bit too long.'
 - 3 'I don't want Mum and Dad to see their Christmas presents when they come in the post.'
 - 4 'That wasn't a goal!'
 - 5 'My camera isn't working.'
 - 6 'I want to look really good at the Halloween horror party.'
 - 7 'My car has broken down!'
 - 8 'My dog doesn't seem to be eating very much.'
- a 'You must it (get / fix) before we go on holiday.'
- b 'You could some (have / send) to her office.'
- c 'Why don't you them (get / deliver) to a friend's house?'
- d 'Maybe you should him (get / check) by a vet.'
- e 'It sure is. You really need to it (have / cut) soon.'
- f 'I'm sure you can it (have / fix) at the garage on Walton Street.'
- g 'That referee really needs his eyes (get / test)!'
- h 'Why don't you your hair (have / dye) black and red?'

6 CHALLENGE! Think of a festival celebrated in your country. Write about how you normally prepare for it. What do you do, and what do you have done?

Reading False friends – marketing enemies

- 1 Are these English words similar to words in your language? Which words are 'friends' (with the same meaning)? Which are 'false friends' (with different meanings)?

■ chef ■ status ■ receipt ■ communication ■ pension
■ global

- 2 What do you think can be the biggest problem when a product name is used in a different country? Choose the correct answer. Then read the article and check.

- a People don't understand the name.
- b The name has a negative meaning in another language.
- c People see the product as 'foreign' and don't want to buy it.

- 3 Match headings A-E to paragraphs 1-4. There is one heading that you do not need.

- A Errors in the East
- B Foreign is fashionable
- C Ask around
- D Successful slogans
- E Failures on four wheels

- 4 Read the article again and answer the questions.

- 1 Why are English words often seen as cool?
- 2 How can it be costly for English companies not to know other languages?
- 3 Was the Rolls-Royce car name a disaster in Germany? Why / why not?
- 4 Why is it strange that Germans used a new English word for 'rucksack'?
- 5 Which languages cause the biggest problems for English translators?
- 6 What do marketing people need to accept?
- 7 When do marketing teams want to reuse advertising campaigns?

- 5 Match words and phrases from the article to definitions a-g.

- 1 executive
- 2 costly
- 3 to be in a rush
- 4 to lick
- 5 abroad
- 6 concept
- 7 embarrassing
- a idea
- b to touch with your tongue
- c making you feel stupid in public
- d expensive
- e to have to do something very quickly
- f a senior person in a company
- g in a different country

FALSE FRIENDS –

People learning a foreign language often recognize words that are similar to words in their own language. Sometimes these are helpful 'friends' – a Dutch, German or Flemish speaker learning English can relax when it comes to learning *hand* – it's exactly the same in their language. When Germans see the English word *handy* they might think they've found another 'friend', but this is a 'false friend' – the English adjective *handy* means 'convenient', whereas the German noun *Handy* is a word they use for 'mobile phone'!



1 The German *Handy* is a good example of words being borrowed from another language in order to make something sound cool. In countries around the world, marketing and advertising executives often reach for the English dictionary, not because they really need to borrow a word, but because they want to borrow some of the status of English as the language of international communication. The message is: 'Hey, look, I'm using English, I'm part of the modern global community.' So, when it comes to British, Australian and American companies selling their products abroad, you might think that they only have to keep the English names and everyone will be happy. Unfortunately it's not as simple as that, and if English-speaking marketing departments don't do enough research into what their product names and slogans mean in other cultures, false friends can turn into costly enemies!

2 Car names are a good example of the problem. Ford's *Fiera* wasn't as popular with Spanish speakers as the company had hoped, possibly because *fiera* can mean 'ugly' in Spanish. It's said that the well-known story that their *Nova* car suffered for a similar reasons (*No va* in Spanish would mean 'doesn't go') is not actually true, but

MARKETING ENEMIES

it appears nevertheless in many books about marketing. Rolls-Royce fortunately realized that their *Silver Mist* needed a name change before being launched in Germany (in German *Mist* means 'manure', the waste that comes out after a horse or cow has eaten!), where it became the *Silver Shadow*.

The German marketing people seemed to do well with *Handy*, but the English term they borrowed for a certain type of rucksack – which is actually a German word! – wasn't such a good idea. *Body bags* are actually what dead bodies are put in when they are moved from the scene of a crime.

3

Having names and slogans translated into other languages isn't always an effective solution, especially with languages that are very different to English. In the rush to enter the growing Chinese market, the slogan 'Come alive with the Pepsi Generation' was translated into Chinese as 'Pepsi brings your ancestors back from the dead!' Kentucky Fried Chicken also had to do some more work on their idiomatic slogan 'finger-lickin' good', which was first translated to mean 'eat your fingers off!'

4

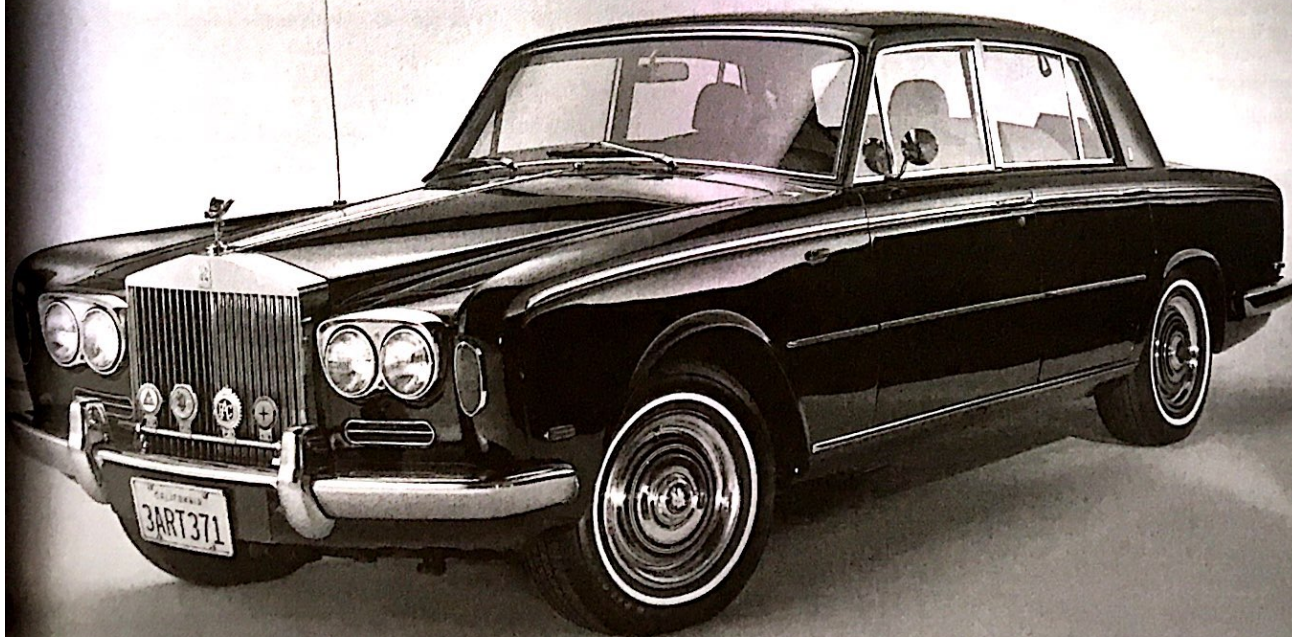
Most problems can be avoided by checking product names and translations with enough local people in the target market. However, it's unusual for the result to be a perfect translation of the original marketing concept. 'The concept will never translate perfectly into another culture,'

6 Complete the sentences with the correct form of the words and phrases in exercise 5.

- 1 Three-quarters of British people say they would like to live The majority would choose English-speaking countries.
- 2 The phrase 'more haste, less speed' means that when you're, you make mistakes and end up taking longer to do things.
- 3 It seems wrong when the top of some charities earn more than a million dollars a year.
- 4 Scientists still cannot find an explanation for why people's faces turn red when they do something
- 5 Buying college textbooks can be, so look for used copies in second-hand bookshops.
- 6 Saving for the future is a strange for many teenagers – money is for spending!
- 7 Dogs often their wounds, but bacteria from their tongues can cause infections.

7 CHALLENGE! Make a list of products with English names that you know. Explain the meaning of the names. Are these products marketed successfully in your country?

warns one marketing expert. It seems that the most embarrassing mistakes have been made by marketing teams who refuse to accept this. If a campaign has been very successful in one market, they will try their hardest to reuse it in a very different one, often failing to listen to what the locals say.



Writing A formal letter of complaint

- 1 Read the letter below. Is it formal or informal?
Complete the text with the words and phrases below.

■ dissatisfied with ■ While ■ I am writing to complain about
■ I still have not received ■ What is more ■ Although



26th July

Dear Sir / Madam,

1 the problems I have had with the latest mobile phone I bought from your company. I am extremely
2 both the phone and your service.

First of all, the phone came with a cashback offer, which promised to return £50 of the price of the phone and contract.

3 I sent you all the necessary documents to qualify for this cashback over two months ago,
4 my £50.

To add to this, the phone has developed several faults in recent weeks. The screen light keeps going off when I am making a call, which makes it very difficult to see what I am doing, and the touch screen does not always work. Furthermore, the phone needs charging far more often than it should, and I frequently run out of battery when I need to make an important call.

I have repeatedly tried to contact someone to discuss these problems by phone, and I find the number of buttons I have to press to get through to the right department very annoying.

5 , I have then sometimes spent more than forty minutes listening to music and the annoying message, 'Thank you for waiting. Your call is important to us.'

6 I understand that calls cannot always be answered immediately, it seems clear to me that my call is not important to you.

I would like to receive both a new phone and the cashback I was promised. If you do not reply to this letter by telephone or in writing within fourteen days, I will contact the regulatory government department.

I look forward to hearing from you soon.

Yours faithfully,

Caroline Johnson

- 2 Match the formal words and phrases in the letter to these informal ways of saying the same thing.

- 1 really
- 2 unhappy
- 3 got some problems
- 4 often
- 5 talk about
- 6 get

- 3 Read the letter below. Is it formal or informal?
Rewrite five parts of the letter that use the wrong register.

Dear Suzie,

I am writing to inform you that your birthday present was received today. It's fantastic and I'm over the moon about it! A new backpack is just what was needed, and furthermore its size is ideal, so I will be able to use it for school and for weekend excursions. Thanks a lot!

I look forward to speaking to you soon.

Yours sincerely,

Adam

- 4 Choose the correct words and phrases.

- 1 The trousers you sent me are not the size I ordered. However, / Besides this, they are the wrong colour.
- 2 Although / However the assistant promised to call me back, I never heard from him.
- 3 What's more / While the helpline advisor was pleasant and polite, she was unable to help me.
- 4 Your shop offers three books for the price of two, and in addition / what's more, a 10% discount for regular customers, but the person at the checkout refused to give me my discount.
- 5 The food in your restaurant was rather tasteless. Although / To add to this, it was cold.
- 6 The new download service is pretty expensive. However, / Furthermore, it is extremely fast.

WRITING GUIDE

- **Task** Write a formal letter of complaint about something you've bought recently.

- **Ideas** Make notes about the following.

- The product and the problems with it.
- How you have tried to solve these problems, without success.
- What you want to happen now.

- **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Explain why you are writing a letter of complaint.

Paragraph 2: Describe the problems with the product and/or service.

Paragraph 3: Say why you are unhappy with the company's response to your complaints so far.

Paragraph 4: Say what you expect the company to do now, and what you will do if they don't do this.

- **Write** Write your formal letter of complaint.

- **Check** Check the following points.

- Have you included all the necessary information?
- Have you used formal language?
- Have you checked grammar, vocabulary, spelling and punctuation?

A Word on the Street

	Mark (1–3)	How can I improve?
1 What kind of teenagers are chosen to become stealth marketers? Why?		
I can understand a text about different forms of advertising.		
2 Name four verbs you might use to talk about an advertising campaign.		
I can talk about advertising.		
3 Complete the advertising collocations with the correct words. a insider b glossy c brand		
I can use collocations to talk about advertising.		

B Fair trade

	Mark (1–3)	How can I improve?
4 When do we use the passive?		
I can use the passive.		
5 Rewrite the sentences using the passive. a Jim is making the beds. b Many people had seen the exhibition before it closed.		
I can form the passive.		

C How to spend it?

	Mark (1–3)	How can I improve?
6 Name two phrases you can use to describe a a very small amount. b a big amount.		
I can describe amounts accurately.		
7 Give two reasons why some people like shopping for clothes online. Give two reasons why some people prefer going to clothes shops.		
I can understand a radio programme about teenage shopping habits.		
8 Use the questions to help you listen for specific information: The train to Shrewsbury departs at What kind of information should you listen for?		
I know how to listen for specific information.		

D Traditional festivals

	Mark (1–3)	How can I improve?
9 Name two ways businesses make money out of traditional holidays.		
I can understand a text about festivals and traditions.		
10 Name five words you could use to talk about trade.		
I can talk about trade.		
11 What is the difference between these two sentences? a Mike's had his hair cut. b Mike has cut his hair.		
I can use <i>have / get something done</i> correctly.		

E A formal letter of complaint

	Mark (1–3)	How can I improve?
12 Which phrases below should you use to contrast ideas? ■ however ■ what is more ■ furthermore ■ but ■ to add to this		
I can use phrases to express addition and contrast.		
13 Name three things you need to remember when writing a a formal letter. b an informal letter.		
I can write a formal letter of complaint.		

7 The senses

Vocabulary Taste

V insight Perception and observation

1 Choose the correct words to complete the sentences.

- I've only just that the name for the video game *Tetris* comes from *tetra*, the Greek for 'four'.
a detected b distinguished c realized
- Arab speakers of English find it difficult to between the sounds 'p' and 'b'.
a distinguish b notice c detect
- Many British people their country as being separate from Europe.
a notice b realize c view
- I'd never that funny key next to 'i' on the keyboard. What do you use it for?
a detected b viewed c noticed
- Have you joining the army now that you're sixteen?
a realized b considered c differentiated
- People who are colour-blind find it most difficult to between red and green, which makes traffic lights a challenge.
a differentiate b realize c notice
- Arsenic is the poison often used to kill people in murder mysteries because it's difficult to
a realize b detect c consider

V insight Adverb-adjective collocations

2 Complete the sentences with the adjectives.

- tasteless ■ convinced ■ accepted ■ repulsive ■ difficult
■ available ■ beneficial ■ careful

- I'm exceptionally about what I post on Facebook – I don't want future employers to know too much about me!
- Peanut butter is highly to your health – it can stop you getting diabetes.
- Mobile phones became widely in the late 1990s.
- A 'Say my name and I disappear. What am I?'
B 'Oh, I always find riddles extremely!
What is it?'
A 'Silence!'
- When you have a cold, most things you eat seem fairly
- It's now widely that climate change is really happening.
- I don't understand how people can eat blue cheese. I find it utterly
- A 'I think Jed's telling the truth about where he was last night.'
B 'Mmm, I'm not entirely

V Food texture

3 Choose the correct words.

- Mmm! How do you get this cake to be so smooth / soft and moist / runny? It's always hard and dry when I make it.
- I love mashed potato when it's really smooth / crumbly. It's horrible when it's not mashed enough and lumpy / chewy.
- I only like apples when they're really crumbly / crunchy. There's nothing worse than a soft apple.
- These peaches are incredibly chewy / juicy. Be careful that it doesn't all run onto your shirt!
- Milkshakes shouldn't be so soft / runny that you can drink them from the glass. They should be thick / creamy enough for the straw to stand up in them.
- The steak was so crunchy / chewy that it took me about a minute to eat every mouthful.
- These brownies are too moist / crumbly. When you take a bite, most of it falls on the floor.

4 Complete the recipe with the words and collocations.

- exceptionally careful ■ oily ■ notice ■ smooth ■ thick
■ highly beneficial ■ consider ■ runny ■ creamy
■ widely available ■ realize

Home-made mayonnaise

People stopped making mayonnaise when it became ¹ in shops, but you should ² making your own. Everyone will ³ the difference! You might be surprised when you ⁴ just how much oil there is in mayonnaise, because it doesn't seem ⁵ but if you use good olive oil, at least that is ⁶ to your health. And not many things are as deliciously ⁷ as mayonnaise without using any cream!

Ingredients

2 egg yolks, 340ml olive oil, 1 tablespoon lemon juice, 1 teaspoon mustard, salt and pepper

Mix the egg yolks, lemon juice and mustard in a bowl, until the mixture is ⁸ Now add the oil. You have to be ⁹ when you do this, mixing in a small amount of oil before adding more. If the mayonnaise is too ¹⁰, you can add some hot water, but be careful not to make it too ¹¹! Add salt and pepper to taste.

5 CHALLENGE! Write about things you like eating, why you eat them, and how you like them to be. Then write about things you don't like eating and why.

I eat a lot of broccoli. I think it's delicious and it's highly beneficial to your health. I like it a bit crunchy, not soft. I don't like eating....

Reported speech

1 Rewrite the sentences in direct speech.

- Harry said that he'd never been there before.
'I've never been there before,' said Harry.
- The guide pointed out that they were travelling past his house.
- Jenny promised that she would wear her new dress the next day.
- The two boys admitted that they were late that day, but said they had been early the day before.
- Gavin explained that he'd already left the house by the time I'd rung.
- Brenda told me she could help me with my homework if I was having problems with it.

2 Complete the email. Use the correct form of the verbs in brackets.

Home Profile Account

Hi Ben,

I went to the travel insurance company's office this morning and spoke to them about your skiing accident. I told them that you ¹ (still / wait) to hear from them, and they admitted that they ² (lose) your claim form. They said that they ³ (send) you another one. I pointed out that you ⁴ (not want) to try and phone them again because you ⁵ (already / spend) a lot of money on calls that were never answered. They explained that ⁶ (have) problems answering calls last week and that they ⁷ (not can) call you because they didn't have the form with your phone number. They promised that they ⁸ (pay) for the cost of your calls. The woman I spoke to added that she ⁹ (be) very sorry about all this, and said that she ¹⁰ (want) to offer you £100 extra when the claim is finally paid.

Love
Helen

3 Rewrite the sentences in reported speech. Use the reporting verbs in brackets.

- 'I'll take you to the concert if you manage to get tickets.'
He (promised)
- 'Yes, we think the clock is running slow too.'
We (agreed)
- 'OK, it's true, we've charged you both too much for these drinks.'
They (admitted)

- 'You can't call Ellen because your phone doesn't have a signal.'
She (pointed out)
- 'Your password didn't work because you didn't use any capital letters.'
He (explained)
- 'Oh, and your grandmother rang to ask if you're going to her house tonight.'
She (added)

4 Complete the magazine article with the correct form of the verbs in brackets.

A MEETING WITH A TEENAGE CLAIRVOYANT!

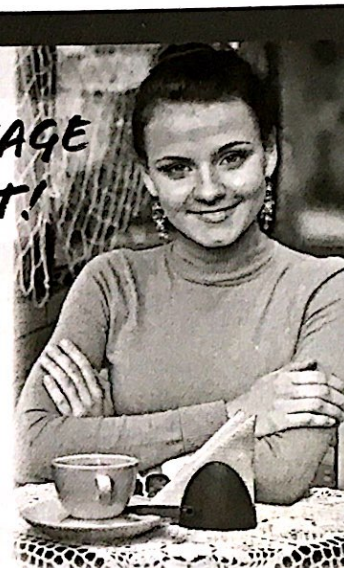
I met Jodie Saunders in her local café. She said that very few people ¹ (know) anything about her special abilities, and that she ² (never / want)

to make a big thing of them. She told me that she ³ (start) hearing voices when she was a small child. 'The

voices sometimes come from things,' she said. 'My mum's coat once "told" me that she ⁴ (have) problems at work. When I rang her, she said that she ⁵ (feel) really ill. She asked if I ⁶ (can) call my dad and ask if he ⁷ (will) pick her up.'

Jodie explained that all of her visions of future events come in dreams. She said that she ⁸ (dream) of the sun setting at two o'clock the night before her grandmother became very ill. 'I was amazed when my mum told me later that my grandma ⁹ (die) at exactly two o'clock that afternoon.'

Jodie said she ¹⁰ (always / think) that some humans have abilities that all animals still seem to have. She pointed out that just before she came home, her dog often ¹¹ (sit) by the door, even if it was at a different time than usual and she hadn't told anyone that she ¹² (come) home early.



5 CHALLENGE! Think of a conversation that you've had recently and write a report of it. Use lots of different reporting verbs.

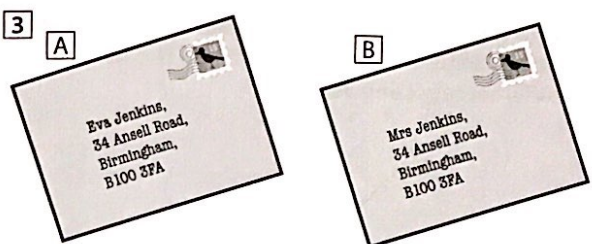
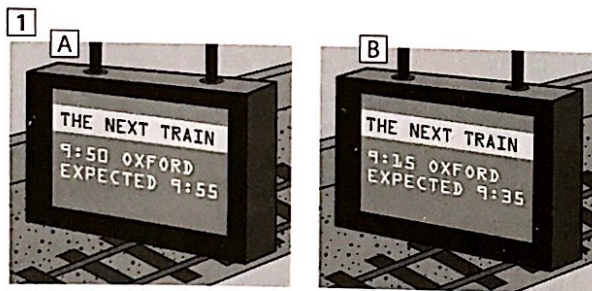
Listening, speaking and vocabulary Don't shout, I can see!

V insight Noun suffixes: -tion, -sion

- 1 Are the words in bold in the correct form in each sentence? Correct seven mistakes.
- A I was surprised by Emma's **react** when I told her we were meeting Dan.
 - B So was I! I couldn't believe the **expression** on her face.
 - We would like to **conclude** this concert with a piano piece by Brahms.
 - My history teacher at school made a big **impress** on me – that's why I did history at university.
 - The police say that the gang of shoplifters have made a full **confess**.
 - A I heard about your dad's **decide** to stop you going out with Jim and Trevor.
 - B Yeah, he said he wanted to **protection** me from their bad influence.
 - The **divide** of any number by zero is actually impossible.
 - The town council has agreed to **situate** the new concert hall away from any housing areas.
 - What's the **connect** between Winnie the Pooh and Attila the Hun? They have the same middle name!

Complaining and asking people to do things

- 2 3.02 Look at the pictures. Then listen to the dialogues. Choose the picture which shows the problem in each dialogue.



- 3 3.02 Listen again and choose the correct answers.

- Why is the train late?
 - Because of the cold.
 - Because the information screen was wrong.
 - Because it's raining a lot.
- Why is the customer able to get an exchange for the trainers?
 - Because they were in the sale.
 - Because the shop has more in stock.
 - Because the problem was small.
- Why does Eva keep getting letters for Mrs Jenkins' daughter?
 - Because they are neighbours.
 - Because she's out when the post comes.
 - Because they have the same name.

- 4 3.02 Complete the lines from the dialogues. Then listen and check.

- when is the 9.15 train to Oxford coming?
- Fine, but please put on a replacement bus service when this happens?
- I'm afraid I bought these trainers here ...
- I don't think they were in the sale. checking?
- exchange them? I really like them! Do you have any more in stock?
- while I see if we've got any more in stock?
- Hi Mrs Jenkins., but I'm afraid ...
- But if you see the postman, ask him again to be more careful?

- 5 Read Sarah's note to Roger. Write the dialogue when Roger phones *Broadcast* to complain.

Roger – call Broadcast about broadband problems:

slow speed – ask them to check

not working when using phone – ask if normal

charged too much for last two months – ask for refund

V Sight and sound

1 Complete the text with the correct form of the verbs below.

■ peer ■ blink ■ snuffle ■ snore ■ stare ■ whisper

I had to share a room with my brother when we stayed at my aunt's, and he started ¹ loudly during the night. I tried ² quietly, 'Andrew, be quiet!' but it didn't work, so I put the light on. 'What's wrong?' he said, ³ at first in the brightness, and then ⁴ at me angrily as his eyes got used to it. 'Why have you woken me up?' 'It's nothing, go back to sleep,' I said. Later, I felt something on my shoulder. 'Leave me alone!' I said, ⁵ into the darkness, trying to see my brother. Then I heard a ⁶ noise in my ear – it was my aunt's dog!

V Ways of speaking

2 Choose the ways of speaking which go with the sentences.

- 1 You do this when you are angry.
a cheer b shout c whisper
- 2 You have difficulty saying some sounds.
a stammer b sigh c whine
- 3 You do this when you complain about something.
a exclaim b argue c stammer
- 4 You speak quietly when you do this.
a exclaim b whisper c cheer
- 5 You do this when you are happy about something.
a whine b cheer c sigh
- 6 You can do this without using words.
a shout b argue c sigh

3  3.03 Listen and choose the correct words.

- 1 'Shhh! Don't let my dad hear that we've come outside!' she **sighed** / **whispered**.
- 2 'I'm *never* going to get all this work done by tomorrow,' he **exclaimed** / **sighed**.
- 3 'I'm really sorry that I'm late. It won't happen again,' he **exclaimed** / **stammered**.
- 4 'It's not fair! Why should I have to clean my room on a Saturday!' she **whined** / **sighed**.
- 5 'Keep out of my bedroom!' he **shouted** / **cheered**.
- 6 'Come on Simon, you can do it!' she **cheered** / **argued**.

Reported questions and commands

4 Put the words in the correct order to make reported questions.

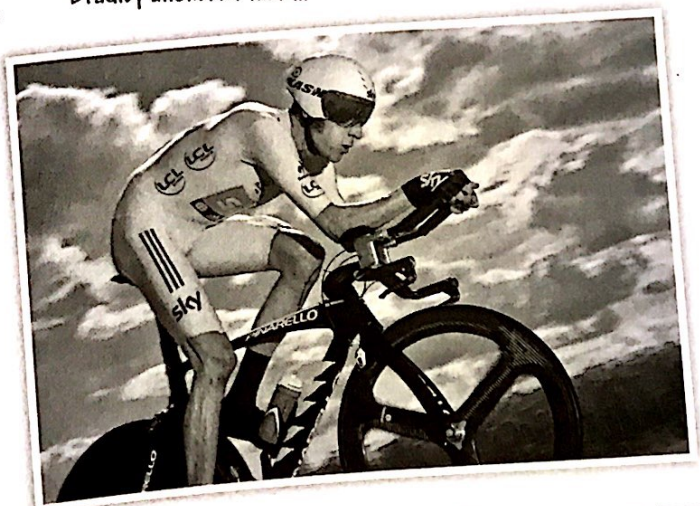
- 1 time / had / she / me / left / bus / the / asked / what / .
.....
- 2 there / were / why / asked / we / Keira / waiting / us / .
.....
- 3 if / refund / me / the / wanted / I / assistant / a / asked / .
.....
- 4 need / Paul / whether / her / he / a / asked / would / password / .
.....
- 5 could / asked / I / swim / me / if / Celia / .
.....
- 6 policeman / dad / said / us / what / had / the / asked / my / .
.....

5 Complete the reported questions and commands.

- 1 'What music are you listening to?'
He asked me
- 2 'Don't go into the woods!'
He told us
- 3 'Where is the toilet?'
She asked him
- 4 'Eat more vegetables!'
My doctor
- 5 'Can you go to Gemma's party on Saturday?'
She asked Judy
- 6 'Don't tell lies! Start telling the truth!'
Karen told Jill
- 7 'Have you seen Brian this morning?'
He asked me
- 8 'Forget about it!'
Our teacher

6 CHALLENGE! Find an interview with someone you like in a magazine or newspaper. Report some of the questions that the interviewer asked, and what the answers were.

The interviewer asked Bradley Wiggins whether he'd always believed he could win the Tour de France. Bradley answered that ...



1 Read the first paragraph of the article. What do you think the article will be about?

2 Read the whole article. Match headings A-F to paragraphs 1-6.

- A The truth
- B Even more amazing
- C Lessons to learn
- D The Brussels experiment
- E Amazing
- F Dave, the mind-reader

3 Answer the questions.

- 1 Why did the people decide to take part in the experiment?
- 2 Why was the information about the girl's school not so amazing?
- 3 Was the girl amazed that Dave knew about her tattoos?
- 4 Why was one girl so shocked that she couldn't say anything?
- 5 Why was it useful that the people had to wait in a queue?
- 6 What was the purpose of the experiment?

4 Study the highlighted words and phrases in the article. Then choose the correct meaning for each word or phrase.

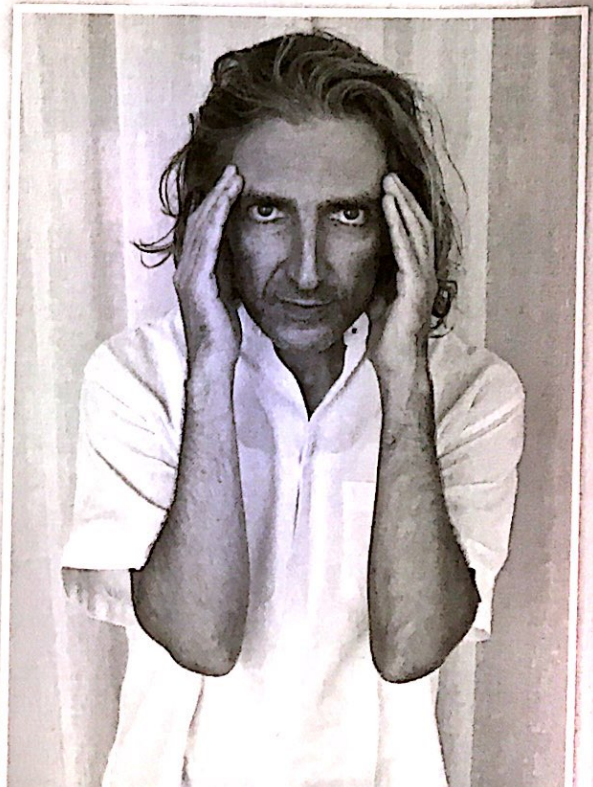
- | | | |
|-----------------|------------------------|------------------------|
| 1 go on then! | a OK! | b No way! |
| 2 passer-by | a shopper | b someone walking past |
| 3 extra-sensory | a beyond normal senses | b unusually sensible |
| 4 curiosity | a wanting to know | b strangeness |
| 5 intense | a looking closely | b strong or extreme |
| 6 spot on | a nearly correct | b exactly correct |
| 7 blushed | a looked amazed | b went red |
| 8 revealing | a showing | b hiding |
| 9 entire | a complete | b personal |
| 10 vigilant | a thoughtful | b careful |

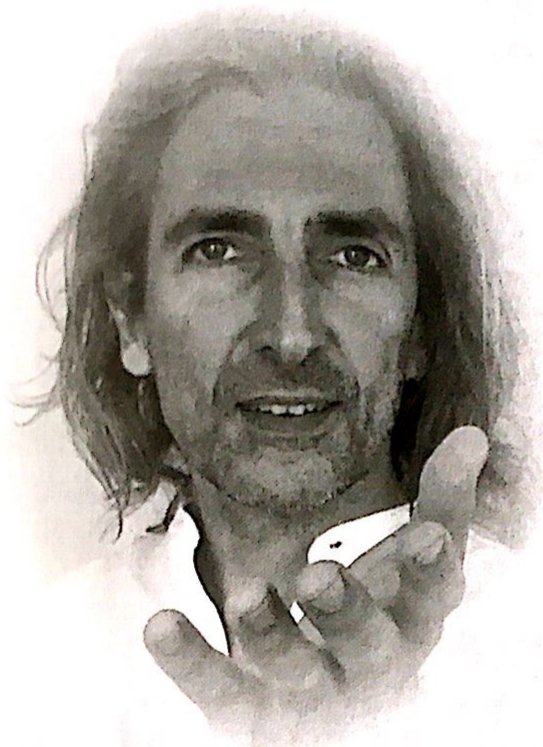
An amazing mind-reader?

Do you believe that some people have a 'sixth sense', an ability to know things which can't be explained scientifically? Most people say they don't think that mind-reading is really possible. Nevertheless, if you asked the same people whether they wanted to be involved in a mind-reading experiment, and find out what a complete stranger could tell them about themselves, the answer would probably be, 'Oh, go on then!'

That's what happened in Brussels, Belgium, on a sunny day in 2012. Researchers stopped passers-by in the street, and asked them whether they would mind taking part in an experiment with a mind-reader. The researchers explained that it was for a TV programme about a man who claimed to have amazing extra-sensory abilities. Curiosity sent queues of people to a huge tent in the city centre, where they waited to meet the man and see what he could tell them about themselves.

Dave certainly gave the impression of being an unusual man. Dressed in a white Indian-style outfit, with long wavy grey hair and intense blue eyes, he waved his arms around and jumped up and down as each person took their seat rather nervously. Dave then sat down opposite them and stared into their eyes, or stood behind them, with his hands on their shoulders, clearly feeling their 'vibrations'.





5 Write what the people actually said. Change the reported speech into direct speech.

- 1 He told the girl he was seeing insects on her back.
- 2 She explained that she'd had two butterflies tattooed on her back.
- 3 He told a young man that he had an orange motorbike.
- 4 Dave told a man that he was selling his house.
- 5 The girl admitted that it was true.
- 6 *Febelfin* tell people not to write any bank details in an email.

6 CHALLENGE! Imagine that you have just shown a new classmate your favourite place in your town. Write a description of the place and the conversation between you and your friend. Think about sights, sounds and smells. Use reported speech.

30 3 Dave told the first girl that she went to a school in Antwerp. 'Yes,' she replied, only a little surprised. A good guess, maybe. He told the second girl that he was 'seeing' insects on her back, and asked if that
35 was possible. 'Yes,' she said, amazed, and explained that she'd had two butterflies tattooed on her back. He told a young man that he had an orange motorbike. 'Spot on!' said the man.

4
40 The participants began to look a little worried as Dave went on to show that he could 'read' even the deepest secrets of total strangers. He told the next girl that she had an interesting love life. 'I see three, maybe four people,' he said mysteriously. The girl
45 blushed, and admitted that it was true, and pointed out that not a lot of people knew that. When he told another girl that she had spent €300 on clothes the previous month, she was so shocked she couldn't speak! Dave told the next man that he was selling
50 his house, and added, 'for €795,000.' 'Scary,' said the man.

5
So, was this proof that mind-reading is for real? That's certainly what most of the participants were thinking, when suddenly the wall of the tent fell to the floor, revealing four men sitting at computers wearing balaclavas. When the people watched, they realized that the men were finding ways to log into the Facebook and email accounts of all the people in the queue, and a large screen showed the posts, photos and emails that they had found while the people had been waiting outside. Dave was receiving all this information through a tiny speaker inside his ear.

65 6 The experiment had been set up by a Belgian banking organization called *Febelfin*, to show people the dangers of putting so much of their information online. The experiment was shown in an advert, and the conclusion was clear: 'Your entire life is online. And it might be used against you. Be vigilant.' On their website, *Febelfin* tell people not to write any of their bank details in an email to anyone, and to make sure that they have up-to-date antivirus protection.

Writing A report on survey findings

- 1 Look at information from a report on a survey. What was the survey about? Write the questions that were asked.

- 1 ... well over three-quarters of students sometimes asked their parents questions about homework. Do you ask your parents questions about homework?
- 2 ... approximately two-thirds of students did their homework while listening to music.
- 3 ... nearly all students looked for information online when doing their homework.
- 4 Around a quarter of students did their homework before eating dinner.
- 5 ... just under a half of students worked in their bedrooms.

- 2 Match the percentages to the sentences in exercise 1.

a 23% b 82% c 48% d 97% e 63%

- 3 Read the report. Match sentences 1–5 in exercise 1 to gaps a–e in the report.

A survey on students and their homework habits.

1 The purpose of this report is to present the findings of a survey into when, where and how students do their homework. The survey was carried out among the students of Class 10A and Class 10B in Year Ten.

2 The first question was about where students usually did their homework. It is often thought that nearly all students do their homework in their own rooms, but in fact a There were a variety of other places mentioned by students in the survey, including the living room and dining room, and just under a fifth did their homework in the kitchen.

3 Moving on to when homework was done, the main difference was whether it was before or after dinner. b just over a half did it after dinner, and some students left it until later in the evening. Only a small minority got straight down to work as soon as they arrived home. With regard to other distractions while working, c A quarter reported that they worked in front of the TV sometimes, but admitted that this was difficult.

4 As far as getting help is concerned, d A significant majority, 85%, also agreed that they sometimes asked a brother or sister. With regard to the internet, e

5 In conclusion, it seems that there is no clear pattern as to where and when homework is done amongst this group of students. There is, however, a clear preference for doing homework with music in the background, and most students see nothing wrong with getting help from other people or the internet when necessary.

- 4 Match phrases 1–3 to percentages a–c.

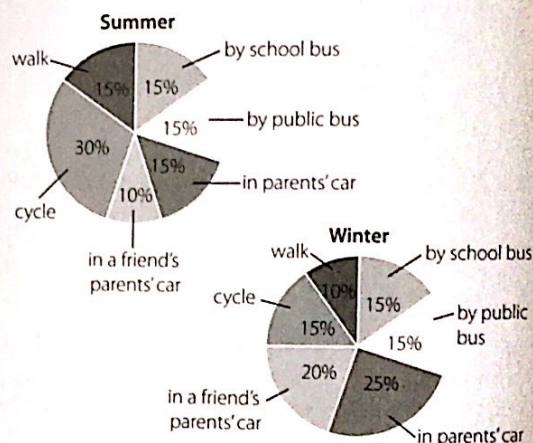
- | | |
|--------------------------|-------|
| 1 a small minority | a 85% |
| 2 a significant majority | b 70% |
| 3 a clear preference | c 5% |

- 5 Match headings A–F to paragraphs 1–5. There is one heading that you do not need.

- A Help
B Time
C Subjects
D Aim
E Conclusion
F Place

WRITING GUIDE

- **Task** Write a report on the findings of a survey from Wallborough School, in England, on ways of getting to school in summer and winter.



- **Plan** Make notes for each paragraph.

Paragraph 1: Describe the purpose of the report, including the aim of making recommendations to make travelling to school less dependent on cars.

Paragraph 2: Analyze the results of the survey for summer.

Paragraph 3: Analyze the results of the survey for winter.

Paragraph 4: Draw conclusions about the most popular ways of travelling, and make recommendations for any changes you would like to see.

- **Write** Write your report.

- **Check** Check the following points.

- Have you given each paragraph a heading?
- Have you used approximations and fractions as well as percentages?
- Have you used phrases to show you are moving from one point to another?
- Have you checked grammar, vocabulary (try to avoid repeating the same words and phrases too much), spelling and punctuation?

Progress check Unit 7

Read 1–13 and evaluate your learning in Unit 7. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Taste	Mark (1–3)	How can I improve?
1 How are girls' and boys' taste buds different?		
I can understand a text about food and the senses.		
2 What aspect of a topic is usually presented a in the first paragraph? b in the final paragraph?		
I can understand the purpose of a paragraph.		
3 Write sentences with the words below. ■ consider ■ detect ■ realize ■ distinguish		
I can talk about perception and observation.		
4 Which collocation could you use for something that a doesn't have much taste? b can be bought in a lot of different places?		
I can use adverb-adjective collocations to talk about food.		

B Beyond human senses	Mark (1–3)	How can I improve?
5 Rewrite the sentences in reported speech. a 'I accidentally ate the last piece of cake,' admitted Carrie. b 'He won't get lost because he's been there before!' Tim pointed out.		
I can use reported speech.		

C Don't shout, I can see!	Mark (1–3)	How can I improve?
6 Change the verbs into nouns by adding <i>-tion</i> or <i>-sion</i> . a react b decide c situate d conclude		
I can use suffixes <i>-tion</i> and <i>-sion</i> to change verbs into nouns.		
7 How can deaf people enjoy music?		
I can understand a discussion about the experiences of deaf and blind teenagers.		
8 How would you complain about something? How would you ask someone to do something?		
I can complain about problems and ask people to do things.		

D A Walk in the Woods	Mark (1–3)	How can I improve?
9 How did Bill and his friend react to the creatures outside the tent?		
I can understand an extract from a book on travel.		
10 Which verbs below are linked to hearing? Which verbs are linked to seeing? ■ snuffle ■ peer ■ stare ■ snore ■ whisper		
I can talk about sight and sound.		
11 Change the sentences into reported speech. a 'What are you doing, Tom?' Jenny asked. b 'Can you see my phone?' asked Mum.		
I can report questions.		

E A report on survey findings	Mark (1–3)	How can I improve?
12 Which phrase could you use to approximate the percentages below? ■ 35% ■ 97% ■ 23% ■ 59%		
I can use approximations in a report.		
13 Name three phrases you can use to make your writing flow.		
I can make my writing flow in a report.		

8 Decisions

Vocabulary Think differently

V Describing jobs

1 Complete the sentences with the adjectives below.

- dead-end ■ highly-skilled ■ repetitive ■ varied
■ stressful ■ high-flying ■ challenging ■ worthwhile

- I'd like to be a charity worker, so that I can feel that I'm doing something with my life.
- Many countries around the world only allow foreigners to come and work there.
- I think Daniel is finding his new job too easy. They need to give him some more things to do.
- I get bored quickly, so I'd need a job where the day-to-day work is quite
- Some people don't mind having jobs if their free-time activities are their real interest in life.
- I'm not exactly sure what my sister does to earn such a large salary, but it's some job in a big bank.
- Fortunately, a lot of the most work in industry is now done by robots.
- Doctors help people who are ill, but they often get ill themselves because the job is so

V Insight Idioms: work

2 Choose the correct words.

- To start the ball rolling, I'll offer my own suggestions / show you another example.
- Ellen's got a lot on her plate at the moment, so give this work to her / David.
- Why don't you put your feet up and have a nice cup of coffee / finish your homework?
- They've thrown me in at the deep end, so any help would be welcome / I'll show you how to do it.
- Bill will show you the ropes – he's been working here for three days / years.
- Sarah rose to the challenge and managed to fix the bike herself / took the bike to a repair shop.

V Gender-neutral job titles

3 Use gender-neutral words. What do you call ...

- someone in charge of a school?
- someone who comes to put out the fire in your house?
- someone who brings you your meal on a plane?
- someone who tries to stop people breaking the law?
- someone who speaks publicly for an organization?
- someone who serves customers in a department store?

7 someone who is in a play in the theatre?

8 someone who does a sport professionally?

4 Complete the text with the words below.

- stressful ■ owner ■ glamorous ■ high-flying ■ varied
■ rose to the challenge ■ thrown in at the deep end
■ shows them the ropes ■ salesperson
■ the bottom line ■ challenging

Young Apprentice

An apprentice is a young person who learns a job by doing it. In the BBC TV show *Young Apprentice*, twelve sixteen- and seventeen-year-olds try to win a £25,000 prize by being the most successful apprentice to Lord Alan Sugar, the ¹ of a large IT company. Every week, two teams of apprentices are ² and have to work hard to complete the very ³ tasks which Lord Sugar gives them. No one ⁴ , so they are completely on their own, and it can get very ⁵ when things go wrong. The tasks are quite ⁶ from week to week, and have included designing a video game and buying artists' work. However, they're not always ⁷ – one of the tasks involved selling cheese at a market. The boys' team certainly had a difficult time when the task was designing a cookbook, but they ⁸ and produced one called *Where's Mummy?* for young people who have just left home. ⁹ is that the teams have to make a profit, and the winner, who is often the best ¹⁰ , can look forward to a ¹¹ career in business.

5 CHALLENGE! You are taking part in a work experience summer programme and need to choose one of the jobs below. Which job would you choose and why? Think about the advantages and disadvantages of each one.

- An activity leader at a summer camp for young children.
- A salesperson for an events company.
- An assistant to a local businessperson.

Third conditional

1 Choose the correct words.

- If we'd left earlier, we wouldn't have got wet.
(We left **early** / late. We **got** / didn't get wet.)
- You'd have heard a really good talk if you'd stayed.
(You **heard** / didn't hear the talk. You **stayed** / didn't stay.)
- If I hadn't listened to you, I'd have lost all my money.
(I **listened** / didn't listen. I **lost** / didn't lose all my money.)
- She wouldn't have got lost if she hadn't been talking on her phone.
(She **got** / didn't get lost. She **was** / wasn't talking on her phone.)
- If they'd seen you, they would have said hello.
(They **saw** / didn't see you. They **said** / didn't say hello.)

2 Complete the sentences using the third conditional and the correct form of the verbs in brackets.

- 'If I (ask) my customers what they wanted, they (say) "a faster horse".'
(Henry Ford, on why the invention of the motor car wasn't a result of customer research.)
- 'If I (not make) the mistakes I'm ashamed of, I (never / make) the decisions I'm proud of.'
(Author Mark Amend, on why mistakes can be helpful.)
- 'I (never / win) the Tour De France if my team (not help) me.'
(Cyclist Bradley Wiggins, on his 2012 victory.)
- 'If I (observe) all the rules, I (never / get) anywhere.'
(Actress Marilyn Monroe, on her dramatic life.)
- 'If I (have) more time, I (write) a shorter letter.'
(From a letter by the author Mark Twain, on the difficulty of using as few words as possible.)
- 'I (stay) if we (not win) the Champion's League.'
(Didier Drogba on leaving Chelsea Football Club.)

I wish and If only

3 Complete the second sentences so that they mean the same as the first sentences.

- It was stupid of me to spend all my pocket money yesterday. I can't go the cinema with you.
If only
I wish
- It was a bad idea to buy cheap tickets. The stage is miles away.
If only
I wish

- Carla's laptop has crashed. It doesn't connect to the internet.
Carla wishes
If only
- Josh forgot to bring his swimming trunks. He can't go in the pool.
If only Josh
He wishes
- It was wrong of me to say that to Elke. She won't forgive me.
I wish
If only

4 Complete the text. Use the correct form of the verbs below.

- not compare ■ not study ■ find ■ realize ■ stop ■ do
■ listen ■ have ■ not spend

Letter to my teenage self:

Maria Harrison, 42

Dear Maria,

I doubt that I ¹ at the age of fifteen if I'd been given advice by my older self, but this is what I have to say. Stop trying to be just like all your friends – you're not! I ² so much time trying to fit in if I ³ that being different is a positive thing! And if only I ⁴ myself to other people all the time! I also wish I ⁵ more fun at your age. I would still have taken school, university and my career seriously, but I ⁶ trying to control everything and relaxed more. If only someone had made me see that you can't control life, you can only control the way you react to it. Take your time deciding what career to do – I wish I ⁷ more research into what it's really like to be a lawyer. If ⁸ law, I ⁹ my real career as an actor much earlier.

5 CHALLENGE! Write a reaction on a comment forum to these events using the third conditional and I wish or If only.

- The government has decided that people under eighteen cannot work until they have finished school.
- Your favourite sportsperson has retired.

Listening, speaking and vocabulary Important decisions

V Decisions and Ideas

1 Study the phrases. Which action comes first in each pair? Write 1 or 2 to show the order.

- 1 a ... change your mind
b ... conceive an idea
- 2 a ... come up with a scheme
b ... have second thoughts
- 3 a ... reconsider a decision
b ... make a decision
- 4 a ... dream up an idea
b ... go ahead with a plan
- 5 a ... reconsider a decision
b ... finally make up your mind

Giving presentations

2 Complete the sentences giving presentation advice with the words below. There are two words that you do not need.

- speak ■ pictures ■ allow ■ remind ■ information
■ voice ■ beginning ■ personal

- 1 Tell people at the ... of your presentation what you are going to talk about.
- 2 Don't ... too fast.
- 3 Use some visual aids such as ..., graphs or slides.
- 4 Use humour or ... anecdotes to make your talk more interesting.
- 5 ... people what you have told them at the end of the talk.
- 6 ... enough time for questions at the end.

3 Complete the lines from a presentation about video games. Use the phrases below.

- To illustrate this point, ■ Let's begin by
■ Finally, to sum up, ■ I'm going to look briefly at
■ Moving on to ■ In this presentation, my subject will be

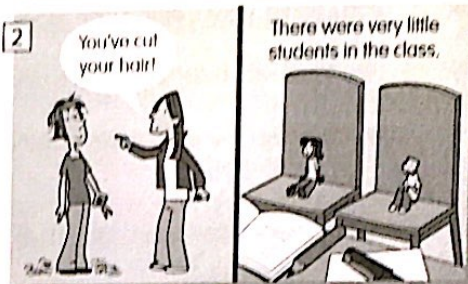
- 1 ... the history of video games.
- 2 ... the early history of games, and then talk about recent developments in more detail.
- 3 ... learning how the first developers came up with the idea of video games.
- 4 ... here's a slide of the first arcade game called *Space Invaders*.
- 5 ... the more modern games, let's see some examples of 3D adventure games.
- 6 ... video games have been around a lot longer than most people realize, and are an important part of our culture.

1

Anyone who has never made a mistake in life has never tried anything new.

Albert Einstein

2



3

Penicillin

X-rays

Chocolate chip cookies

Potato crisps

4 3.04 Look at slides 1-3 from a presentation about making mistakes. Match them to summaries of each part of the talk A-D. There is one summary that you do not need. Then listen and check.

- A Mistakes can be funny.
B How to avoid making mistakes.
C Mistakes can lead to inventions and discoveries.
D Mistakes are necessary in life.

5 3.04 Put the words in the correct order to make sentences from the presentation. Then listen and check.

- 1 like / about / you / talk / today / to / mistakes / I'd / to / I
- 2 impossible / making / it's / look / to / going / why / avoid / them / to / I'm / at /
- 3 why / start / making / by / afraid / explaining / I'll / we're / mistakes / of /
- 4 some / mistakes / end / I'll / examples / successful / with / of /
- 5 quote / with / a / Einstein / begin / let's / from /
- 6 mistakes / look / successful / now / let's / some / at
- 7 being / wrong / things / to / afraid / stop / conclude, / so, / of / getting / I

6 Choose one of the questions below and prepare your own presentation.

- 'Who is the most influential person in your life?'
■ 'What is the most exciting experience you've ever had?'

Vocabulary and grammar Do the right thing

V Conflict

1 Complete the sentences with the words below.

- injustice ■ struggle ■ discrimination ■ marched
■ boycotting ■ opposition

In countries around the world, young people ...

- are protesting against by top universities against students from state schools.
- have shown their to cuts in education.
- have through the streets to protest against billions of Euros being given to failing banks.
- are refusing to accept the of laws against peaceful public protests.
- are shops if their products are made by workers who don't receive a fair wage.
- complain about the to manage the cost of living while being a university student.

V Conflict: phrasal verbs

2 Complete the placards with the verbs below.

- THROW ■ FACE ■ GIVE ■ FIGHT ■ STEP ■ TAKE ■ BACK
■ STAND

1 BACK AGAINST
GOVERNMENT CUTS!

2 UP FOR YOUR
RIGHTS!

3 UP
TO REALITY - CUT
GOVERNMENT
BORROWING!

4 LET'S
ON SCHOOL BULLIES -
DON'T LET THEM WIN!

5 DON'T
DOWN ON PROMISES TO
IMPROVE EDUCATION!

6 LET'S
OUT THIS
GOVERNMENT - NOW!!

7 MORE TO DO!
..... UP THE
CAMPAIGN AGAINST
ANIMAL TESTING!

8 DON'T
IN TO BIG BUSINESS
BULLYING

Speculating about the past

3 Complete B's reply to A. Use *must* / *can't* / *might* or *could* and the correct form of the verbs in brackets.

- A 'Zoe looked disappointed after the exam.'
B 'She (do) very well.'
- A 'I can't see anyone out there with umbrellas.'
B 'It (stop) raining.'
- A 'No one knows where Derek is.'
B 'I saw him waiting at the bus stop earlier. He (go) home.'
- A 'My mum never enjoyed my boxing matches.'
B 'Yes, it (be) easy for her.'
- A 'Where's Suzanna? She's very late for practice.'
B 'You're right - she's normally here on time. She (forget) about it.'

4 Choose the correct words to complete the text.

One of the most mysterious books in the world is the Voynich manuscript. The name refers to Wilfred Voynich, a Polish book collector who bought the manuscript in 1912. The book is written in an unknown language, so no one is sure what it is really about! Many experts agree that the manuscript ¹*must* / *can't* have been an early guide to herbal medicine, because it contains lots of labelled drawings of plants. It ²*must* / *could* have been written in northern Italy but, because many of the plants are unrecognisable, it is difficult to know for certain. Some sceptics even think that Voynich ³*can't* / *might* have written the manuscript himself, believing that a very rare book would make him a lot of money. However, the manuscript is so sophisticated and detailed that a lot of people argue that he ⁴*can't* / *may* have created it. They believe that the text ⁵*may* / *can't* have been written in code - but no code-breakers have been able to solve the mystery. One theory is that the manuscript ⁶*could* / *must* have been written by someone with a mental illness, but we still don't know for sure. The manuscript continues to be one of the world's greatest mysteries.

5 Complete the text using the correct form of the verbs in brackets.

The famous pilot Amelia Earhart disappeared mysteriously on 2 July 1937, while trying to become the first woman to fly around the world.

During her flight to the tiny Howland Island in the Pacific Ocean, Earhart and her navigator disappeared. It was thought that the plane ¹..... (must / run out of) fuel and crashed into the sea. However, a search mission found no signs of a plane crash.

As a result, some people claim that the plane ²..... (can't / crash), and there have been some imaginative theories to explain the mystery. Some people say she ³..... (may / work) as an American spy against the Japanese, who ⁴..... (must / catch and kill) her. Others think she ⁵..... (might / return) to the US to live a secret life as an ordinary housewife! And of course, there will always be people who believe that she ⁶..... (must / take) by aliens. However, recent discoveries suggested that Earhart ⁷..... (could / crash) off the island of Nikumaroro, and ⁸..... (may / survived) there for a short time before dying. Locals found bones which ⁹..... (could / be) Earhart's, and many insist that parts of an American shoe found there from the 1930s ¹⁰..... (must / belong) to Amelia.

6 CHALLENGE! Think of an unsolved mystery in history. Speculate about the situation.

The Roanoke Colony in the USA disappeared in the sixteenth century. No one knows what happened to the people who lived there. They could have moved to a new colony. They might have ...

Reading The name game

- 1 Many surnames used to tell us what jobs people did. What did people with the surnames below do in the past?

■ Baker ■ Cook ■ Carpenter ■ Gardner ■ Smith ■ Miller

- 2 Read statements 1–3. Which do you think are true? Read the article and check.

- 1 There is no connection between surnames and careers in modern times.
- 2 It can be helpful if your surname begins with a letter near the beginning of the alphabet.
- 3 People sometimes choose jobs that have some connection with their names.

- 3 Match sentences A–E to gaps 1–5 in the article.

- A a surprisingly high number of dentists are called Dennis or Denise!
- B 'Lightning Bolt' was the most popular one
- C and the teachers admitted that this encouraged discrimination
- D in her and Romeo's cases, rich and important ones
- E those with names early in the alphabet might have got more attention by being at the front of the class

- 4 Read the text again. Are the sentences true (T), false (F), or not given (NG)?

- 1 Names always used to tell you what jobs people did.
- 2 Newspaper headline writers enjoy playing with words and names.
- 3 People only make connections between names and careers in their own language.
- 4 More women than men live in Georgia.
- 5 The people at the bottom of a list are always less important.
- 6 In the past, a student called Zappa would have sat at the back of the class.
- 7 Teachers sometimes form opinions about their new students before the school year begins.
- 8 It's not easy for women to be taken seriously as scientists.

- 5 Find words in the article which match definitions 1–6.

- 1 The title of a newspaper article printed in large letters at the top. (paragraph 3)
- 2 Examples of when two things happen at the same time by chance. (paragraph 3)
- 3 The most northern or southern part of the world. (paragraph 4)
- 4 The person you go to when you have problems with your teeth. (paragraph 5)
- 5 People who teach or do research at a university. (paragraph 6)
- 6 Connected with or typical of girls and women. (paragraph 7)

The name game

Do our names affect our career choices?

'What's in a name?' Juliet asks Romeo in Shakespeare's play. She soon discovers the answer – quite a lot.

- Juliet's problem was that surnames tell us which family someone comes from and ¹ Lower down in society, the family name would often tell us about people's jobs, for example, Baker, Cook, Gardner, Taylor and Smith. These are all names that still exist today. But these days there's clearly ⁵ no connection between someone's name and their career ... is there? ¹⁰



- The media certainly notice any connection between a name and what a famous person does. Usain Bolt is a gift for headline writers – ¹⁵ ² ... – and Belgian footballer, Mark de Man, is another favourite with sports journalists. And as that example shows, these connections often work across languages – English speakers think Koolhaas is a great name for the top Dutch architect! We see these, and examples such as ²⁰ the poet Wordsworth, as amusing coincidences.

Nevertheless, the editor of New Scientist magazine recently decided to study these coincidences after noticing how many of the books and scientific papers in the magazine were on topics connected with the author's name. He'd just been thinking about this when he turned to the next book on his desk, a work on the North and South Poles by ... Daniel Snowman.

Recent research has confirmed that people are more likely to choose careers that mirror their own names. The researchers suggest that it happens because we are attracted to things that remind us of ourselves, which explains why women called Georgia are more likely to move to the state of Georgia in the US, and a larger than average proportion of men called Louis live in Louisiana. We're more likely to focus on things even if they only begin with the same letter as our own names, including first names – ³..... It's more difficult to understand why people choose careers which you'd think they would have reconsidered if they'd thought about their surnames – there really are dentists called Dr Pain, and doctors called Dr Death (interestingly, they usually pronounce it 'Deeth').

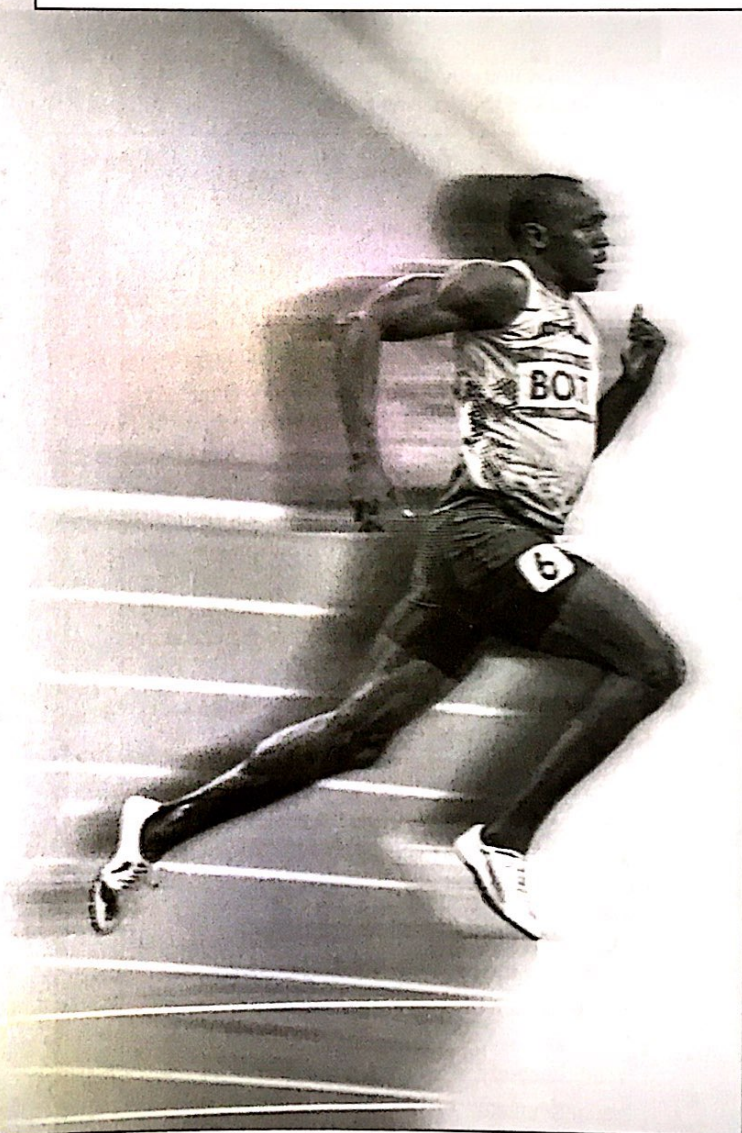
Surnames can influence your life in other ways, too. A survey of American universities showed that academics whose surnames began with a letter at the beginning of the alphabet were likely to have had more success. This could have happened because the authors of academic papers are listed in alphabetical order. The people at the top of the list therefore got noticed more, and we can't avoid thinking that those at the top of a list are more important. It's possible that this had an even stronger influence in the past, when classrooms ordered students alphabetically – ⁴.....

In a survey of UK teachers, half said that they imagined what some of their new students would be like before they had met them, just from seeing their names on the class list. Whereas some first names were seen as 'trouble' – ⁵..... – others suggested good behaviour, especially more feminine-sounding names in the case of girls. And again, there is a strong connection with decisions about career. Girls with more 'feminine-sounding' names are much less likely to choose a career in science.

6 Complete the sentences with the correct form of the words in exercise 5.

- 1 The North is about 725 km north of Greenland, in the middle of the Arctic Ocean.
- 2 I met an old college friend from London when I was trekking in Nepal – what an amazing
- 3 I'm starting to feel pain in one of my teeth – I must go to the
- 4 My sister doesn't wear many skirts and dresses because she thinks that they are too
- 5 My parents often read the while they have breakfast.
- 6 My friend's mum is an at Oxford – she always has a lot of interesting things to say about her work.

7 CHALLENGE! Write some names in your language that come from jobs. Translate them into English. Then give an English definition for each one.



Writing A covering letter

1 Match jobs 1–6 to sentences from covering letters a–f.

- | | |
|-----------------------|-------------------|
| 1 Gardener | 4 Fitness trainer |
| 2 Dentist's assistant | 5 Tour guide |
| 3 Cook | 6 Au pair |

- a I have shown people around various towns.
 b I have been doing the Top Teen Health programme at my local gym for three years.
 c I often help my parents in the garden, growing both flowers and vegetables.
 d I have looked after several children before.
 e I have always looked after my own teeth well.
 f I often make different kinds of food.

2 Which of the statements in exercise 1 are too general? Rewrite them so they include some more detailed information.

3 Complete the letter with the phrases below.

- As you will see from the enclosed CV
- would be available for interview
- I have also coordinated
- I am writing to apply for
- All this experience has confirmed that
- Please find enclosed
- I believe that this will provide

15th April

Dear Mr Jeffries,

Re: Fitness Trainer position

I am writing to apply for the above post, as advertised in yesterday's Evening Star. I have also coordinated my CV and certificates.

I am currently studying at Highcliffe Secondary School, where I am preparing to take A-levels in June. My passion for physical exercise can be seen from the fact that I do rugby, cricket and athletics at school.

I achieved the top grade in biology in my GCSE exam. Biology is my favourite subject, as I am interested in all aspects of the human body, and

a good academic background for my chosen career in the sport and fitness industry. I have been doing the Top Teens Fitness programme at my local gym for three years.

During the last year, I have assisted with the introduction of new members to this programme.

another training programme which visits local youth clubs in order to try and give young people some experience of the benefits of regular exercise. I have created an after-school fitness club, and developed a programme for students who prefer to do individual exercise rather than team sports. I would like to make a career in this area, and I feel that this position would be a very good way to start.

I look forward to hearing from you soon, and at any time outside school hours.

Yours sincerely,
 Adam Stanfield

4 Find three of the action verbs below in the letter. Which of the other verbs below could be used to replace them?

- advise ■ arrange ■ assist ■ design ■ develop
- coordinate

5 Which of the verbs can not be used in the sentences?

- 1 During the holidays I helped / assisted / designed at the local language school.
 2 I have organized / advised / coordinated a series of photography workshops for young people.
 3 I have assisted / helped / developed with setting up a campaign group on young workers' rights.
 4 My team assisted / developed / created a programme to arrange visits to old people living alone.
 5 We are hoping to design / coordinate / arrange further exchanges between our two schools.
 6 I have designed / developed / assisted a new system for keeping vocabulary records.

WRITING GUIDE

Task Write a covering letter to apply for one of these jobs.

Summer Tour Guides Needed!

A good tour guide will ...

- have lots of local knowledge, especially history.
- have experience of public speaking.
- be lively and enthusiastic.

Training provided.

Au pair wanted

We need an au pair for our two children, aged three and five. Are you someone who ...

- has experience of looking after small children?
- is fun, but knows how to be firm when necessary?
- has a lot of patience?

Ideas Think about the qualifications you have, the experience you can offer and why you want this job.

Plan Make notes for each paragraph.

Paragraph 1: Explain where you saw the job advertisement and mention that you are attaching your CV.

Paragraph 2: Give reasons for your interest in this job.

Paragraph 3: Refer the employer to specific information on your CV and show how this relates to the job.

Paragraph 4: Mention any other experience from school, part-time work or voluntary work which might be relevant to the job.

Paragraph 5: Request an interview and say when you are available.

Write Write your covering letter.

Check Check the following points.

- Have you included all the necessary information?
- Have you used formal language?
- Have you checked grammar, vocabulary, spelling and punctuation?

Progress check Unit 8

Read 1–14 and evaluate your learning in Unit 8. Give yourself a mark from 1 to 3.
How can you improve?

1 I can't do this. 2 I have some problems with this. 3 I can do this well.

A Decisions	Mark (1–3)	How can I improve?
1 Give four lessons that Sean learned about looking for a career. I can understand a text about looking for the perfect job.		
2 Name three adjectives you could use to describe your ideal job. I can use adjectives to talk about jobs.		
3 Which idiom could you use to mean a have a lot of work and responsibilities? b put in a new or difficult situation without any help? I can use idioms to talk about work.		

B If they hadn't ...	Mark (1–3)	How can I improve?
4 Complete the sentence in the third conditional If Sarah (not go) to school yesterday, she (miss) the final exam. I can form the third conditional.		
5 What is the difference in meaning between these two sentences? a If only I had gone to the concert. b I wish I was at the concert. I can use <i>I wish</i> and <i>If only</i> to express wishes and regrets.		

C Important decisions	Mark (1–3)	How can I improve?
6 Name two phrases that mean a create something. b think again about something. I can talk about decisions and ideas.		
7 Why was Akio Morita's decision so important? I can understand a radio programme about people who made important decisions.		
8 What can you do to deal with unknown words while listening? I can deal with unknown words while listening.		
9 Give two phrases to introduce a topic. Give two phrases to conclude a presentation. I know how to structure a presentation.		

D Do the right thing	Mark (1–3)	How can I improve?
10 Why was Rosa Parks' decision so important? I can understand a text about segregation in the USA.		
11 Give an example of the nouns. ■ discrimination ■ demonstration ■ injustice I can talk about conflict.		
12 Name two phrases to speculate about things in the past. I can speculate about the past.		

E A covering letter	Mark (1–3)	How can I improve?
13 Which verbs are synonyms of <i>help</i> ? Which verbs are synonyms of <i>organize</i> ? ■ assist ■ coordinate ■ advise ■ arrange I can use action verbs correctly.		
14 Name three things you can do to avoid general statements in a cover letter. I can write a cover letter using relevant information.		

9

Digital humans

Vocabulary A day in the life

V insight Phrasal verbs: relationships

1 Replace the words in *italics* with the correct phrasal verbs.

- 1 It takes a long time to *get back to your usual self* after the flu – it's a serious illness.
a get past b get round c get over
- 2 I think it's good that we see more men who can *lose control of their feelings* and cry in public.
a break up b break down c break out
- 3 I usually use the internet to quickly *bring myself up-to-date* with the day's news.
a catch up with b catch up to c catch up for
- 4 You'll never guess who I *met unexpectedly* in the city centre today! Gerry and Sheila!
a ran across b ran over c ran into
- 5 I didn't know much about Tony because he says so little, but he really *talked freely* on the hike.
a opened out b opened up c opened over
- 6 My big brother is at the same school as me, so he always *supports and defends* me in the playground.
a sticks out for b sticks behind for c sticks up for
- 7 Sharon and I *liked each other* the first time we met. We have exactly the same sense of humour.
a hit it up b hit it off c hit it on
- 8 You're just a bully! Why don't you try *being horrible* to someone your own size?
a picking on b picking at c picking into

V insight Words often confused

2 Choose one word from the pairs of words below to complete the sentences.

- actually / currently ■ sympathetic / friendly
 - consequently / consistently ■ latest / last
 - eventually / possibly
- 1 I'm getting the smartphone for Christmas!
 - 2 Donald asked Lola four times, and she agreed to go to the cinema with him.
 - 3 This game is unavailable on our website. Please try again later.
 - 4 Well done! Your work has improved over the last year, because you've tried harder.
 - 5 My phone memory keeps saying it's full, but it's half empty.
 - 6 *Last Window* was the computer game made by Cing before they went out of business.
 - 7 Don't tell Jamie any of your problems. He's never very, and he'll just say it's your own fault.
 - 8 Everyone likes Jack because he's so to everyone he meets.
 - 9 I don't like unfriending people, and I've got hundreds of friends on Facebook.
 - 10 I haven't decided about my future. I'll go to university to study ICT.

V Technology

3 Put the actions in the correct order, 1–9.

- a Upload the photos on your camera.
- b Download a photo editing program.
- c Undo some of the changes to one of the photos.
- d Log out of your computer.
- e Install the program.
- f Delete some of the photos and edit the others.
- g Log into your computer.
- h Post some photos on a social networking site.
- i Click on the icon to open the program.

4 Complete the article with the words below.

- share ■ get over ■ sympathetic ■ friendly
- break down ■ log out of ■ consistently ■ log into
- hit it off ■ actually ■ open up ■ pick on ■ upload

Internet romance scams

Research has shown that over 200,000 people in Britain have been the victims of internet romance scams. The scammers, both male and female, post fake profiles of themselves on internet dating sites, and usually ¹ a photo of a very attractive person. They seem very ² when you contact them, and ask you to ³ the dating site and ⁴ your email or instant messaging account instead, so that you can chat more privately. They seem to ⁵ so many of your interests that it can feel like you've really ⁶ immediately. They ⁷ very quickly and tell you all about their personal lives.

This can go on for days, weeks, or months, but eventually they will tell you that they are in a very difficult situation. It can be so serious that it seems they are about to ⁸ unless you help them by ... sending them some money. If you do, they let you know about another terrible problem they have. They know how to ⁹ people who are extremely ¹⁰ to other people's bad luck stories, and they ¹¹ seem to have terrible luck. When the victim realizes that the relationship is ¹² a scam, it can take them a long time to ¹³ it.

5 CHALLENGE! Imagine an older person (perhaps a parent or grandparent) has asked you how to do something on a computer. Write some simple instructions for them in English.

Defining relative clauses

- 1 Write the correct relative pronoun in 1–6. Then match 1–6 to a–f to make sentences.

■ whose ■ where ■ which (x2) ■ who ■ when

- 1 Excuse me, is this the room
- 2 I need to find someone
- 3 I'm looking for one of those plastic things
- 4 Next Thursday is the day
- 5 This is a public announcement. Could the person car
- 6 Can you show me the key
 - a is parked right outside the main door please move it?
 - b opens that cupboard door?
 - c I'm going to get my new glasses from the opticians.
 - d knows how to uninstall this program.
 - e the English oral tests are taking place?
 - f you use to play the guitar. Ah, yes, a plectrum.

- 2 Complete the sentences with a relative pronoun and essential information. Use the verbs in brackets.

- 1 J.K. Rowling is the woman (write / Harry Potter books)
- 2 Hollywood is the place (most American films / make)
- 3 Leonardo da Vinci is the artist (paint / the Mona Lisa)
- 4 25 December is the date (Christmas / celebrate)
- 5 Nike is the brand logo (look like / a tick)
- 6 Stratford-upon-Avon is the town (Shakespeare / born)

- 3 Study the words in *italics* in each sentence and write S (Subject) or O (Object).

- 1 Where's the *button* that switches this thing off?
- 2 Barbara is *the person* who you should ask.
- 3 Gaelic is *a language* that few people speak.
- 4 I'm not normally *someone* who forgets people's names.
- 5 Paella is *a dish* which is very popular in Spain.
- 6 The kuna is *the currency* that people use in Croatia.
- 7 Binary code is the *language* which computers use.
- 8 A baggage handler is *the person* who puts your luggage on an aeroplane.

- 4 Look at the sentences in exercise 3 again. In the sentences with an object, underline the subject which follows it. Then cross out the relative pronouns in the sentences where you can leave them out.

- 5 Complete the text with relative pronouns. Use a pronoun only where necessary. Cross out the gap where you do not need the pronoun.

Unfriend phobia

Have you experienced times ¹..... you hold the cursor over 'Unfriend' on someone's Facebook profile, but just can't make the click ²..... will remove them from your friends list? If the answer is 'yes', you might be someone ³..... suffers from 'unfriend phobia'. So what is it ⁴..... makes us avoid unfriending people? Well, we often try to do it at a time ⁵..... we know that someone is very busy and might not notice, and that shows what we're afraid of. If the person ⁶..... you unfriend notices, what will they do about it? Will they be angry?

But why do we care? These are people ⁷..... we don't want to be friends with any more! They're often people ⁸..... you should never have added as a friend in the first place! They're the people ⁹..... status updates appear every few minutes, telling you things ¹⁰..... you really don't want to know. With some of them, it's difficult to imagine ever being in a place ¹¹..... you'll see them again, so what are you worried about? Perhaps you feel it's better to know about everything ¹²..... happens to all the people you know, even if they're your enemies rather than friends. And it's easy to ignore the things ¹³..... they post, except all those photos! As one boy said, 'I keep seeing photos of my sister ¹⁴..... show her kissing her boyfriend. Ugh! I sometimes want to unfriend *and* unfamily her!'

- 6 CHALLENGE! Complete the sentences so that they are true for you. Use relative pronouns.

- 1 I'm the kind of person
- 2 My school is a place
- 3 Mathematics is a subject
- 4 Sunday morning is the time
- 5 is the town
- 6 My friend,, is someone

V Describing gadgets

1 Complete the extracts from adverts for gadgets with the adjectives.

- fragile ■ reliable ■ out-of-date ■ durable ■ inexpensive
■ expensive ■ convenient

1

Wind-up and solar-powered radio – no more _____ batteries!

2

Does your mobile phone seem old and _____?
Click here to view our latest models. 

3

A powerful torch that's small and _____
to carry around in your pocket or handbag.

4

Uses widely-available free Wi-Fi, making it an _____
way to access the internet.

5

Our competitors' models have proven to be _____ and break easily, so make sure you
get our more _____ models now.

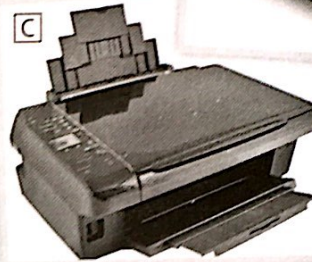
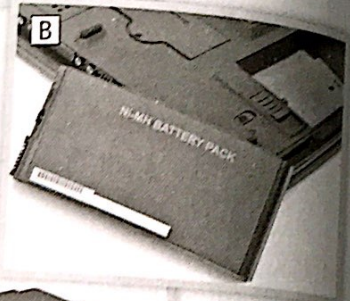
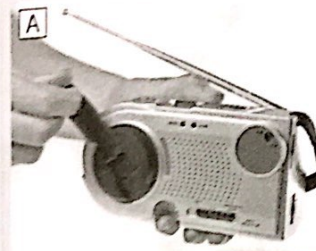
6

No one has ever reported a problem
using one of these – that's how
they are.

Asking for instructions, explanations and clarification

2 Read the instructions on how to do something with a gadget. Which gadget are they for, A, B or C?

- You need to check it really is out of ink before you actually change the cartridge.
- First lift the lid and the scanner.
- Then open the lid of the box and you'll see the cartridges.
- Now find the cartridge you need to replace.
- You need to pull the tabs on the side of the cartridge together as you pull it out.
- Now put the new cartridge in, but first take off the yellow tape which is stuck over a hole in the bottom of the cartridge.
- Just push and you'll hear a click when it's in properly.
- Close the scanner and lid and press OK.



3 3.05 Listen and complete the lines from the dialogue between Lara and Bobby.

- 1 What _____ do?
- 2 _____ it needs replacing?
- 3 How _____ that?
- 4 _____ lift the lid and the scanner.
- 5 Sorry, _____ by scanner.
- 6 Right, _____ that.
- 7 Yep. What do _____?
- 8 Sorry, _____ again?
- 9 _____, they've got the colours on them, the same as the ink inside.
- 10 _____?
- 11 Yes, _____ so I need to take the black one out.

4 Put the instructions for replacing a laptop battery in the correct order.

- a Slide the battery out of the body of the laptop.
- b Find the battery pack on the bottom. There's a switch next to it.
- c Turn the laptop off.
- d Push the replacement battery into the compartment until it clicks into place.
- e Move the switch to the right to unlock the battery.
- f Close the screen and turn the laptop over.

5 Write a dialogue similar to the one in exercise 3, in which you give instructions to a friend on how to do one of the following.

- replace a laptop battery
- transfer photos from a digital camera to a computer

V Words with more than one meaning

1 Complete the sentences with the words below. Use each word twice.

■ face ■ book ■ disc

- Let me know if you want to play tennis on Saturday, because I'll need to the court soon.
- My dad had a slipped in his lower back last year. He couldn't get out of bed for a week!
- I loved Jean Dujardin in *The Artist*. It's a silent film but he said so much with his
- Come on, turn round and the camera and give me a big smile!
- It's possible that drives in computers will be completely out-of-date in a few years.
- I use my e-reader when I go on holiday, but the rest of the time I still prefer to read a real

V Poetry

2 Match the words below to the sentences.

■ rhyme ■ personification ■ metaphor ■ simile ■ prose
■ rhythm

- She sang like an angel.
- When the rain comes, and the storm clouds grow, the thickening sky goes dark.
- The dark windows of the house stared out angrily.
- You are the harbour my ship sails towards.
- In your eyes, I will rise, into the deep blue skies.
- This poem was written for my grandmother, who taught me the value of learning poems by heart.

Non-defining relative clauses

3 Rewrite the two sentences as one sentence. Put the extra information in a relative clause.

- Apple continues to make the most popular smartphones. Its profits make it one of the richest companies in the world.
- Ireland is part of the British Isles. Some people wrongly think it's part of the UK.
- Fruit juice is bad for your teeth if you drink too much of it. A lot of people think it's very healthy.
- Ibiza is still a popular holiday destination for young clubbers. All-night raves began there in the 1980s.
- Suzanne Collins wrote *The Underland Chronicles*. Her *Hunger Games* novels were made into films.
- St Nicholas's Day is on 6 December. Many children receive gifts on that day.

4 Which sentences need more information to understand what the person is talking about?

- My brother's gone to see the man
- At the weekend we're going to my uncle's farm in the country
- Gold is the only metal
- 14 February is St Valentine's Day
- My bedroom is one of the few places
- Next Friday is the day
- We usually go swimming at the local leisure centre

5 Write a–g after 1–7 in exercise 4. Use a relative pronoun, and a comma where necessary.

- stays shiny forever.
- I can be completely alone with my thoughts.
- lovers give each other cards and gifts.
- offered him a Saturday job in his shop.
- has a 50m pool.
- he keeps lots of horses.
- we get our exam results!

6 Complete the text with clauses a–g, adding a relative pronoun (*which, where, when, who or whose*). What do you think the device is?

- are fixed together in numbered order
- electronic gadgets can be dangerous
- finger can be used to swipe to it
- find the experience of reading without a screen exciting
- has been proved by dropping one from a high building and using it immediately afterwards
- a page appears instantly
- doesn't need batteries or electricity

A low-tech reading device

It's the year 2030, and many teenagers have rediscovered an amazing reading device 1. It's very portable, and can even be used for reading in the bath, 2. It's simple to use and can be operated even by very small children, 3. It's also extremely durable, 4. The device consists of a number of sheets of paper, 5. It does not need switching on – the device is simply opened, 6. Any other page can be accessed immediately by the user, 7. The device is completely reliable, and never crashes. Some people claim that the devices can last for more than a hundred years!

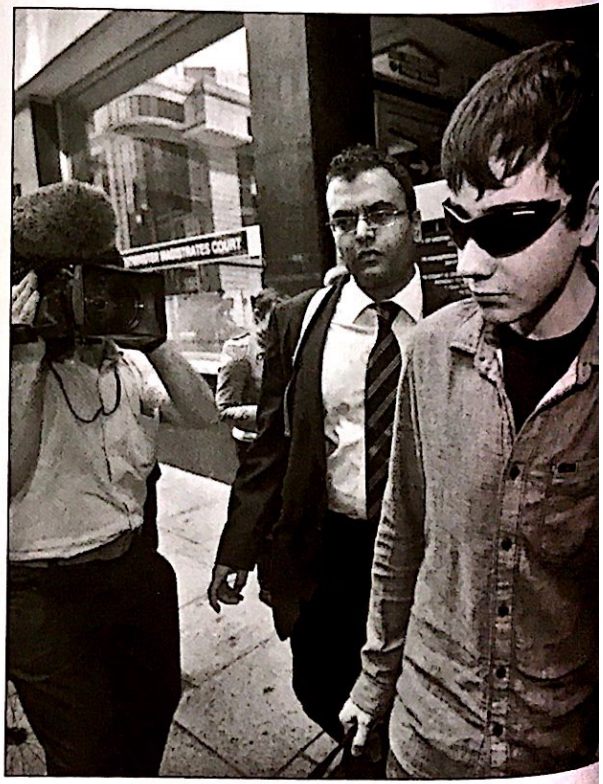
7 CHALLENGE! Write a short biography of your favourite poet or rap artist for an online encyclopaedia. Use non-defining relative clauses.

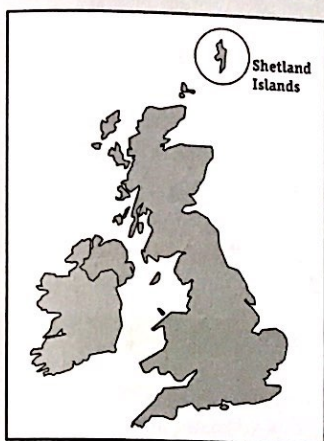
- 1 What does a computer hacker do?
 - a Uses computers to steal money.
 - b Breaks into other people's computer systems.
 - c Repairs computers.
- 2 The teenage computer hacker in the photo was banned from using the internet. How do you think he found life afterwards? Read the article and check your answer.
 - a boring
 - b difficult
 - c more enjoyable
- 3 Read the article again and choose the correct answers.
 - 1 'Anonymous' were a group of
 - a political protestors.
 - b hackers whose work was aimed at large companies.
 - c young people who enjoyed hacking and sometimes did it for political reasons.
 - d schoolboys who wanted to be in the news regularly.
 - 2 Jake Davis
 - a was fifteen when he was arrested.
 - b escaped to the Shetland Islands to try and avoid arrest.
 - c was arrested because he broke his ban on accessing the internet.
 - d didn't have much to do apart from going on the internet.
 - 3 After his internet ban, Jake
 - a was surprised to find that London is calmer than the Shetland Islands.
 - b found that he enjoyed spending more time in the real world.
 - c didn't miss spending time in internet chatrooms.
 - d had more money to go shopping with.
 - 4 Jake now spends more time
 - a reading one thing for a longer period of time.
 - b sleeping.
 - c looking for things to hold his attention.
 - d in his bedroom.

A hacker's story: life without the internet

Between 2008 and 2012, a group of computer hackers who used the name 'Anonymous' were regularly in the news. They consistently broke into websites that people thought were impossible to hack, even the CIA's own website, which they took down for several hours. They also hacked the Sony database, downloading a million of Sonypictures.com's user names and passwords, which they then posted on the internet. Some people thought they were just bored teenagers looking for ways to cause trouble. Others thought they had serious political aims, pointing out that Anonymous hacked the websites of the Egyptian and Tunisian governments in 2011, when the protests of the 'Arab Spring' brought their people onto the streets. When members of the group were eventually arrested in 2011, it appeared that there was truth in both theories – the hacker whose work helped Arab protestors stop their governments spying on their Facebook pages was actually a sixteen-year-old British schoolboy.

The idea of the bored teenager certainly fitted the spokesman of the group, Jake Davis, who was arrested in his home on the Shetland Islands, a small and remote group of islands off the coast of Scotland, where very little happens. The internet was Jake's whole life, and consequently, when he was totally banned from accessing it following his arrest, you'd imagine it would be difficult for him to get over it.





Surprisingly, more than a year after his internet ban, Jake talks about how much happier he is now. When asked what life is like without the internet, he uses the word 'serene', saying that life is slower and calmer, even though he has moved to England and spends a lot of time in London. 'I now find myself reading newspapers as though they weren't ancient scrolls and entering real shops with real money in order to buy real products.' He admits that he misses the online chatrooms which he spent so much time in, because they're such an easy way to find people with the same interests. But he's enjoying sleeping better at night, without the flashing lights he used to see when he closed his eyes after so many hours spent staring at a computer screen. He says he enjoys reading books now, and finds it far more interesting to follow a book through to the end, rather than jump from one link to another across endless website pages.

Jake says that he now remembers what it's like to have an attention span, and realizes that he had completely lost it during his early teenage years. He thinks we're all losing our ability to keep our attention on one thing because we jump from texts to tweets to posts to internet searches, always looking for something new to hold our attention for a few seconds before we move on again. 'I can confidently say that a permanent lack of internet has made me a more fulfilled individual. And as one of many kids glued to their screens every day, I would never before have imagined myself even thinking those words. I'd forgotten how easy it was to simply close a laptop lid.'

Jake is currently waiting to see if he will be extradited to the US, where he faces charges of misuse of computers, and risks a long prison term. Surprisingly, he isn't afraid of the idea. 'People say that prison is bad, but I lived in my bedroom with a computer for years. It's not going to be as bad as that.' He says he'll try to get a really good education in prison and read lots of books.

4 Study the highlighted words in the article. Guess the meaning of the words. Use the context of the words to help you. Write definitions in English.

ancient scrolls

It must mean something like 'really old-fashioned', 'belonging to the past', which is how Jake would see newspapers. ('Ancient scrolls' are the pieces of paper people wrote on in Ancient Egypt, in 3000 BC.)

- 1 took down
- 2 remote
- 3 serene
- 4 attention span
- 5 fulfilled
- 6 glued to
- 7 extradited

5 Complete the sentences with the highlighted words in the article.

- 1 Tina's house is so There isn't even a bus service to it, so I had to get a taxi.
- 2 Danny's been his computer screen all morning – I don't think he's even had breakfast.
- 3 My little brother's is so short – he gets bored with anything after five minutes.
- 4 Catherine always look very peaceful and after she's been doing yoga.
- 5 Some protestors the company's website yesterday – no one can get onto it.
- 6 Working with small children in the summer made me feel very so I'm going to train as a primary school teacher.

6 Cover the article. Read sentences 1–6 from the text. Add a comma where necessary before the relative clauses below. Then check your answers in the text.

- 1 a group of computer hackers who used the name 'Anonymous'
- 2 the CIA's own website which they took down for several hours
- 3 downloading a million of Sonypictures.com's user names and passwords which they then posted on the internet
- 4 in 2011 when the protests of the 'Arab Spring' brought their people onto the streets.
- 5 he misses the online chatrooms which he spent so much time in
- 6 Jake is waiting to see if he will be extradited to the US where he faces charges of misuse of computers

7 CHALLENGE! Jake talks about some of the advantages of never being able to access the internet. Write some of the disadvantages.

I wouldn't be able to ... I'd really miss ...
It would be impossible to ... I couldn't live without ...

Writing A for and against essay

- 1 Look at some points from an essay. What is the essay about? Which points are for and which are against?
 - A ... we use them in the real world
 - B ... students get too used to relying on them
 - C ... they can't do even simple arithmetic without them
 - D ... calculators make doing calculations quick and easy
 - E ... students can spend more time on understanding mathematical problems
 - F ... they can be used to cheat in exams
- 2 Match points A-F in exercise 1 to gaps 1-6 in the essay. Then complete the title.
- 3 Underline examples of sentences in the essay which express points in a neutral way.
- 4 Find words in the text or in sentences A-F which mean ...
 - 1 to forbid people from doing something
 - 2 to need or depend on something
 - 3 long lists of numbers
 - 4 However,
 - 5 to say that something is true before any proof is offered

The advantages and disadvantages of

Some people argue that using calculators in the classroom is natural in a world where we use gadgets in our daily lives. Others would argue that calculators should be banned from the classroom, pointing to research which shows that countries which do this produce the best students of mathematics. In this essay, I will discuss the advantages and disadvantages of allowing students to use calculators for schoolwork.

The obvious advantage is that ¹....., and it is therefore claimed that they make mathematics a more enjoyable subject for students. Instead of spending so much time doing long calculations, ²..... Another argument for using calculators is that ³....., so it's actually an important skill to learn for our everyday lives. It seems obvious that people will always use a calculator when there is one available, so why should the classroom be any different?

However, it may also be argued that using calculators in the classroom is bad because ⁴....., and forget how to do calculations any other way. And it's not just complex calculations that students become lazy at, as in some cases ⁵..... There are those who say that learning multiplication tables and doing calculations without a calculator is an important part of training the mind. Finally, it should not be forgotten that modern calculators can be programmed with all kinds of information and ⁶.....

In conclusion, I believe that it is unrealistic to ban calculators from the classroom completely, and that they can indeed make mathematics a more interesting subject for students. Nevertheless, there are dangers attached to allowing students to use them too early, before they have learned basic arithmetic, and I think we should not let children use them before the age of nine. We should also encourage students to do some calculations in their heads regularly after that, so that they do not lose this skill.

WRITING GUIDE

- **Task** Write a for and against essay about the advantages and disadvantages of having mobile phones.
- **Ideas** Make notes on the advantages (e.g. keeping in touch, finding information) and disadvantages (e.g. phones ringing everywhere, checking phones all the time) of mobile phones.
- **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Introduce the topic and the purpose of your essay.

Paragraph 2: Present the advantages of having mobile phones.

Paragraph 3: Present the disadvantages.

Paragraph 4: Write a conclusion, including your own opinion of whether the advantages are more important than the disadvantages.
- **Write** Write your for and against essay.
- **Check** Check the following points.
 - Have you followed the paragraph structure?
 - Have you used neutral language?
 - Have you used words that show you are adding or contrasting points?
 - Have you checked grammar, vocabulary, spelling and punctuation?

A A day in the life

	Mark (1-3)	How can I improve?
1 Name three ways in which online life and real life are different. I can understand a text about a day in the life of a social network user.		
2 Which of these phrasal verbs can we use to talk about relationships? ■ open up ■ break in ■ stick up for ■ get over ■ run over ■ hit it off I can use phrasal verbs to talk about relationships.		
3 What is the difference between a actually / currently? b sympathetic / friendly? c latest / last? I can understand words that are often confused.		

B Friendships now and then

	Mark (1-3)	How can I improve?
4 Which relative pronouns are used to refer to a possessions? b people? c time? I can use defining relative clauses.		
5 How does Dr Price use the internet to learn more about corn snakes? I can understand a radio programme about making friends online.		

C Can't live without...

	Mark (1-3)	How can I improve?
6 Name five adjectives you could use to describe a gadget. I can describe gadgets.		
7 What does Anna use her tablet for? I can understand an interview about favourite gadgets.		
8 Give one way of asking for instructions. Give one way of asking for clarification about them. I know how to ask for and give instructions in English.		

D I People

	Mark (1-3)	How can I improve?
9 Give three ways in which the poet's life has changed in recent times. How does he feel about this? I can understand a slam poem about technology.		
10 Name two techniques a poet often uses. I can understand poetry.		
11 What are two meanings of the word <i>face</i> ? What are two meanings of the word <i>disc</i> ? I can understand words with two meanings.		
12 Which words can you use to begin a non-defining relative clause? ■ which ■ who ■ where ■ that ■ whose I can form non-defining relative clauses.		

E A for and against essay

	Mark (1-3)	How can I improve?
13 Give three possible constructions after the introductory <i>it</i> . I can form sentences with the introductory <i>it</i> .		
14 Name three things you can do to make your writing neutral. I can make my writing neutral.		

10 Creativity

Vocabulary Art is everywhere

V Abstract nouns: talent

1 Complete the text with the words below.

- originality ■ vision ■ genius ■ dedication ■ style
■ success ■ mature ■ beauty

Picasso has always been the most famous child ¹ in the history of art, but as a boy he certainly never had the financial ² of Kieron Williamson from Norfolk, England, who has already sold £1 million worth of paintings at the age of eleven. Kieron's paintings show the ³ of the Norfolk countryside, and he is often compared to the French artist Monet. However, as one art expert says, 'They're not just copies of other paintings. I can see real ⁴ in his own particular ⁵ of painting, and he clearly has a unique ⁶ of the natural world, which comes out in his work.' Kieron seems unusually ⁷ for his age when he talks about painting, and his ⁸ is shown by the fact that he tries to get up early every day and paint before school. He's not sure that he'll be a painter when he grows up, though. 'Painting is natural to me,' he says, 'but I might become a footballer!'



V insight Phrases with and

2 Complete the phrases below. Then use them to complete the sentences.

- alive and ■ sick and
■ trial and ■ pick and
■ ups and ■ far and

- You can your friends, and change them whenever you want, but your family is yours for life.
- I'm of you talking about football – can't you talk about anything else?

- I had to search to find shoes that go with these trousers, but I finally found a great pair.
- A teenager from Ohio was found after falling down a water pipe which carried him 500 metres underground.
- 'I am NOT moody! It's true I have my, but that's perfectly normal in life!'
- You have to just try to communicate when you learn a foreign language, and learn by

V The arts

3 Write the words in the correct category.

- actor ■ carve ■ recital ■ biographer ■ composer
■ aria ■ portrait ■ sketch ■ fiction ■ novelist ■ painter
■ playwright ■ poet ■ draw ■ sculptor ■ singer

WRITING	MUSIC
THEATRE	ART

4 Match some of the people in exercise 3 to the critics' quotes about their work.

- 'His deep voice is perfect for these slow, romantic songs.'
- 'Her best book yet. A captivating story of romance and mystery.'
- 'A fascinating description of the life of one of our greatest scientists.'
- 'Some wonderfully written lines. I left the theatre remembering many of them.'
- 'The last stanza is one of the best I've ever read.'
- 'The giant metal figure looks out of place in this small town square.'

5 CHALLENGE! Write your favourite example of each of the five types of people below. Explain what they have done and why you like them.

- singer ■ musician ■ writer ■ actor ■ poet

Participle clauses

- 1 Complete the sentences using the correct form of the verbs in brackets.



- 1 The longest ever work of 3D street art, (paint) in London, measured 106.3 metres long.
- 2 *The Lord of the Rings* and *The Hobbit*, (film) in New Zealand, have increased tourism to the country.
- 3 Daniel Barenboim conducts the West-Eastern Divan orchestra, (work) with young Arab and Israeli musicians.
- 4 The *Young Bond* series, (write) by Charlie Higson, are successful books about 007's schooldays. The first book which tried to do this, (call) *The Adventures of James Bond Junior 003½*, was a failure in the 1960s.
- 5 *To Kill a Mockingbird* is about a girl (live) in Alabama in the 1930s, and the racism she sees there.
- 6 *Hey Jude*, (sing) by Paul McCartney at the 2012 Olympic ceremony, is about John Lennon's son, Julian.

- 2 Rewrite the parts of the participle clauses in *italics* as full relative clauses.

- 1 The giant painting was created by two artists *working* together for six months. *who worked*
- 2 The young singer, *obviously encouraged* by the reaction to his first concert, decided to turn professional.
- 3 The biography, *clearly written* by a ghostwriter, was very disappointing to read.
- 4 You can tell that this poem was written by someone *living* in the nineteenth century.
- 5 This short film has been made by a student *studying* at the local art college.

- 6 Please take a look at some of my recent photographs, *enclosed* with this letter.
- 7 The conductor, *speaking* on behalf of the whole orchestra, thanked everyone for their support.
- 8 The scriptwriter, *often criticized* for being oversentimental, has done a fantastic job with this film.

- 3 Complete the text with the correct participle form of the verbs in brackets.

Britain's Got Talent

The history of the British TV show *Britain's Got Talent*, first ¹ (show) in 2007, suggests that singing and dancing are Britain's favourite forms of popular culture. Every year, the forty contestants, ² (perform) in front of a live audience, compete over the course of a week, ³ (end) with the final. The winner, ⁴ (decide) by the TV audience's phone votes, receives £500,000 and the chance to perform at the Royal Variety Performance, ⁵ (attend) by the Queen. The first winner was Paul Potts, ⁶ (sing) opera classics such as *Nessun Dorma*. The following year's winner was fifteen-year-old street dancer George Sampson, ⁷ (win) the audience's votes and hearts with a fantastic dance remix of *Singin' in the Rain*. The winner in 2009 was expected to be singer Susan Boyle after her stunning audition, ⁸ (watch) by 100 million people on YouTube. However, the surprise winners that year were the dance group, Diversity, ⁹ (follow) in the next two years by a gymnastic group, and a Scottish singer. But the biggest surprise was the 2012 series, ¹⁰ (win) by a seventeen-year-old girl and her dog, ¹¹ (do) a variety of tricks, including ... dancing!

- 4 **CHALLENGE!** Find out as much new information as you can about your favourite book or film. Write a summary for a review website. Use participle clauses to add interesting facts.

Listening, speaking and vocabulary What's the point of art?

V Describing art

1 Match quotes 1-6 to adjectives a-f.

- 1 'I've never seen anything like it before!'
- 2 'There's always a lot happening in his photos; they're full of life, colour and action.'
- 3 'We both cried at the end of the play.'
- 4 'There's so much detail in his most complicated designs.'
- 5 'His drawings are so funny – they always make me laugh!'
- 6 'I nearly said hello to that statue when I walked into the room!'



- | | | |
|------------|------------|-------------|
| a dramatic | c lifelike | e elaborate |
| b comical | d moving | f original |

Debating

2 Read the definitions of two types of art. Write the words in the table next to the type of art they are usually associated with.

Figurative art contains images of things from the real world, including objects, landscapes and human figures.

Abstract art does not contain images which recognizably show things from the real world. It often expresses emotions or attitudes.

- lines ■ colours ■ objects ■ original ■ people
■ recognizable ■ real ■ shapes

Figurative art	Abstract art

3 3.06 Listen to four students debating abstract and figurative art and check your ideas from exercise 2. Which type of art does each person argue for in the debate?

	Ela	Jo	Ben	Dan
Figurative art				
Abstract art				

4 Put phrases 1-8 into the correct category A-D.

- 1 Do you have anything to say in favour of abstract art, Ela?
- 2 Sorry to interrupt ...
- 3 I feel quite strongly about this and I totally disagree with Ela.
- 4 Would you like to add anything to that, Ben?
- 5 Yes. I think Jo is absolutely right.
- 6 Can I add something to that?
- 7 I wanted to say that that's not always the case, ...
- 8 Yes, I can see what you're saying.

- A Agreeing
B Disagreeing
C Interrupting
D Encouraging

5 Read the dialogue from the same debate. Choose the correct options.

- Alex I think that abstract artists aren't as good at painting.
Dan ¹That's so true / Not necessarily. Figurative painters need more technique to paint real objects in a lifelike way.
Bianca Abstract artists have more imagination.
Dan ²I'd say the exact opposite. / That's so true. You need more imagination to show everyday things in a new and different way.
Alex Some people pretend to like abstract art because it makes them seem very intelligent.
Dan ³That's not always the case. / I think you're absolutely right. I know people who talk endlessly about abstract art because they think they sound really intellectual.
Bianca The point about abstract art is that it's expressing a deeper part of ourselves, a part which isn't about everyday things, and it does that in a way that has to be more symbolic. That's because ...
Dan ⁴Would you like to add anything? / Could I just interrupt here? I think that ...

6 Write a short dialogue of a debate. Choose one of the topics below.

- Photography is not an art form.
■ We should spend money on sport, not art.

V Insight Compound adjectives: describing events

- 1 Complete the compound adjectives using the words below. Then match 1–8 to comments a–h.



■ air ■ famous ■ time ■ edge ■ length ■ oriented
■ provoking ■ awaited

- 1 eagerly-..... second album
2 world-..... singer
3 cutting-..... design
4 family-..... concert
5 open-..... show
6 thought-..... documentary
7 first-..... opera-goer
8 full-..... film

- a 'I'd never been to one before, but I recognized the aria.'
b 'Her furniture is so modern that you're not even sure what it is!'
c 'I've been looking forward to it coming out for ages!'
d 'We learned so much information from it and have been discussing it ever since we saw it.'
e 'It's fantastic that we can take the kids, and the baby!'
f 'I've seen his short films, but this is the first of his longer pieces that I've seen.'
g 'Wherever you go, people know who Bob Marley is.'
h 'I hope it doesn't rain!'

V Organizing a festival: collocations

- 2 Choose the correct words.

- 1 If you think we're ready to give our first concert, then we'll need to find a **stall / venue**.
2 The cafés near the venue will be closed, so I'm sure they'll provide a **stall / catering service**.
3 I don't think my parents would like his act. It appeals to a much younger **stage / audience**.
4 We can't afford to pay all the helpers we need – we'll have to recruit some **volunteers / audience**.
5 We didn't get to see many of the bands playing because we were so busy running the food **stall / event**.
6 I'm happy my brother's heavy metal band is successful, but I don't attend many of their **performances / venues**.
7 I'm not very tall, so I try to get to festivals early and get a good vantage **place / point**.
8 We've sold so many tickets! I think we should hold this **performance / event** every year.

Determiners

- 3 Choose which of the words or phrases from each pair go together.

- 1 a a little / a few b artists / success
 a little success, a few artists
2 a few / little b vision / paintings

3 a all / each b poet / writers

4 a each / many b venue / events

5 a all / every b play / actors

6 a few / little b originality / designers

7 a most / most of b the audience / volunteers

8 a each / many b time / performances

- 4 Complete the text with the words and phrases below.

■ appeal to ■ a few ■ eagerly-awaited ■ recruit ■ attend
■ catering service ■ Most of ■ open-air ■ held ■ place
■ a little ■ run ■ venue

Help wanted!

You may know that the ¹..... second Mods Festival is finally taking ²..... in July of this year. The event is being ³..... just outside Brighton, a favourite destination for the original sixties Mods, and the concerts and stalls will ⁴..... a wide range of people, not just Mods. We've found one big indoor ⁵..... near the festival site, but it's mainly an ⁶..... festival, which is why it's in July! We're going to provide a really good ⁷....., and we're trying to ⁸..... enough volunteers to ⁹..... the food stalls. As a volunteer, you'll be very popular with the hungry crowds you'll be feeding (though ¹⁰..... people will complain about the queues)! ¹¹..... the people we've already found are under twenty-one, so if you want to be part of a fun, young team for four days, send us an email. You can pick and choose which performances you want to ¹²..... in your free time, and the sea isn't far away if you need ¹³..... peace and quiet when you're not busy.

- 5 CHALLENGE! Choose a hobby or interest that you would like to organize a festival for. Write about what you and the other organizers would need to do to prepare for it.

We'd need to find some ...
I'd get a few ...
We wouldn't need many ...

1 Choose the correct answers. Then read the article and check.

- 1 Perspective is
 - a the use of modern plastic materials in art.
 - b a critic's opinion of a painting.
 - c the technique of drawing things to look closer or further away.
- 2 The mathematical rules about making drawings realistic were first developed in
 - a Ancient Greece.
 - b fifteenth century Italy.
 - c the twentieth century.

2 In which paragraphs of the article (1-6) is the information in sentences a-f stated?

- a Street art can make you feel as if you are in danger.
- b Many works of art from the past look badly drawn to us now.
- c Street art uses more artistic skill than graffiti.
- d 3D art works because your eye misunderstands where light is coming from.
- e You need to stay in the same position when you make a 3D drawing.
- f Street art is often welcomed and encouraged by the local population.

3 Find words in the article which end in -ion. Then match them to definitions 1-8.

- 1 length, width or depth / height
- 2 something which seems to be real, but isn't
- 3 a picture in your imagination; the ability to plan with imagination
- 4 the practical use of something
- 5 a statement that you are allowed to do something
- 6 a collection of art shown to the public
- 7 changing of the shape of something
- 8 a large piece of artwork which changes the way a place is experienced



Street art

1 In the past, murals on public buildings and frescoes in churches were the only way most people ever saw a work of art. Artists are still sometimes sponsored to paint murals, but paintings on modern public buildings are often done by artists who are paid nothing. 'Street art', also referred to as 'urban art', is even carried out without permission sometimes, something it can have in common with graffiti. It's less controversial than graffiti because of a greater use of artistic vision and technique. Street art can be thought-provoking and political, but more often, the aim is to inspire people by making a dull public space more interesting and attractive.

2 Street art is found in many cities and large towns, but receives more public support in some than others. In Łódź, in Poland, the mayor has created a permanent urban art exhibition in the city centre called the 'Urban Forms Gallery', inviting artists to paint on the sides of the apartment blocks there. *Street Art Belgium* is a website documenting all the 'street installations' which aim to beautify the country's towns and cities. It encourages the community to engage with the works by sharing their views on them, and has the inspiring slogan, 'Making Belgium beautiful one piece at a time!'

3 A stunning development in the urban art movement is 3D street art. 3D paintings are an elaborate application of perspective, which was first developed in Ancient Greece, but only fully understood by fifteenth century Renaissance artists in Italy. Before that, similar figures in the foreground and background of a picture were painted exactly the same size, which looks completely wrong to the modern eye. We now know that objects further away need to be drawn smaller, and that railway lines need to get closer to each other as they move further away in the drawing. 3D art takes the laws of perspective much further, and makes the eye believe that a flat object has three dimensions.

4 Walking towards some 3D street art, you might think you are about to walk into something or fall into a deep hole. As you get nearer the drawing and see it from above, you will see the distortion of all the shapes in it, creating the 3D illusion from a certain viewpoint.



4 Complete the summary of the article with the words below.

- free ■ beauty ■ modern ■ encourage ■ boring
 ■ realistic ■ comment ■ development ■ near
 ■ totally ■ majority

Public murals were once the only art the
 1 of people ever saw. Similarly, street
 art is a popular form of public art today. Artists
 often do it for 2, to bring interest and
 3 to public spaces which are
 4 Furthermore, in some countries, the
 local authorities actually 5 artists to
 paint on public buildings, and ask the public to
 6 on the artworks.

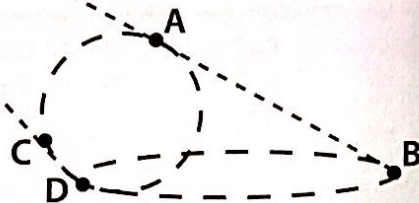
3D art is a 7 form of traditional street
 art. It uses a further 8 of the idea of
 perspective, which was only truly understood in
 the fifteenth century. The 3D effects are very
 9 from a certain viewpoint, although
 the shapes appear 10 distorted when
 you get 11 to the drawings.

5 CHALLENGE! Describe the best works of art you have ever seen. Where were they? Who were they by? What were they like? Why did you like them?

How to make a 3D drawing

5 The trick is to make the viewer think
 55 that light coming from different parts
 of the painting is coming from points
 nearer or further away than they actually
 are. To make the viewer think that light
 is coming from point A, the street artist
 draws it at point B on the ground. Point
 60 C is drawn at point D. The distance
 between B and D on the ground is much
 greater than the distance between
 A and C, so the painting which looks
 65 like a circle is a long oval when seen
 from above.

6 Put a ball on a piece of paper. Close
 one eye and don't move your head as
 you draw around the outside of the ball.
 70 Don't touch the ball, and draw your line on
 the paper where it appears to be next to
 the outside of the ball. If you look at your



75 drawing from above, it is an oval. Look at it
 from the same viewpoint you drew it from
 with one eye, and it will look like a circle.
 Add shading as if light is falling on the ball
 from one side, and it will start to look 3D.

Writing A review of an event

Creating emphasis

1 Complete the sentences using *so* or *such* and the words in brackets. Add *that* where possible.

- 1 It was (exciting / film) I wanted to see it again.
- 2 The film was (hilarious) I cried with laughter at one point.
- 3 They're both (amazing) guitarists – it's incredible when they play together.
- 4 That is (remarkable) painting – it looks completely lifelike!
- 5 The lecture room was (crowded) I decided to go to a different talk.
- 6 These are (fascinating) stories – you should start a blog.

2 Read the review of an event. Complete it with *so*, *such* or *what*.

On Saturday, I went to the graduation show at the Central Art Academy. It's ¹ a wonderful thing to do. Every year, the best pieces of work that students have done for their final exams are put into a big exhibition. It's ² fascinating because there's a very wide range of art on show – paintings, drawings, photographs, sculptures, fashion and designs for everyday objects.

There's usually a theme, and this year it was 'Global Culture', so a lot of the work mixed up different cultures and periods. There was a stylish laptop case decorated with designs based on Australian aboriginal art – it was ³ a remarkable contrast! I also loved some sculptures that were doing modern things, like talking on mobile phones, but were in the style of primitive African statues.

⁴ I really liked was the originality of most of the work – these young people are ⁵ adventurous and full of new ideas! And ⁶ 's brilliant is that there's nothing commercial about it – they're not trying to sell their work, so they don't worry what people will think of it.

Not all the work is high quality, of course – these are students who are still learning their art! Another thing that was disappointing was that there was ⁷ little figurative work in the art section, and actually very few paintings. I find it frustrating that the skill of painting seems to be getting lost in the modern art world.

Still, I'd really recommend it as a great day out (you do need a whole day to see everything properly) and it makes you feel optimistic about the future when you see how much new talent there is.

3 Rewrite the second sentence in each pair so it has a similar meaning to the first sentence.

- 1 I love the way the sculptures are displayed.
What
- 2 The rap he did at the end impressed me the most.
What
- 3 The colours strike everybody first when they see this painting.
What
- 4 Most people will remember the amazing opening scene.
What

WRITING GUIDE

■ **Task** Write a review of an exhibition you've visited.

■ **Ideas** Make notes about the following.

- The details of the exhibition: what, where, when and who?
- The purpose of the exhibition.
- The things you liked most about it.
- The things you didn't like.

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Give the background details of the exhibition.

Paragraph 2: Describe what the exhibition was trying to show.

Paragraph 3: Say what you liked most about it – use some evaluative adjectives.

Paragraph 4: Say what you didn't like about it – use some evaluative adjectives.

Paragraph 5: Summarize your view of the exhibition and say whether you would recommend it.

■ **Write** Write your review.

■ **Check** Check the following points.

- Have you kept all the information in the correct paragraphs?
- Have you used a variety of evaluative adjectives?
- Have you checked grammar, vocabulary, spelling and punctuation?

A Art is everywhere

	Mark (1-3)	How can I improve?
1 How was Picasso's talent discovered? How was Mozart's talent discovered?		
I can understand a text about famous child geniuses.		
2 Name two things you can do to summarize a text.		
I know how to summarize a text.		
3 Complete the sentences with appropriate abstract nouns.		
a Child actors often show beyond their years.		
b He does nothing else except paint. His is incredible.		
I can use abstract nouns to talk about talent.		
4 Complete the phrases:		
a alive and		
b and downs		
c sick and		
I can use phrases with <i>and</i> to talk about talent.		

B Around the world in one dance

	Mark (1-3)	How can I improve?
5 Which verb form do we use to replace relative clauses containing active verbs? Which verb form do we use to replace relative clauses containing passive verbs?		
I can form participle clauses.		

C What's the point of art?

	Mark (1-3)	How can I improve?
6 Name five adjectives you could use to describe art.		
I can describe art.		
7 In what two ways is art therapy useful?		
I can understand a radio programme about art therapy.		
8 Which phrases can you use to agree with someone? Which phrases can you use to disagree with someone?		
I know how to debate in English.		

D On stage

	Mark (1-3)	How can I improve?
9 How has the <i>Sundance Film Festival</i> changed since it began? How has <i>WOMAD</i> changed since it began?		
I can understand an article about famous festivals.		
10 Name four compound adjectives you could use to describe a festival.		
I can use compound adjectives to talk about events.		
11 Which determiners can you use before both countable and uncountable nouns?		
■ most ■ a little ■ many of ■ most of ■ each ■ all		
I can use determiners.		

E A review of an event

	Mark (1-3)	How can I improve?
12 Name two synonyms for <i>famous</i> . Name two synonyms for <i>interesting</i> .		
I can use a variety of evaluative adjectives.		
13 Which structures can we form with <i>so</i> and <i>such</i> to create emphasis?		
I can create emphasis in my writing.		

Literature insight 1 *Treasure Island* – Robert Louis Stevenson

BEFORE YOU READ

- 1 Read about Robert Louis Stevenson. How did he think of the idea for *Treasure Island*?
- 2 Read the background to the story on page 85. Where does Jim Hawkins live?

About the author

Robert Louis Stevenson

Born: 1850 in Edinburgh, Scotland

Died: 1894

Important works: *Treasure Island* (1883), *The Strange Case of Doctor Jekyll and Mr Hyde* (1886), *Kidnapped* (1886)

Did you know? From when he was a small child Robert Louis Stevenson's health was not good. His mother kept him inside during the damp Scottish winter, so Robert spent a lot of time watching other boys play and he made up stories about them. Robert's father wanted his son to study engineering, but Robert chose to study law. He passed his exams, but never practised as a lawyer. He had only gone to university to please his father – he really wanted to be a writer.

Robert married an American woman called Fanny, who was ten years older than him and had three children. In 1881, the family went on holiday to Scotland. It rained for weeks. Fanny's son Lloyd got bored and so he drew a map of an imaginary island. Inspired by the map, Stevenson began to write *Treasure Island*.

Robert Louis Stevenson loved travelling. In 1887, the Stevensons moved to New York and then to San Francisco. In 1888, they sailed around the Pacific. The climate was so good for Robert's health that they decided to stay. In 1889, he and his family arrived in the Samoan Islands. He built a house in Western Samoa and though he spent the rest of his life there, he continued to feel a deep love for Scotland's traditions and history.

- 1 Read the extract from *Treasure Island*. Why do Jim and his mother open the chest?

- 2 Read the extract again. Answer the questions.

- 1 What sound can Jim and his mother hear on the frozen road?
- 2 What does Jim take from the Captain's chest?
- 3 Where do Jim and his mother hide?
- 4 What do the pirates do when they reach the door of the inn?
- 5 What are they looking for?
- 6 Who do they think has taken the papers?

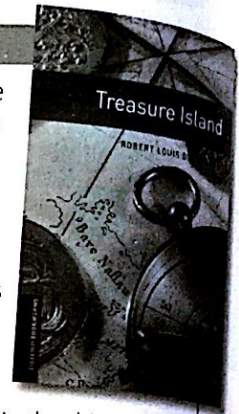
- 3 **SPEAKING** Work in pairs. Answer the questions.

- 1 Imagine you have just found a chest. Are you going to open it or leave it? Why?
- 2 If you found treasure, would you keep it for yourself or would you share it? Who would you share it with? What would you buy with your treasure?
- 3 Can you think of any famous pirates from books or films? What do they look like?

- 4 Read what happens next. In the papers there is a map. What will Jim do now?

READ ON

Jim realizes that it's the map to Treasure Island. The treasure on that island once belonged to a famous pirate called Captain Flint, who buried it in a secret place on the island before his death. Other pirates are searching for the treasure, including the most dangerous pirate of them all: Long John Silver. Jim wants to look for the treasure. He leaves England, with his friends Doctor Livesey and Squire Trelawney, in the ship *Hispaniola*. However, he soon learns that there are pirates on the ship. They plan to steal the treasure and kill Jim and his friends. Finally, they reach the island where Jim meets a strange man.



- 5 **3.07** Listen to the next part of the story. Do you think that the man is a friend or an enemy?

- 6 **3.07** Listen again. Complete the sentences.

- 1 I that I had a pistol.
- 2 The man moved very like an animal.
- 3 His was black from the sun.
- 4 He has been on the island for three years.
- 5 Pirates often left a man alone on an island to him.
- 6 If Ben can help Jim he will give him
- 7 Jim thinks Ben is crazy because he tells Jim he's
- 8 When Jim speaks about Silver, Ben seems

- 7 **SPEAKING** Work in pairs. Answer the questions.

- 1 Why do you think Ben was marooned? Who marooned him?
- 2 Do you think Ben is really rich? Why / why not?
- 3 Imagine a modern day *Treasure Island*. Where is it? How do you get there? What is it like?

Writing

- 8 You are on a desert island and you want to tell people about your life there. Write a message in a bottle. The title of the message is *Life on a Desert Island*. Use your notes from the previous speaking exercise and include the following information:

- how you arrived on the island
- what food you are eating
- where you can find fresh water
- the house you are building
- how you tried to escape

BACKGROUND TO THE STORY

Jim Hawkins is an ordinary young boy. He lives with his parents at their inn, the *Admiral Benbow*, which is near the sea. Jim's life is peaceful until an old sea captain called Billy Bones arrives. He stays for a long time but he doesn't pay the money he owes them for the room.

Visitors who come to the inn are afraid of the old sea captain, but Jim isn't. Bones asks Jim to tell him if other sailors arrive. One day, a pirate called Blind Pew arrives at the inn and gives Billy a black spot – a circular card that is black on one side. Among pirates, the spot means approaching death, and as soon as Billy Bones looks at it, he falls down dead.

When Jim and his mother open the sea captain's chest to take the money he owes them, they hear pirates approaching.

Treasure Island

We were half-way through when I heard a sound that filled my heart with fear; the tap-tapping of the blind man's stick on the frozen road. Then it knocked against the inn door and we did not breathe. But then the tapping started again and slowly died away.

'Mother,' I said, 'take it all, and let's go before the blind man comes back with his friends.'

But my mother went on counting until we heard a low shout coming from the hill outside. 'I'll take what I have,' she said, jumping to her feet.

'And I'll take this for what I'm owed,' I said, and picked up the cloth of papers.

We ran from the inn and along the road to the village. It was dark but there was a full moon. We heard running feet coming towards us.

'Take the money and run on,' my mother said breathlessly. But I refused to leave her. Quickly, I pulled her off the road and down under a small bridge. There we hid, trembling.

Not a moment too soon. Seven or eight men were running past us. Three men ran in front, and I saw that the one in the middle was the blind man. Silently, I climbed back up to the road and lay in the long grass to watch what happened.

'Down with the door!' the blind man shouted.

Four or five of them broke down the door of the *Admiral Benbow* and ran inside. There was a shout: 'Bill's dead!' The blind man swore at them. 'Look upstairs and find the chest!' he cried.

I could hear their feet on the stairs, then a voice shouting down to the blind man in the road outside: 'Pew! They've been here before us. The money's here but Flint's papers have gone!'

'It's those people of the inn – it's that boy!' shouted the blind man Pew. 'Search and find 'em.'

Just then there came the sound of horses and riders thundering along the road. It was heard by the men in the inn, and in a second they were out in the road, running into the darkness of the fields. They did not wait for blind Pew, who tried to follow them, tapping wildly with his stick. 'Johnny, Black Dog! You won't leave your old friend Pew, boys – not old Pew!'

He was still in the middle of the road when the horses thundered up to the inn. Pew turned with a scream, but he turned the wrong way, and ran straight into the first of the horses. The rider tried to save him, but failed. Down went Pew, under the horse's feet, with a cry that rang high into the night. It was all over in a few seconds, and Pew didn't move again.



BEFORE YOU READ

- 1 Read about George Eliot. Why did she choose the pen name 'George'?
- 2 Read the background to the story on page 87. How does Dunstan Cass waste the money he borrows from people?

About the author

George Eliot (real name Mary Anne Evans)

Born: 1819 in Warwickshire, England

Died: 1880 in London, England

Important works: *Adam Bede* (1859), *The Mill on the Floss* (1860), *Silas Marner* (1861), *Middlemarch* (1872)

Did you know? George Eliot, born Mary Anne Evans, grew up in a strict religious family but led an unusual life. Her first job in London was as assistant editor of *The Westminster Review* and it made her financially independent. In London, she met journalist George Henry Lewes – they fell in love and she took Lewes's first name as her pen name for writing, because she feared that people would not be interested in serious novels written by a woman. The problem came when her first book, *Adam Bede*, became a success. A number of men said that they had written it and George Eliot had to tell the truth about her name. Eliot was an intellectual woman and a radical author. She wrote about rural life in nineteenth-century England. She was not interested in writing about heroes, but in analyzing the complicated minds of everyday people. Eliot wrote about ordinary people and the difficult decisions they often have to make. *Silas Marner* also teaches us about life in Victorian England. As industry developed and new factories were built in the cities, many people in the countryside felt left behind.

- 1 Read the extract from *Silas Marner*. Why does Dunstan sit by the fire?

- 2 Read the extract again. Choose the correct answers.

- 1 Dunstan sees on his way back to Raveloe.
a children b someone c no one
- 2 The cottage is
a bright and warm b small and cold
c cold and dusty
- 3 A piece of is hanging from a key over the fire.
a wood b fish c meat
- 4 Dunstan thinks Silas could be
a dead b collecting meat c chopping wood
- 5 Dunstan finds the gold
a under the bed b under the floorboards
c behind the loom

- 3 **SPEAKING** Work in pairs. Answer the questions.

- 1 Why does Dunstan knock at the door of the cottage?
- 2 What does Dunstan think has happened to Silas?
- 3 What do you think Dunstan will do with the money?

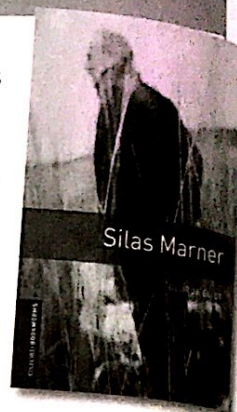
- 4 Read what happens next. What do you think Silas Marner will do when he finds out that someone has taken his gold?

READ ON

Silas Marner is not far from home when Dunstan Cass leaves with his gold. At first, Silas does not notice that there is anything different in the cottage, but when he takes up the floorboards to count the gold, he realises it's gone. Silas runs to the pub to tell everyone. The next morning the whole village knows about the stolen gold.

The Squire's eldest son Godfrey is also worried, because his brother Dunstan has not returned home. Dunstan is the only one who knows Godfrey's secret. Years ago, Godfrey fell in love with Molly, a poor girl, and they got married in secret. Godfrey no longer loves his wife and wants to marry Nancy Lammeter, who is very rich. On New Year's Eve, there is a dance at the Squire's house. Godfrey asks Nancy for the first dance and as they dance he forgets all his problems.

Godfrey does not know that at that moment his wife Molly is walking along the snow-covered road towards the village and the Squire's house. She is carrying her sleeping child in her arms and she no longer cares that Godfrey is ashamed of her. Molly has decided to tell everyone that she is Godfrey's wife and that this is his child.



- 5 **3.08** Listen to the next part of the story. Who goes into Silas Marner's cottage on New Year's Eve?

- 6 **3.08** Listen again and complete the sentences.

- 1 It is evening and the time is
- 2 Molly is tired and she lies down on the
- 3 The child sees a which comes from an open door.
- 4 The villagers told Silas to stay awake until to have good luck.
- 5 Later, Silas thinks he can see in front of the fire.
- 6 His hand touches soft curls and not coins.

- 7 **SPEAKING** Work in pairs. Answer the questions.

- 1 Silas hopes that staying awake until midnight on New Year's Eve will bring him good luck. Are you superstitious? Which superstitions do you believe in?
- 2 Money is a central theme in *Silas Marner*. Read the proverbs about money. Do you agree with them?
■ Health is better than wealth.
■ The love of money is the root of all evil.

Writing

- 8 *Silas Marner* is a story with a moral message; good people are rewarded and bad people are punished. Write an ending to the story. Think about:
■ what happens to Dunstan and the gold.
■ what happens to Silas Marner and the child.

BACKGROUND TO THE STORY

The story is set in the quiet village of Raveloe in nineteenth century England. Silas Marner is a cloth weaver, who lives alone and has no family. He works seven days a week and his only pleasure is counting the gold he has saved.

The Squire of Raveloe has two sons, Godfrey and Dunstan. The eldest son, Godfrey Cass, has a secret wife and child. The youngest son, Dunstan Cass, is a dishonest man who borrows money and never pays it back. He gambles a lot and often gets into trouble. One afternoon, when Dunstan is passing Silas Marner's cottage, he remembers how everyone talks about the weaver's hidden gold.

Silas Marner

It was four o'clock in the afternoon, and the whole countryside was covered by a thick mist. Dunstan did not see anyone on his way back to Raveloe. He knew he was getting close to the old quarry, although he could not see the road in front of him. At last, he saw light coming from the weaver's cottage, and he decided to knock at the door. 'Why not ask the man for money now?' he thought.

But when he knocked loudly, there was no reply. And when he pushed the door, it opened. Dunstan found himself in front of a bright fire which showed every corner of the small living room. Silas Marner was not there. Dunstan was tired and cold, so he went quickly to sit by the warm fire. As he sat down, he noticed a small piece of meat cooking over the fire. It was hanging from a large door key. 'So, the old man's cooking meat for his supper is he?' thought Dunstan. 'But where is he? Why is his

door unlocked? Perhaps he went out to fetch some wood for the fire, and fell into the quarry! Perhaps he's dead! This was an interesting new idea. 'And if he's dead, *who inherits his money? Who would know that anybody had come to take it away?*' And the most important question of all – '*Where is the money?*'

Dunstan's excitement made him forget that the weaver could still be alive. He wanted Silas to be dead, and he wanted Silas's money. He looked round the cottage again. There was very little furniture, just a bed, the loom, three chairs and a table. Dunstan looked under the bed, but the money was not there. Then he noticed a place on the floor, near the loom, where the floorboards looked different. By pulling up one of the boards, he discovered Silas's hiding place. He took out the two heavy bags filled with gold, put the boards back and hurried to the door.



BEFORE YOU READ

- 1 Read about Wilkie Collins. Why do many people think that *The Moonstone* is important?
- 2 Read the background to the story on page 89. Where was the Moonstone stolen from?

About the author

Wilkie Collins

Born: 1824 in London, England

Died: 1889

Important works: *The Woman in White* (1860), *No Name* (1862), *The Moonstone* (1867)

Did you know? Wilkie Collins grew up with a famous father, William Collins, who was a talented artist and member of the Royal Academy. When Collins was eleven, his family moved to Italy where they lived for two years. Collins said that he learned more in Italy from the scenery, paintings and people than he ever learned at school. Collins studied law, but he didn't become a lawyer, as he wanted to be a writer.

The Moonstone was published in serial form in the magazine *All the Year Round* and readers of every social class loved it from the beginning. People even made bets about who the thief was. Many think that *The Moonstone* is the first true detective novel. Collins adapted the crime story, adding a detective and an unsolvable mystery, strange clues and a surprising ending. He developed a new way of writing. Instead of a central narrator who tells the story, there are several narrators who know something about the disappearance of the diamond. Many of the main characters are servants, which is unusual for a Victorian novel as servants usually appeared only in the background.

Wilkie Collins was a good friend of Charles Dickens. They met in 1851, through a friend, the artist Augustus Egg, and they remained friends until Dickens' death.

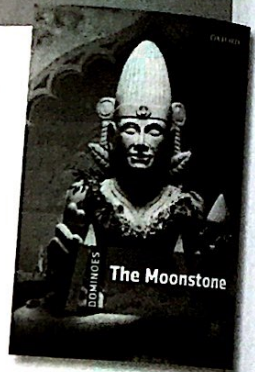
- 1 Read the extract from *The Moonstone*. What kind of letter does Limping Lucy give Franklin?
- 2 Read the extract again. Match sentences A–G to gaps 1–7 in the extract.
 - A It was a page of instructions:
 - B The sea was very low now.
 - C Inside they found a letter and a man's nightgown.
 - D He quickly searched for the chain and put his hand into the low water.
 - E 'What *do* you mean?'
 - F 'So Rosanna was hiding something after all!'
 - G Take your letter.

3 SPEAKING Work in pairs. Answer the questions.

- 1 Why doesn't Limping Lucy like Franklin?
- 2 The Shivering Sand is dangerous. Do you think that Franklin is brave or stupid to go there?
- 3 Do you think Franklin is innocent or guilty? Why?
- 4 How do you think Rosanna knows about the Moonstone?
- 5 What do you think happens next? Do you think Betteredge, the servant, will go to the police?
- 6 Read what happens next. What does the letter say?

READ ON

Rosanna explains in her letter that she bought cloth and made a new nightgown in order to replace the one with the smear of paint. Franklin doesn't remember taking the diamond and when Franklin asks Betteredge if he has ever seen him walking in his sleep, he says that he has not. Franklin takes the letter and the nightgown to Mr Bruff, the family lawyer. They both agree that this explains Rachel's behaviour towards Franklin. She must think that he stole the diamond. Rachel refuses to meet Franklin, so he asks Mr Bruff to invite her to his home. The next day, Franklin surprises Rachel at Mr Bruff's house. At first, she accepts Franklin's kisses, but then she pushes him angrily away.



4 3.09 Listen to the next part of the story. Do you think Rachel will believe Franklin?

5 3.09 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Rachel saw Franklin take the Moonstone.
- 2 Franklin remembers when he took the Moonstone.
- 3 At about twelve o'clock, Rachel got up to get a candle.
- 4 Franklin held the Moonstone in his left hand.
- 5 Rachel says that she has never liked Franklin.
- 6 Rachel wrote a letter to the police.

6 SPEAKING Work in pairs. Answer the questions.

- 1 Why do you think Rachel cries when she sees Franklin again?
- 2 Why do you think Franklin took the Moonstone?
- 3 What do you think happens at the end of the story?

Writing

7 You are Rachel and you have just met Franklin again. Write a diary entry. Include the following and your own ideas:

- what you saw at midnight
- why you like your cousin Franklin
- why you think he is / isn't the thief
- what you think will happen

BACKGROUND TO THE STORY

The story begins in 1791, when John Herncastle steals a beautiful yellow diamond, the Moonstone, from the statue of a Moon God in India. The diamond used to be owned by priests and it carries a curse. Terrible things happen to people who steal the Moonstone.

John Herncastle dies in 1848, and he leaves the diamond to his niece, Rachel Verinder. Her cousin, Franklin Blake, gives it to her on her eighteenth birthday. That same night someone steals the diamond.

Rosanna, the housemaid, knows something, but then she kills herself. Rachel, who once loved Franklin, is now angry with him, and Franklin wants to know why. Franklin's servant, Betteredge, tells him that before she died, Rosanna left a letter for Franklin with Limping Lucy, a fisherman's daughter. Franklin and Betteredge go to the sea, to the fisherman's cottage, to read the letter and talk to Limping Lucy.

The Moonstone

'So you are Rosanna's murderer!' she said to him boldly.

¹ asked Franklin angrily.

'Rosanna told me, "There are men who are worth dying for and Franklin Blake is one of them!" She took care of you and worried about you, but you never even noticed her. She was my dearest friend and you took her away from me! ² I hope that I never see you again.'

She threw the letter at Franklin and limped away noisily. Franklin opened Rosanna's letter and read it at once. ³

Go to the Shivering Sand when the sea is low. Walk out to sea along the low rocks on the far side of the beach. When you can see the Yollands' cottage at the other side of the Shivering Sand, then lie down on the rocks and feel in the sand at the edge of the rocks. You will find a chain that is tied to the rocks. Pull the chain out of the sand.

Franklin gave the message to Betteredge to read.

⁴ said Betteredge, 'The sea is going out now. Let's go straight to the Shivering Sand.'

They soon reached the lonely beach. It was a fine spring day and the wet sand shone in the sunlight.

⁵ Carefully, Franklin walked along the rocks and followed Rosanna's instructions. He knelt down and carefully felt at the edge of the rocks for the chain. As Franklin looked across the beach, he thought he could see Rosanna's ghost coming out of the sand to help him. ⁶ He felt the chain and pulled it; a small black box appeared.

Franklin ran back to Betteredge with the box and they opened it at once.

⁷

When they examined the nightgown more carefully, they found some paint on it. They remembered Sergeant Cuff's words; 'When you find the clothes that made the paint smear, you can find the diamond.'

They looked inside the nightgown to find who it belonged to. They saw the letters 'F.B.' Franklin had indeed discovered the truth about the Moonstone; although he did not remember the fact, he himself seemed to be the thief!



BEFORE YOU READ

- 1 Read about Frances Hodgson Burnett. Where did she live when she was 16?
- 2 Read the background to the story on page 91. Who does Mary find in a large bedroom in the house?

About the author

Frances Hodgson Burnett (née Frances Eliza Hodgson)

Born: 1849 in Manchester, England

Died: 1924 in the USA

Important works: *Little Lord Fauntleroy* (1886), *A Little Princess* (1905), *The Secret Garden* (1910)

Did you know? Like her characters, Frances Hodgson Burnett had a difficult childhood. Her father died and the family lost their money. In 1865, when Frances was only sixteen, her mother took her five children to America and they lived in a log cabin in Tennessee. When her mother died, Frances wrote stories for magazines to earn money for her brothers and sisters. In 1873, Frances married and had two sons and because she wanted them to look like the character in her novel, *Little Lord Fauntleroy*, she dressed them in velvet suits and made their hair curly. By the time *The Secret Garden* was published in 1910, Frances had two homes. One was in Long Island, USA, and the other was Great Maytham Hall in Kent, England. She lived in Great Maytham Hall from 1898 until 1907, and this house became her inspiration for *The Secret Garden*. It was there that a robin helped Frances find the door to the walled garden, which was hidden by ivy. Frances worked in the garden, planted roses and wrote her books there.

- 1 Read the extract from *The Secret Garden*. What happened to the garden when Colin was born?

- 2 Read the extract again. Put sentences a–h in the correct order.

- a Mary wants the garden to be their secret.
- b The doctor is poor.
- c Mary thinks that the house has many secrets.
- d They can help the garden come alive again.
- e They need a boy who can push Colin in his wheelchair.
- f The servants always do what Colin wants.
- g Her cousin, Colin, says he is going to die.
- h Both Colin and Mary are ten.

- 3 **SPEAKING** Work in pairs. Answer the questions.

- 1 Do you think Mary will help Colin to get better? How?
- 2 What do you think happens next? Why does Mary think that Colin will feel better outside? Who will push the wheelchair?

- 4 Read what happens next. What does Mary say to Colin?

READ ON

The servants are surprised when they find Mary and Colin together, and Dr Craven doesn't look pleased. At Colin's request, Mary visits him every day and the servants soon realise that Mary is good for him. Then one night, Mary hears terrible screams and Martha, one of the servants, tells her it's Colin. Mary runs with Martha to his bedroom and she shouts at him and tells him to stop screaming. Colin is so shocked that he stops – no one ever speaks to him this way. Then he tells Mary that there's something wrong with his back and that he's going to die. Mary looks carefully at Colin's thin, white back and she tells him that it's straight and there's nothing wrong with it. Colin believes her. He isn't afraid anymore and from that moment his life changes. He asks Mary to take him into the garden. So, one day, Mary and her friend Dickon take Colin outside in his wheelchair and push him into the secret garden.



- 5 **3.10** Listen to the next part of the story. What does Colin see when he opens his eyes in the secret garden?

- 6 **3.10** Listen again. Match characters a–d to statements 1–10.

a Colin b Mary c Dickon d Ben (the gardener)

- 1 likes the warm outdoor air.
- 2 explains where the key was.
- 3 wants to get better and live forever.
- 4 wants to go to the garden every afternoon.
- 5 knows the names of all the plants.
- 6 worries that his legs aren't very strong.
- 7 notices an angry face looking over the wall.
- 8 asks why Mary is in the garden.
- 9 followed a robin to the secret door.
- 10 is surprised to see Colin.

- 7 **SPEAKING** Work in pairs. Answer the questions.

- 1 What does Colin do until he's inside the garden?
- 2 When Colin is outside he feels a lot better. Can fresh air really affect your health? Why / why not?
- 3 Ben finds the children in the secret garden. What do you think he will do now?

Writing

- 8 Imagine that you have found a secret place. Write an email to a friend and share the secret. Tell them:

- where this place is,
- how you found it,
- why you like it,
- what you do there,
- how it makes you feel when you are there.

BACKGROUND TO THE STORY

Mary is a selfish, bad-tempered English girl who lives in India with her parents. They don't spend any time with her, and because of her behaviour, Mary doesn't have any friends. There are lots of servants in the house in India and she's used to giving them orders. When Mary's parents die suddenly of cholera, she's sent home to England to live with her uncle in Yorkshire. The house is large, but Mary has nothing to do and no one to talk to. She chats to Ben, the gardener, and one day, Martha, who is a servant, tells Mary about the secret garden. Mary's aunt loved this garden and when she died, Mary's uncle locked the door and buried the key. The garden has been locked for ten years. One day, Mary finds a key. She's sure it's the key to the garden, but there is something else bothering her. She can often hear someone crying in the house. The housekeeper, Mrs Medlock, tells her it's the wind, but one night Mary opens a door and finds a boy in a large bedroom. He's Colin Craven, her uncle's son.

The Secret Garden

'What a strange house this is!' said Mary. 'So many secrets! Does your father come and see you often?'

'Not often. He doesn't like seeing me because it makes him remember my mother. She died when I was born, so he almost hates me, I think.'

'Why do you say you're going to die?' asked Mary.

'I've always been ill. I've nearly died several times, and my back's never been strong. My doctor feels sure that I'm going to die. But he's my father's cousin, and very poor, so he'd like me to die. Then he'd get all the money when my father dies. He gives me medicine and tells me to rest. We had a grand doctor from London once, who told me to go out in the fresh air and try to get well. But I hate fresh air. And another thing, all the servants have to do what I want, because if I'm angry, I become ill.'

Mary thought she liked this boy, although he seemed so strange. He asked her lots of questions, and she told him all about her life in India.

'How old are you?' he asked suddenly.

'I'm ten, and so are you,' replied Mary, forgetting to be careful, 'because when you were born, the garden door was locked and the key was buried. And I know that was ten years ago.'

Colin sat up in bed and looked very interested.

'What door? Who locked it? Where's the key? I want to see it. I'll make the servants tell me where it is. They'll take me there and you can come too.'

'Oh, please! Don't – don't do that!' cried Mary. Colin stared at her. 'Don't you want to see it?'

'Yes, but if you make them open the door, it will never be a secret again. You see, if only *we* know about it, if we – if we can find the key, we can go and play there every day. We can help the garden come alive again. And no one will know about it – except us!'

'I see,' said Colin slowly. 'Yes, I'd like that. It'll be our secret. I've never had a secret before.'

'And perhaps,' added Mary cleverly, 'we can find a boy to push you in your wheelchair, if you can't walk, and we can go there together without any other people. You'll feel better outside. I know I do.'

'I'd like that,' he said dreamily. 'I think I'd like fresh air, in a secret garden.'



BEFORE YOU READ

- 1 Read about Jane Austen. Why couldn't she marry Tom Lefroy? Did she ever marry?
- 2 Read the background to the story. Why was the family home given to the girls' half-brother when their father died?

About the author

Jane Austen

Born: 1775 in Hampshire, England

Died: 1817

Important works: *Sense and Sensibility* (1811), *Pride and Prejudice* (1813), *Mansfield Park* (1814), *Emma* (1815)

Did you know? Although she wrote about romance and her novels end with the marriage of the hero and heroine, Jane never married. Her first love was Tom Lefroy, the nephew of a close friend. Tom's family wanted him to marry a rich woman, so he was sent to London to study law – far away from Jane. Finally, at the age of twenty-seven, a family friend called Harris Bigg-Wither asked Jane to marry him. She accepted the marriage proposal but changed her mind the next day. At that time marriage was seen as a way for women to get security and people were shocked when Jane refused to marry him.

Jane was shy about her writing and did not want servants or visitors to know what she was doing. The door to the room where she worked made a noise when someone opened it and she could quickly hide her work. Jane became a well-known writer, but she never became a public figure.

- 1 Read the extract from *Sense and Sensibility*. Where do Marianne and Margaret go?

- 2 Read the extract again. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

- 1 Mrs Dashwood thinks the weather will change.
- 2 At first, the sky is cloudy and grey.
- 3 It starts to rain, but they have an umbrella.
- 4 They run down a hill and Marianne falls.
- 5 A gentleman, who is fishing, comes to help them.
- 6 He carries Marianne to the cottage and puts her down in the kitchen.
- 7 Elinor and her mother do not like this stranger.
- 8 The man asks if he can visit them the next day.

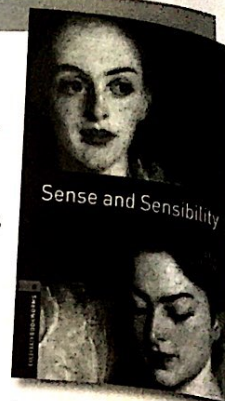
- 3 **SPEAKING** Work in pairs. Answer the questions.

- 1 What do Marianne and Margaret enjoy at the start of their walk?
- 2 Why do they start running? What happens then?
- 3 What is Mrs Dashwood's first impression of Willoughby?
- 4 Willoughby asks if he can call again the next day. What do you think will happen?

- 4 Read what happens next. What do you think Willoughby says when he sees Marianne again?

READ ON

Willoughby spends every day in Marianne's company and she soon believes that he is the perfect man. Willoughby has never spoken of engagement but when Marianne gives him a lock of her hair, Elinor is sure that they are engaged. However, things change when Colonel Brandon cancels a picnic and hurries to London. Then Mrs Dashwood, Elinor and Margaret return home and find Willoughby in the cottage and Marianne crying. Willoughby tells them that he has to go to London on business and in the days following his departure, Marianne can neither eat nor speak. A few weeks later, Elinor and Marianne go to stay at a friend's house in London. Marianne writes to Willoughby, but she hears nothing from him until she and Elinor attend a party.



- 5 **3.11** Listen to the next part of the story. What is Willoughby's secret?

- 6 **3.11** Listen again. Choose the correct answers.

- 1 At the party Elinor sees Willoughby
 - a having dinner.
 - b talking to an elegant young lady.
- 2 Elinor tells Marianne
 - a to talk to Willoughby.
 - b to try and control her feelings.
- 3 When they speak to Willoughby
 - a he ignores Marianne and speaks to Elinor.
 - b he holds his hands out to Marianne.
- 4 Willoughby looks
 - a ashamed.
 - b bored.
- 5 When Willoughby returns to the elegant young lady
 - a Marianne feels unwell and sits down.
 - b Marianne leaves the party immediately.
- 6 Elinor realizes
 - a that Willoughby still loves Marianne.
 - b that Willoughby doesn't love Marianne anymore.

- 7 **SPEAKING** Work in pairs. Answer the questions.

- 1 Why do you think Willoughby ends his friendship with Marianne?
- 2 Who do you think the elegant young lady is?
- 3 What would you do if a friend ignored you at a party?

Writing

- 8 Write an email to a friend. Tell them about a friendship which is over. Say:

- who you used to be friends with
- how long you had been friends
- why your friendship ended
- how you feel about it

BACKGROUND TO THE STORY

After the death of Mr Dashwood, his second wife and their three daughters, Elinor, Marianne and Margaret, are poor. This is because property passes from father to son, and their half-brother John and his horrible wife Fanny now own Norland, their home. John and Fanny are wealthy, but they refuse to help John's half-sisters and their mother. Mrs Dashwood and the girls remain at Norlands for a few months because a friendship has developed between Fanny's brother Edward and Elinor. Sir John Middleton, a relative, offers them a small cottage in Devon.

Their life is very different now. Practical Elinor and romantic Marianne do not expect to meet anyone who will want to marry them, but they soon meet the wealthy and unmarried Colonel Brandon who falls in love with Marianne.

Sense and Sensibility

One morning, Marianne and Margaret, taking no notice of their mother's and Elinor's warnings of rain, decided to walk on one of these hills. They climbed to the top, delighted to see blue sky between the clouds, and laughing at the wind that caught at their hair and clothes.

'Nothing in the world could be better than this!' called Marianne. 'What a pity Mama and Elinor did not come with us!'

But in a few minutes, the blue sky disappeared, the dark clouds gathered, and driving rain began to beat down on their faces. Surprised and disappointed, they were forced to turn back. Fortunately, they were not far from home; it was just a matter of running with all possible speed down the steep side of the hill which led to their garden gate.

At first, Marianne was ahead, but a false step brought her suddenly to the ground, and Margaret, unable to stop herself, carried on down the hill and through the garden gate.

A gentleman, who was out shooting, was walking up the hill when Marianne's accident happened. He put down his gun and ran to help her. She had hurt her ankle, and could not stand. The gentleman offered his assistance, and in spite of Marianne's protests, took her up in his arms and carried her down the hill. He took her straight into the house and placed her carefully on a sofa in the sitting room.

Elinor and her mother rose in astonishment as the stranger entered, carrying Marianne.

While they both looked at him, secretly admiring his unusually handsome appearance, he apologized most politely for his rude entrance. Even if he had been old, ugly and vulgar, Mrs Dashwood would have been extremely grateful to him for taking care of her child, but the influence of his looks and elegance touched her deepest feelings. She thanked him again and again, and asked the name of the person to whom she owed so much. He replied that his name was Willoughby, his present home was at Allenham, and he sincerely hoped that she would allow him to call tomorrow to enquire after Miss Dashwood. Permission was immediately given, and he then departed, to make himself still more interesting, in the middle of a heavy shower of rain.



Listening

EXAM STRATEGY

Read the sentences carefully before you listen to the recording. They will prepare you for what you are about to hear. The information in the text is in the same order as the statements about it.

- 1 **EXAM TASK** 3.12 Listen to a conversation with Jenny, a teacher. Are the sentences true (T) or false (F)?

	T	F
1 It was Jenny's first trip to the Philippines.		
2 Jenny spoke to a young girl in the hills called Halina.		
3 Halina's English wasn't very good.		
4 Jenny met Halina during her school holidays.		
5 Halina's family were very poor.		
6 Jenny sends money to Halina's family.		

Reading

EXAM STRATEGY

Read the text through quickly to get a general idea of what it is about. Next read the questions so you know what information you are looking for. Then read the text again slowly and carefully to find the information.

APPEARING IN COURT

Imagine you are appearing in court. What should you wear to help persuade the judge and jury that you are not guilty? Your usual clothes or something casual and comfortable? Something very smart or something sporty?

Last week, at Oxford Crown Court, Darren Brady surprised court officials by arriving in a skirt and blouse. Earlier in the day, wearing shorts and a short-sleeved shirt, he had been refused entry by uniformed security staff because he was 'not suitably dressed'. Brady walked round the corner to a local charity shop, bought a blue flowery skirt and a cotton blouse, and returned. 'It was thirty-two degrees,' he told reporters. 'I couldn't see what was wrong with shorts. I was hot.'

Even some of the lawyers that day found Brady's behaviour amusing. But would they recommend it to their clients? 'Absolutely not,' said James Wedderburn, of Buckley and Wedderburn. 'The judge and the jury will try to be fair, to listen to all the arguments, and to judge a case on the facts. But what they see will also influence their decision: your attitude towards the court, how you speak, your gestures and of course what you wear.'

In the US, a whole industry of court consultants has developed, especially around cases that get a lot of attention in the media. 'All sorts of things can make a

- 2 **EXAM TASK** Read the text and choose the correct answers.

- At first Darren Brady was not allowed into court because he was wearing
 - shorts.
 - a T-shirt.
 - women's clothes.
 - a uniform.
- James Wedderburn thinks that
 - his clients should just wear what they like.
 - his clients' appearance is important.
 - the decision of the jury only depends on the facts of the case.
 - judges and juries pay no attention to how people look.
- James Harlow likes his clients to appear
 - casual.
 - elegant.
 - different.
 - responsible.
- What is the main idea behind the article?
 - If you are a criminal, you should hide who you are by wearing a suit in court.
 - Wearing suitable clothing shows respect for the court and the people in it.
 - What you wear won't make any difference to the court's decision.
 - The court want to see you as a real person, so you shouldn't change your appearance.

difference to how people see you,' says James Harlow, a jury consultant. 'Jewellery, hairstyle, bright or dark colours, tie or no tie, all sorts of things.' Harlow recommends suits for both men and women. 'It's neutral,' he explains. 'An ordinary business suit suggests hard work and honesty. A person who wears a suit is not lazy and rich, nor are they living on the streets.'

'It's also a disguise,' he continues. 'It can hide things you don't want the court to know. A man or woman can step straight out of prison and put on a suit. Half an hour later in court nobody will have the slightest idea that this person already has a criminal record. I want the judge and jury to see my clients as "real people"; but I don't want them to see too much.'

What the suit also seems to say is: 'I understand the court and I believe in the law. I know what I'm supposed to wear and how I'm supposed to behave in here.' And that, in fact, may be the most important message that you can give to the judge and jury.

Use of English

EXAM STRATEGY

Look carefully at the words before and after each gap. They will help you choose the best answer. Make sure the answer fits logically as well as grammatically.

3 EXAM TASK Choose the correct answers to complete gaps 1–8.

For the experience of a lifetime, stay at the Eastern & Oriental hotel on Penang Island. Founded in 1885, the hotel ¹ the premier hotel in Penang for over a hundred years.

We spent seven nights there in the most luxurious ² All the rooms are suites with views either over the sea towards mainland Malaysia or looking ³ the rooftops of the old town. You can dine in the traditional 1885 restaurant or in the hotel coffee shop, one of the most famous in Penang.

There is everything here you ⁴ from a top-class hotel: a swimming pool with a poolside bar and restaurant, a gymnasium, and full business ⁵ for those people unlucky enough not to be on holiday.

In addition ⁶ all this, the hotel is ideally situated at the end of Penang Road. For tourists, the old castle and the state museum are a short distance ⁷ Or you can walk down Penang Road, enjoying the sights and sounds of the shops, ⁸ delicious new tastes at the food stalls and restaurants, and finding oases of peace in churches, temples or mosques down quiet side streets.

- | | | |
|------------------|---------------|-----------------|
| 1 a is | b has been | c will be |
| 2 a way | b design | c style |
| 3 a across | b along | c beyond |
| 4 a would expect | b must expect | c are expecting |
| 5 a activities | b agencies | c services |
| 6 a for | b to | c of |
| 7 a about | b away | c far |
| 8 a meeting | b discovering | c producing |

Speaking

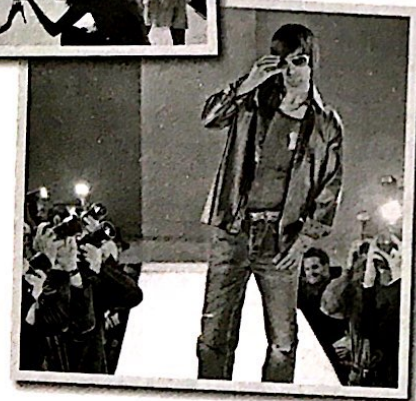
4 What would you wear in these situations?

- a friend's birthday party
- your sister's wedding
- shopping in a mall
- jogging
- an English exam

EXAM STRATEGY

Think about the people shown in the photos, and how you would feel in the same situations. Make sure you talk about all four questions in your answer.

5 EXAM TASK Answer the questions about the photos. Give reasons for your answers.



- 1 Why do you think people are taking photos of these young people?
- 2 Is it important for you to follow fashion? Why / why not?
- 3 Have you ever thought about working in the fashion industry? Why / why not?
- 4 Tell us about a situation when you felt dressed inappropriately for an occasion.

Writing

6 Match the descriptions with the three places. Then think of three adjectives to complete each description.

- | | |
|---------------|--|
| London | a sandy beaches, souvenir shops, museums |
| The Alps | b historical buildings, metropolitan city, theatre district |
| Greek islands | c hiking trails, villages and resorts, mountains and valleys |

EXAM STRATEGY

When describing places or activities, avoid adjectives such as *nice*, *interesting* or *beautiful*. Use more varied vocabulary, and avoid repetition where you can.

7 EXAM TASK Imagine you're on your ideal holiday. Write an email to your English-speaking friend. Include the following points:

- Describe the place where you're spending your holiday.
- Tell your friend about what you've done and what you're going to do while you're there.
- Say what you enjoy about this holiday.
- Find out what kind of holidays your friend likes best.

Listening

1 Read the exam task below. Before you listen, try and answer these questions about each recording 1–4.

- 1 a How many speakers will you hear?
b Who do you think Jack is?
- 2 a How many speakers will you hear?
b What might they be talking about?
- 3 a What three groups of people do you think are involved?
b How many different situations can you imagine?
- 4 a Do you think the man will be happy or unhappy?
b Why do you think that?

EXAM STRATEGY

Read the different options carefully before you listen to the recording so that you know what you are listening for. Only one of the three answers can be true.

2 **EXAM TASK** 3.13 Listen to recordings 1–4 and choose the correct answers.

- 1 What is the intention of the speaker?
a He is asking the general public to give money.
b He is hoping someone will want to look after Jack.
c He is advertising for people to work for *Lifeguard*.
- 2 What are these people planning?
a A radio show.
b An interview with the police.
c A protest march.
- 3 Which sentence is true?
a The protestors have managed to slow down the building work.
b The construction work is progressing as planned.
c The police have had no problems with the protestors.
- 4 What has the man been doing?
a He has been arguing with people who won't give money to charity.
b He has been collecting money for charity in the street.
c He has been stopping people in the street to ask them about charity work.

Reading

EXAM STRATEGY

Remember: a statement is only false if there is information in the text that tells you it's not true. If there's no information about the statement, you must mark it NG (no information given).

3 **EXAM TASK** Read the text about World Heart Day. Are statements 1–8 true (T) or false (F) or is there no information given (NG)?



WORLD HEART DAY

It is World Heart Day on September 28th and the theme this year is 'know your risk.' The main message is: it's not difficult to reduce the possibility of getting heart disease. Some very simple changes to your lifestyle can actually make a considerable difference. The question is: what are these changes?

The Geneva-based World Heart Federation will use World Heart Day to stress the importance of a healthy lifestyle. Events will be held all over the world to promote the message that heart disease can be prevented. Free health tests will be provided in more than 100 countries. Major risk factors, such as high blood pressure, will be identified. There will also be walks, runs, concerts and sports competitions to raise money.

Unfortunately, the only way to know if you have high blood pressure is to have it checked by your doctor. There are no obvious signs to give you any warning. However, if you discover that you have it, it can be often be helped by one very simple change: eat less salt. The maximum acceptable daily intake is six grams – most of which comes from processed food.

'You must check food labelling carefully,' says Dr Rod Barker of the Cambridge Heart Project. 'Much processed food contains far too much salt. It is far better to have a diet based around fresh fruit and vegetables. Ensure what you eat is rich in fibre and low in fat. Ask your doctor to check your blood pressure, your cholesterol and your blood sugar. Then follow his or her advice.'

WHF research shows that eating more fruit and vegetables can make a huge difference. By increasing to more than five servings a day, people can enjoy a 17% reduction in heart disease. It's also an easy change to make. As Professor Shahryar, WHF president says: 'It is never too early and never too late to start taking care of your heart.'

- 1 You won't achieve significant improvements if you're only prepared to make simple changes to your life.
- 2 Avoiding stress is important for a healthy lifestyle.
- 3 World Heart Day events will include health checks, sports and cultural activities.
- 4 Eating a lot of salt reduces the risk of high blood pressure.
- 5 Processed food contains most of the recommended amount of salt per day.
- 6 A diet based on fruit and vegetables will help reduce your cholesterol and blood sugar.
- 7 Doctors recommend that people who don't like fruit and vegetables should try vitamin supplements.
- 8 If you eat fruit and vegetables more than five times a day, you can reduce the risk of heart disease.

Use of English

4 For each sentence 1–4, choose the option: a or b, which is more similar in meaning.

- 1 I don't think Maruti is a Japanese car.
a In my opinion, Maruti can't be a Japanese car.
b Maruti might be a Japanese car, I'm not sure.
- 2 Last year, my brother went cycling in the mountains but I didn't go with him.
a I didn't use to go cycling in the mountains with my brother last year.
b I didn't go cycling in the mountains last year, unlike my brother.
- 3 My aunt is very similar to my grandmother at a younger age.
a My grandmother looks as if she was younger than my aunt.
b When she was younger, my grandmother looked like my aunt.
- 4 Ben applied for the job but he was under-qualified.
a Ben didn't have the skills that he would have needed for the job.
b Ben was suitable for the job because he'd had more training than they expected.

EXAM STRATEGY

Check your answers carefully. Is the meaning the same? Have you used the word given? Have you used the right number of words? Is the grammar correct?

5 **EXAM TASK** Complete the second sentence in each pair so the meaning is the same as the first sentence. Use the word in brackets, but don't change it. Use between two and five words in each gap, including the word given.

- 1 The evening ceremony had started before we got there.
(by) we arrived, the evening ceremony had started.
- 2 Bob walked in, and some time later I followed.
(while) Bob walked in, and I followed
- 3 Mammoths have been extinct for about 4,500 years.
(out) Mammoths about 4,500 years ago.
- 4 When I was a child, I always spent my holidays at my grandparents'.
(used) In my childhood, I my holidays at my grandparents'.
- 5 Why don't we meet outside the stadium at six?
(how) outside the stadium at six?
- 6 Being able to count is one thing, doing calculations is another.
(having) count is one thing, doing calculations is another.

- 7 Jeanne went to Iceland for the purpose of studying volcanoes.
(order) Jeanne went to Iceland volcanoes.
- 8 Celebrities often participate in charity events to raise their profile.
(take) Celebrities often charity events to raise their profile.

Speaking

EXAM STRATEGY

Remember that the examiner may disagree or question your opinion. Try to find arguments to support your views. Learn phrases for responding to counter-arguments appropriately.

6 Read the exam task. Complete your responses to the arguments below.

- A You'll need money to organize the event.
B I take your point but ...
- A The students will spend time taking part in the event instead of studying.
B I see what you're saying but ...

7 **EXAM TASK** Imagine that students from your school are planning to organize a charity event. Discuss your plans. Include the following points:

- the aims of the event
- participants
- how the event will be organized
- support from the school management

Writing

EXAM STRATEGY

Before you write a letter, make notes for each point in the task instructions. Make sure you write about each point.

8 Look at the exam task. Make notes of at least two things or ideas you could use to develop each of the four points in the task.

9 **EXAM TASK** You've taken part in a sports competition. Write a letter to an English-speaking friend in which you:

- describe what the competition was like.
- explain how you've done.
- describe your emotions during and after the competition.
- ask what sports your friend enjoys and how good he is at doing them.

Exam insight 3

Listening

EXAM STRATEGY

The words you will hear are not the same as the words in the questions. There are many different ways of saying the same thing. Think about the meaning – not the exact words.

- 1 **EXAM TASK** 3.14 Listen to four people speaking about shoplifting. Match questions 1–5 to speakers A–D. There is one question you do not need.

Which speaker thinks that	A	B	C	D
1 shoplifters should be punished more severely?				
2 shoplifting can even affect the lives of those who don't get caught?				
3 there are many reasons why people shoplift?				
4 shoplifting is not a serious crime?				
5 shops should make it more difficult for people to shoplift?				

Reading

EXAM STRATEGY

Read through the texts quickly first. Don't worry about any words you don't understand – you will probably be able to answer the questions by looking at the words you do understand.

- 2 **EXAM TASK** Match texts A–C to questions 1–5. You can use each letter more than once.

Which text	A	B	C
1 gives advice?			
2 is a newspaper report?			
3 is a complaint?			
4 is about a young criminal?			
5 asks the reader to take action?			

PROBLEM PHONE BOX

Because our village is quite remote we get no mobile phone signal, so it is very important that the public telephone is working. However, it is now the third time in the last six months that the phone has been vandalised. On every occasion, the damage occurred late on a Saturday night.

Given the importance of having a public phone here in good working order, please would you try to stop this vandalism? Perhaps a CCTV camera could be installed near the phone box. Or possibly a police patrol car could pass by a few times on a Saturday. These vandals must be caught and punished.

STUDENT 'DRIVER' FACES PRISON

A student faces prison after admitting stealing a car and crashing it into the front of a village post office.

Darren Wilson, nineteen, a student at Newton Technical College, admitted stealing a Fiat Uno in the early evening on June 14th last year from a supermarket car park. Before leaving Newton, he was spotted by police driving the wrong way up a one-way street. Wilson failed to stop when requested, and drove off at high speed.

The police chased him through the Devon countryside, often at speeds of up to 160 km/h. On entering the village of Garston, Wilson lost control of the car and crashed into the post office.

Judge Ernest Jeffrey warned Wilson: 'Your thoughtless and irresponsible behaviour clearly deserves a serious punishment. You are extremely lucky that you were the only person who suffered any injury.'

THINK LIKE A THIEF!

The best way to make your home difficult for anyone to break into is to think like a thief. Sometimes you can take practical measures. If you have two locks on your door and your neighbour has one – where do you think the thief will go? If you have window locks that he can see from outside, it'll make breaking in seem harder and he will look for somewhere easier.

Sometimes you can put up psychological barriers. If you have a front gate, close it. If you don't have a gate, get one. It won't stop a thief coming in, but it will work on his mind.

Don't leave your keys and money by the front door. A thief will want your money to spend and your keys so that he can come back another time. And don't leave a calendar or diary lying about because then he'll know when the house is empty.

Use of English

EXAM STRATEGY

Read through the text quickly to get a general idea of what it is about. Concentrate on the words before and after each gap – they will help you complete the gaps.

- 3 **EXAM TASK** Read the text about a new gadget. Complete gaps 1–6. Use one word in each gap.

THE MAGIC MIRROR

Do you ever have trouble buying jeans? You know, you try on one brand and they ¹ perfectly; then try on the same size in a different brand and find they are a few centimetres too big, or too small.

Until now, the only solution to this problem has been to carry an armful of trousers in a variety of brands and sizes to the dressing room. Then you spend the next half an hour struggling in and out of them ² find the ones you want. Well, those days could soon be over.

Scientists have developed a 'magic mirror', a 3D body scanner, which will measure a man's or woman's body. All you have to do ³ step into the scanner. In just twelve seconds, the machine takes 300,000 measurements and creates a virtual image of you.

You can then sit back and watch ⁴ your on-screen image does the hard work of trying on the clothes. Once you have chosen the items you like, you pick them up and take them home, confident that you will ⁵ great.

This is the next big revolution in shopping – probably just until 3D printers are ⁶ advanced that you can download some new jeans and print them out.

Speaking

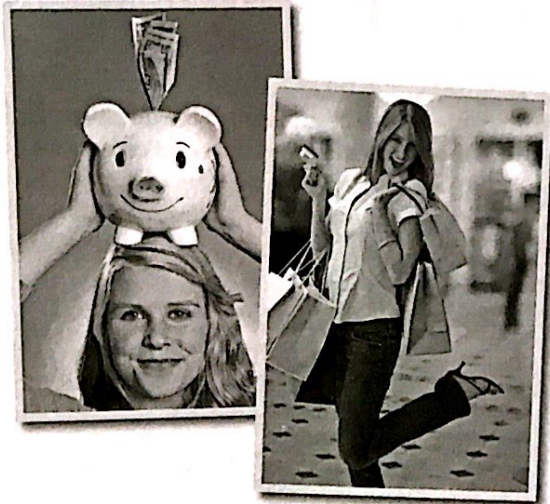
- 4 Look at the photos in exercise 5, and identify the theme. Then write a list of at least ten key words that you are going to use when you talk about the photos.

EXAM STRATEGY

First, look at each photo and briefly describe what they show – but don't spend too long on describing details. Use the four questions in the task to structure what you say. Make sure you talk about all the points and that you relate them to what the photos show.

- 5 **EXAM TASK** These two photos show attitudes towards money. Compare and contrast them. Include the following points:

- where and how teenagers can receive or earn money
- how much teenagers usually spend and what they spend money on
- which of the two photos you identify with and why
- your own attitudes towards money.



Writing

EXAM STRATEGY

Read the instructions and the text carefully. Make notes of all the key information you must include. Then think about how to organize your letter: what's the best order for your paragraphs? Use appropriate formal language, and opening and closing expressions. When you have finished, check your writing. Is it the right register? Have you included all the points from the task? Are there no spelling, grammar or vocabulary errors?

- 6 **EXAM TASK** Read the leaflet below. Write a letter to the organizers to find out more about joining. Include the following points:

- Express your interest in volunteering.
- Specify which activities you would be interested to take part in and why.
- Ask about the timing for their campaigns: hours, how often, and so on.
- Request more information about how you can join.

Volunteers wanted!

Do you want to live in a cleaner, tidier neighbourhood? Don't wait around for the local council to do everything. Join OurStreet Unlimited, and help us:

- * collect and remove litter from the streets.
- * remove or paint over unwanted graffiti.
- * look after flowers and plants in public places.
- * make small repairs where necessary.

Give us a little bit of your time, and make this town a nicer home for all of us!

For information, write to: Anna Frei, OurStreet Unlimited, P. O. Box 27, Newtown N-1001

Listening

EXAM STRATEGY

Read the questions and gapped sentences carefully before you listen. Think about what kind of information is missing, and what the possible answers might be.

1 EXAM TASK 3.15 Listen to recordings 1–4.

Then complete the answers to the questions for each recording with only one word or number.

- 1 A In his first profession, when did the man's jobs usually end? When the finished.
B What career did he change to later? He now works in a(n)
- 2 A Where does Tom usually work? He performs entertaining tricks for people in the
B How does the woman feel about the work they do? She it.
- 3 A How long has the man's friend been working at the department store? She's been working there for years.
B What job is the man doing at the moment? He's got job.
- 4 A Where did the woman find her first job in the profession? She worked at a local
B How often does she get her writing published these days? Her articles appear in the papers every

Reading

EXAM STRATEGY

First decide if any answers are obviously wrong. Then read the text more carefully to determine which of the remaining answers is correct.

2 EXAM TASK Read the texts and choose the correct answers.

Surprisingly successful

Which no-budget movie has suddenly become a word-of-mouth hit and brought in over \$100m? That's right – *Paranormal Activity*. For months, director Oren Peli tried to get studios interested in his \$15,000 independent horror story before it was finally taken up by Paramount Pictures.

The success is richly deserved. Entertainment Weekly called it 'frightening' and 'terrifying'. Another reviewer said, 'For long periods of the film nothing seems to happen at all, but boring – no way! You'll be on the edge of your seat.'

The story is simple. A young couple, Micah and Katie start to investigate some strange happenings that Katie has been experiencing since she was a young girl. Micah doesn't really believe her, but being the loyal boyfriend, he starts filming everything that happens in the house.

Unconventionally, about half of the film is shot from a camera in the couple's bedroom, often while they are asleep.

Not much happens: sometimes a door moves, or a sheet; or Katie gets out of bed and stands still, staring at Micah. It is all very strange and disturbing.

Paranormal Activity reminds me of many famous horror films – *The Exorcist*, *The Blair Witch Project* – and yet it has its own strong identity. It is sufficiently frightening to satisfy the hardcore horror fan, but there are touches of humour to lighten the mood. If you need an entertaining night out, and a few good frights, you need look no further.

- 1 According to the text, why has the film *Paranormal Activity* been a success?
 - a It was directed by Oren Peli.
 - b The story is simple enough for everyone to follow.
 - c It is based on a true story.
 - d It is a very good horror film.
- 2 Why is *Paranormal Activity* an unusual film?
 - a It recalls themes from other famous horror films.
 - b It has a lot of humour for a horror film.
 - c About half of the whole film takes place in one room.
 - d It is extremely frightening.
- 3 What is the writer's intention?
 - a To persuade the reader to see the film.
 - b To describe what the film is like.
 - c To explain how the film was made.
 - d To comment on the performance of the actors.

Home Profile Account

What a morning!

I woke up this morning, wanting to have a shower, and there was no water in any of the taps in the house. I called the water company and they sent Brian. He told me there was probably a hole in one of the underground pipes leading into the house. 'They're old pipes,' he said. 'Sometimes there's movement in the ground and you get a hole and water starts leaking out.'

I wondered how he was going to find the leak. Hi-tech equipment? Radio waves? No, he went to the back of his van and came out with two short wooden sticks. He held one in each hand, with the sticks just touching at the end, and started walking backwards and forwards in front of the house five or six times. Then suddenly the sticks jumped in his hands and made a cross. 'That's where it is!' he said. And he dug a hole, found the leak and fixed it.

Honestly, what is going on? I mean, how can someone find water underground using a couple of old sticks? Of course, I looked it up on the internet. It's called 'dowsing', and it's an ancient skill. Good dowsers can find all sorts of things: water, oil, even gold. And they can make a lot of money. Scientists think they can prove scientifically that it doesn't work. But I saw it! And if it doesn't work, why would people pay dowsers lots of money to find things!

- 4 What was the problem in the writer's house?
 - a There was water leaking out of the shower.
 - b There was a hole in the ground outside the house.
 - c There was a water leak outside the house.
 - d The water company needed to move the pipes outside the house.

- 5 What does the writer think about dowsing?
- It doesn't really work.
 - It's not as good as radio waves.
 - It's an incredible skill.
 - It's too old to be of any use.

Use of English

- 3 Cover the words a-j in the exam task, then read the text and try to complete the gaps. Then compare your answers to the words a-j. Are any of them similar?

EXAM STRATEGY

Check your answer fits logically as well as grammatically. Check that the two remaining words really don't fit any of the gaps.

- 4 **EXAM TASK** Read the text and complete each gap with one of the words a-j. There are two words you do not need.

a in b what c only d is e would
f first g had h that i to be j at

A spokesperson for Farnsworth Town Council publicly apologized for destroying a valuable piece of art. Karen Wilde said: 'Our decision seemed logical ¹ the time. If ² we had known the artist was someone famous.' When the old department store in Camford Street was demolished last month, builders were amazed to find ³ looked like an enormous piece of graffiti covering up the entire wall of the residential building behind. The council was so eager to clean up any signs of vandalism that they did not consult any experts on who ⁴ created the painting and when. The wall was ⁵ sandblasted to remove the graffiti, then painted over in beige. The large-scale mural turned out ⁶ the work of prominent expressionist painter Alastair Horgenson. He painted it in the early 1930s to commemorate the horrors of World War I. The department store was built in 1953, the year ⁷ which Horgenson himself passed away. Ms Wilde promised the town council she ⁸ set up a foundation in honour of Alastair Horgenson to support local street artists.

Speaking

EXAM STRATEGY

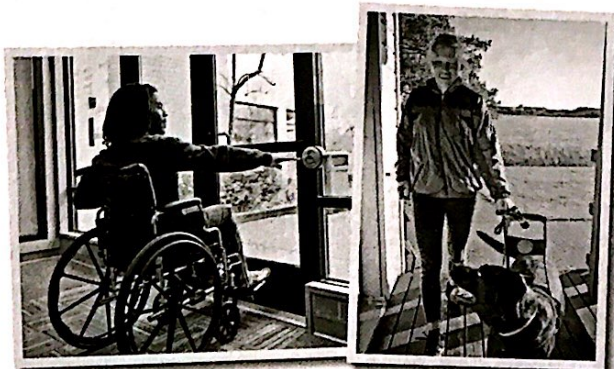
Look at the photos and the statement carefully. Think about what key words you will have to use to talk about the topic. If you don't know the exact word, it is okay to paraphrase (using other words to explain what you mean) or elicit (asking the examiner or your partner what the word is). There is no right or wrong answer. The task is not about what your opinion is, but how well you use English to express it.

- 5 What type of disability are the following words and expressions related to? How are they related to it?

■ large print ■ ramp ■ Braille ■ audio description
■ barrier-free passageways ■ sign language
■ reserved parking space

Can you think of other ways to help provide accessibility for disabled people?

- 6 **EXAM TASK** Look at the two photos showing ways in which society can help disabled people. Then read the statement, and give your own opinion about it. Respond to any counter-arguments appropriately.



All public buildings must be made accessible to everyone, and even historical buildings should be renovated to provide accessibility.

Writing

EXAM STRATEGY

When writing an article, remember to give it a title. A good title attracts the attention of the reader, and clearly outlines what the text is about.

- 7 Read the exam task and choose the best title for your article. Why is it the best title?

The Price of Advice
The Importance of Work
Choose Your Job Wisely

- 8 **EXAM TASK** Imagine you've been asked by a student newspaper to write an article about how young people can choose their future careers. In your article, write about:

■ Where young people can find general career advice.
■ How they can learn about current job opportunities.
■ How they can find out more about particular companies.
■ Who can give them feedback on work experiences.

Listening

EXAM STRATEGY

Remember you hear each recording twice. Listen for any answers you haven't got the second time – but also check the answers you have got.

1 EXAM TASK **3.16** Listen to the recording and choose the correct answers.

- 1 What does Ron think about street art?
 - a It is a modern idea.
 - b It first became popular in the 1970s.
 - c It started a very long time ago.
 - d It won't be popular for much longer.
- 2 Why did Ron first get involved with street art?
 - a Because he wanted to break the law.
 - b To rebel against his parents.
 - c So that he could show his artistic skills.
 - d Because he wanted to express himself.
- 3 When does the council clean up street art?
 - a If someone complains.
 - b Whenever they find a new 'painting'.
 - c Only if a painting is not artistic.
 - d Only if it is economical to do so.
- 4 According to the interview, what is Denis Coates' view of the situation?
 - a Artists who paint street art are breaking the law.
 - b It is the council's responsibility to deal with street artists.
 - c An artist needs to get permission from the council.
 - d The police are dealing sensibly with the situation.

Reading

EXAM STRATEGY

Find key words in sentences A–F in the exam task. Look for words with similar meanings before and after each gap to help you choose the right answer.

2 EXAM TASK Read the text. Some parts of the text have been removed. Match sentences A–F to gaps 1–5 in the text. There is one sentence that you do not need.

THE GREATEST LIVING BRITON

Voted the Greatest Living Briton, Tim Berners-Lee was born in East Sheen, an unremarkable part of south-west London. He grew up in a family where computers and mathematics were seen as a fun, everyday part of life.

¹..... From an early age he picked up on their enthusiasm and recalls early conversations with his father about the potential of computers.

Berners-Lee left school to study at Queen's College, Oxford, where he built his first computer from an old television. Gaining a first-class degree in Physics, he went into software development for a number of different companies, before finally ending up at CERN in Switzerland.

It was at CERN that the ideas which would make him famous began to take shape. ²..... The different systems were unable to communicate with each other. He began to address this problem during his first period at CERN. But it wasn't until Berners-Lee returned there in 1984 that he was able to turn his ideas into reality.

By 1989, CERN had the biggest internet site in Europe. Berners-Lee's vision was that computers all over the world would be able to talk to each other using a language – hypertext – that he would create. In 1991, he put the first website online. This provided an explanation of the World Wide Web. ³..... The rest, as they say, is history.

Berners-Lee is modest about his achievements. He explains that he was just one of many people at the forefront of computer technology at the time. He also feels that if he had not invented the web, someone else would have done. However, if that had been the case, the internet might have been something very different. It might, for example, not have been free.

⁴..... John Poole of Image Computer Systems, who employed Berners-Lee in the 1970s, admires his position: 'What impresses me is that he was not in it for the money. His dream was a free interchange of information, and he stood by his principles.'

Berners-Lee is still heavily involved in the World Wide Web. He left CERN in 1994 to set up the World Wide Web Consortium (W3C), an organisation whose aim is to improve the quality of the web. It is also committed to maintaining the idea that the web should be free. ⁵..... The truth is, however, he'd probably far rather be somewhere else writing computer code.

In 2012, he was honoured at the Summer Olympics where he was introduced as the 'Inventor of the World Wide Web'. In characteristic fashion he tweeted a message that was instantly spelled out on screens both in the stadium and all around the world: 'This is for everyone.'

- A Many people claim that Berners-Lee's greatest achievement is that the web carries no fees, no charges and no restrictions.
- B His parents had met while working on the Ferranti Mark 1, the first commercially available computer.
- C Berners-Lee also spends a lot of time meeting world leaders and business people promoting the web and its free status.
- D In 2004 he was given a special honour for his pioneering work by Queen Elizabeth II and he became Sir Tim Berners-Lee.
- E Visitors could also learn more about hypertext, find out how to create their own webpages, and how to search the web for information.
- F Although the 'internet' already existed in some form, in those days it consisted of separate unconnected networks.

Use of English

EXAM STRATEGY

Decide what kind of word you need: adjective, adverb, verb, etc. Remember that you can make changes to either the beginning or the ending of a word, or both: for example, *friend* can become *friendly*, *unfriendly*, *friendship*, *friendliness*, or *unfriendliness*.

- 3 **EXAM TASK** Read the text about coffee. Complete the text with the appropriate form of the word in brackets. In some cases, you may not need to change the word.

Coffee pods have been around for decades, and for some reason, they are more popular in Europe than in the United States, where they were ¹..... (ACTUAL) invented as long ago as 1959. There are many people for whom starting the morning without a cup of their favourite coffee is not ²..... (IMAGINE). Naturally, everyone prefers something different: some drink their short, strong espresso black, while others add not just milk and sugar but also flavoured syrups or cinnamon. The ³..... (VARY) are endless. But when it comes to making the perfect cup of coffee, there is a lot of hassle ⁴..... (INVOLVE). Grinding the coffee, heating the water, measuring out the ground coffee, steaming the milk, cleaning the ⁵..... (EQUIP), and so on. No wonder single-serve coffee technology has become so popular. You no longer need special ⁶..... (TRAIN) to serve up the best espresso – you simply pop the small paper, plastic or aluminium coffee pod in the machine, press a button, and out comes your favourite drink. To ⁷..... (PREPARE) another cup, no cleaning is necessary. You just eject the ⁸..... (USE) pod, put in another, and moments later, your hot drink is served. Single-serve coffee does not come cheap. In fact, kilogram for kilogram they are among the most expensive types of coffee. But if you think about the ⁹..... (CONVENIENT) and the money you save on not having to buy a ¹⁰..... (COST) espresso machine, they are worth the price. Especially if you are one of those people who cannot start the day without coffee.

Speaking

EXAM STRATEGY

Don't rush making a choice, but think of some good reasons for choosing a particular option. The task is about how well you can explain your decision, not about which option you pick. When you have explained your choice, move on to discussing all the other questions as well.

- 4 **EXAM TASK** Imagine that you've decided to learn to dance, and found three different dance schools to choose from. Look at the three photos showing you the three options, and talk about the following questions:

- Which school will you choose and why? Why not the other two?
- Do you dance? What kind of dance? Where do you go? How often?
- What are the benefits of dance?
- Do you think dance should be part of the school PE curriculum? Why / why not?



Writing

EXAM STRATEGY

When your task is to write an essay, check whether you are expected to present arguments both for and against the issue, or whether you have to discuss a given topic from a single point of view.

- 5 Read the exam strategy and the exam task. Which type of essay do you have to write?

- 6 Make a list of situations when mobile phones:

- are useful at school.
- disrupt classes.

- 7 **EXAM TASK** Many people believe that mobile phones should be banned at school. Write an essay presenting your opinion. Include the following points:

- Describe a particular situation when using a mobile phone caused problems at school.
- Suggest a possible solution to the problem of inappropriate use of mobile phones at school.

1.1 Present simple and present continuous

Present simple

Affirmative	base form of verb (+ -s / -es for third person singular)
Negative	don't / doesn't + infinitive
Questions	do / does + subject + infinitive

He always wears designer clothes.
Fashions and customs don't always stay the same.
Do you like tattoos? Yes, I do. / No, I don't.

Use

We use the present simple to talk about:

- habits and everyday routines.
- facts and general truths.
- states. Some verbs that describe states are *believe, hate, have, know, like, need, prefer, see, seem, think, understand, want*.

We use the following time expressions with the present simple: *always, every day, often, regularly, usually, sometimes, hardly ever, never*.

1 Choose the correct answers.

- At what temperature **is** / **does** water freeze?
- I'm **not** / **don't** like the idea of cosmetic surgery.
- Paul **don't** / **doesn't** always do his homework.
- Helen and Rosie **watch** / **watches** a lot of television.
- My mum **goes** / **go** to the gym every Friday.
- We **hardly never** / **ever** take the train.

Present continuous

Affirmative	is / are + -ing form
Negative	isn't / aren't + -ing form
Questions	is / are + subject + -ing form

The grass in the garden **is getting** very long.
I'm **not wearing** my hair in a ponytail today.
Are you **looking for** a particular type of jacket?
Yes, I am. / No, I'm not.

Use

We use the present continuous to talk about:

- actions that are happening now, or around now.
I'm **looking for** a vintage dress.
- temporary situations.
I'm **staying with** my aunt and uncle **at the moment**.
- changing or developing situations.
More and more people **are becoming** overweight.
- irritating habits, often with *always*.
He's **always playing** that awful music.

We use the following time expressions with the present continuous: *right now, at the moment, nowadays, today*.

2 Complete the sentences. Use the present continuous form of the verb in brackets.

- Right now, I in the Clock Café. (sit)
- Some wild animals more used to people. (become)
- Ollie about his girlfriend. It's really annoying. (always / talk)
- What music to on your phone? (you / listen)
- I anything important right now. (not do)
- We with our grandparents this week because of the bad weather. (not stay)
- It very hot in here, isn't it? (get)
- Magazines us with images of beautiful young people. (always / bombard)

3 Choose the correct sentence endings.

- He annoys me because he
a is always looking at his mobile.
b always looks at his mobile.
- The text is in German, so I
a don't understand it.
b am not understanding it.
- Julie loves make-up. In fact, she
a is wearing it every day.
b wears it every day.
- I'd love to help you, but
a I'm making lunch at the moment.
b I make lunch at the moment.
- When wild animals are ill or injured, they
a always look for a hidden place to rest.
b are always looking for a hidden place to rest.
- The summer is nearly finished and
a it's getting dark earlier.
b it gets dark earlier.

4 Rewrite the sentences that are incorrect.

- Good morning. I look for a chic scarf as a present for my sister.
.....
- School finishes early on the last day of term.
.....
- Jack and Chris are always playing that silly computer game.
.....
- We plan a party at the moment.
.....
- They don't think that it's a very good idea.
.....
- Right now, I watch a really interesting programme about teenagers in Nigeria.
.....
- Why are you buying two skirts that are the same?
.....
- He's usually seeming very friendly and confident.
.....

1.2 Verb patterns

When two verbs appear together in a sentence, the first one can be followed by the infinitive (with or without *to*) or the *-ing* form of the second. It is important to remember the pattern for each verb. Below are some of the most common ones.

■ Verb + infinitive with *to* (*decide, expect, promise, choose, seem, need, want*)

We decided to meet outside the Clock Café.

■ Verb + infinitive without *to* (*shall, must, could, will, should*)

You should eat less junk food.

■ Verb + *-ing* (*suggest, consider, admit, enjoy, avoid, imagine*)

I enjoyed listening to Dan's music.

■ Verb + infinitive or *-ing* (*like, love, prefer*)

Paula doesn't like staying up late.

Paula doesn't like to stay up late.

Some verbs change their meaning depending on whether they are followed by infinitive + *to* or verb + *-ing*. These include: *remember, forget, stop, try, regret*.

■ *remember* + infinitive with *to*: to remember that you need to do something.

I remembered to buy milk.

■ *remember* + *-ing*: to have a memory of doing something.

I remember buying milk, but I don't remember picking up my purse in the shop.

■ *forget* + infinitive with *to*: we forget before the action.

We forgot to buy a cake for Martha's birthday.

■ *forget* + *-ing*: often in the phrase *will never forget*, to talk about a memorable experience.

I'll never forget spending that week in Rome.

■ *stop* + infinitive with *to*: to stop in order to do something.

She stopped to look in the shop window.

■ *stop* + *-ing*: to end an action.

She stopped looking in the window and walked off towards the station.

■ *try* + infinitive with *to*: to do your best.

I'm trying to do my homework, so can you please make less noise?

■ *try* + *-ing*: to do something that might solve a problem.

We've tried putting oil in the lock, but we still can't open the door.

■ *regret* + infinitive with *to*: a formal way of giving bad news.

We regret to inform you that the 14.05 train to York is cancelled.

■ *regret* + *-ing*: to feel sorry about something that you did in the past.

Kate really regrets saying those things to Suzy.

1 Complete the sentences. Use the infinitive form of the verbs in brackets, either with or without *to*.

- 1 We couldn't for very long. (wait)
- 2 When I left, I promised in touch. (stay)
- 3 What will we without a goalkeeper in our team? (do)
- 4 Has Sam decided our club? (join)
- 5 You must time to exercise every day. (find)
- 6 Charles didn't expect so many wild animals in one place. (see)

2 Complete the sentences. Use either the infinitive + *to* or the *-ing* form of the verbs in brackets. If both the infinitive and the *-ing* form are possible, write both forms.

- 1 They always avoid by train if possible. (travel)
- 2 I suggested for a walk, but then it started to rain. (go)
- 3 Eddie loves dinner for everyone. (make)
- 4 Don't forget some milk later, will you? (buy)
- 5 He admitted the money, but not the jewellery. (take)
- 6 I can't imagine dinner in an expensive restaurant. (have)
- 7 Joanna doesn't remember me all those years ago. (meet)
- 8 Do you catch the bus into town, or do you prefer ? (walk)

3 Complete the sentences. Use either the *-ing* form or the infinitive form of the verbs below.

■ have ■ work ■ take ■ spend ■ mention ■ wear
■ lock ■ sleep

- 1 I immediately regretted her mistake, and I apologized.
- 2 Dad sometimes forgets the door at night, so Mum always checks it.
- 3 Please try You'll be very tired tomorrow if you don't.
- 4 At five o'clock exactly, everyone at the factory stops and goes home.
- 5 I hope Fiona remembered the meat out of the freezer last night.
- 6 We worked in the garden all morning, and stopped lunch at one o'clock.
- 7 I'll never forget such a wonderful summer at Ryan's house in Canada.
- 8 If your feet are hurting, you should try different shoes.

2.1 ■ Narrative tenses

Past simple

Affirmative	verb + -ed / -d
Negative	didn't + infinitive
Questions	did + subject + infinitive

She described the holiday in detail.

They didn't see the sights.

Did you go backpacking? Yes, we did. / No, we didn't.

Many verbs have irregular past simple forms, e.g.

have → had, see → saw, buy → bought.

Use

We use the past simple to talk about:

- completed past actions or past states.
We visited several important sites during the week.
- a sequence of actions in the past.
I tried to ask the man for directions in French. He smiled at me and replied in perfect English.
- past habits.
Before he bought a car, John travelled everywhere by bike.

We use *when* + past simple + past simple to talk about two connected actions that happen at around the same time.

When Rosa read Rachel's note, she started laughing.

When can appear in the middle of the sentence, without a comma.

Rosa started laughing when she read Rachel's note.

Past continuous

Affirmative	was / were + -ing form
Negative	wasn't / weren't + -ing form
Questions	was / were + subject + -ing form

It was raining when we arrived.

We weren't cycling very fast.

Were you waiting very long for the coach?

Yes, we were. / No, we weren't.

Use

We use the past continuous to talk about:

- background descriptions.
The sun was shining and everyone was smiling and laughing.
- actions in progress at a specific time in the past.
I was talking to a very interesting person this afternoon.
- longer actions interrupted by shorter actions.
I was putting my bag in the luggage rack when I dropped my phone.

We use *while* to introduce an action in the past continuous.

While isn't followed by the past simple.

While you were talking to Denise, Jack phoned.

We don't use the past continuous with state verbs, e.g.

believe, need etc.

Past perfect

Affirmative	had + past participle
Negative	hadn't + past participle
Questions	had + subject + past participle

Sue had remembered to bring a torch.

I hadn't been on a coach tour before.

Had you tried a house-swap before this summer?

Yes, I had. / No, I hadn't.

Use

We use the past perfect to talk about:

- an action or event that happened before another action in the past.
They had saved up a lot of money before they went on the cruise.
- to talk about two completed past actions, introduced by *when* or *after*. The past perfect always refers to the action that happened first.
When / After we had checked into the hotel, we found our room and went to bed.

This is quite similar to *when* + past simple + past simple, but the use of the past perfect generally suggests a longer period of time between the two actions.

When / After Rosa had read Rachel's note, she started laughing.

1 Choose the correct sentence in each pair.

- 1 a Were you finding your watch when you tidied up?
b Did you find your watch while you were tidying up?
- 2 a I saw a big spider in my sleeping bag when I opened it.
b I was seeing a big spider in my sleeping bag when I opened it.
- 3 a It was eight o'clock. The sun was setting and people were enjoying the warm evening air.
b It was eight o'clock. The sun set and people enjoyed the warm evening air.
- 4 a While you were putting your bag in the overhead locker, something fell out.
b While you put your bag in the overhead locker, something fell out.
- 5 a We discussed our holiday destination when Sharon had a great idea.
b We were discussing our holiday destination when Sharon had a great idea.
- 6 a Matilda's shoe broke while she was walking around town, so she bought a new pair.
b Matilda's shoe was breaking while she was walking around town, so she bought a new pair.
- 7 a Once the plane was starting its engines, Kieran realized that he was very nervous.
b Once the plane started its engines, Kieran realized that he was very nervous.

2 One of the verbs in each sentence is wrong. Rewrite one of the verbs in each sentence in the correct form. Use the past simple, past continuous or past perfect.

- 1 Dina felt disappointed with the result because she never failed an exam in her life.
- 2 The driver stopped the bus and had opened a map. Someone asked him if he was lost.
- 3 The trip went really well and everyone was having a good time. Suddenly, the tour guide announced that there was a problem.
- 4 While Emma had taken Sammy back to the campsite, we stayed on the beach and played volleyball.
- 5 When we arrived at the hotel, we'd decided not to stay there.
- 6 When I came into the bedroom last night, you talked in your sleep.

3 Complete the sentences with the correct form of the verbs in brackets. Use the past simple, past continuous or past perfect. If two tenses are possible, write both forms.

- 1 Jane (knew) the area well because she (go) the year before.
- 2 Everyone (turn round) when she (walk) into the room.
- 3 While you (enjoy) your holiday, we (have to) look after the house.
- 4 She (speak) Spanish very well considering she ever (not have) any classes.
- 5 When Pete (get) to know the town, he (feel) much safer there.
- 6 Tania (leave) but we (manage) to persuade her to stay.
- 7 When the traffic (move), our taxi (speed up).
- 8 We (decide) to go for a walk after we (eat).

2.2 ■ used to and would

We use *used to* + infinitive to talk about:
 ■ past habits that do not happen now.

When I was young, I used to walk 8 km to school every day.

My family used to stay at the same campsite every year.

We don't use *used to* for single actions.

My family used to stay at the same campsite every year.

NOT My family used to stay at the same campsite last July.

Mum used to work as a tour guide.

It didn't use to be obligatory to wear a seatbelt.

Did your grandparents use to go on a working holiday every year? Yes, they did. / No, they didn't.

We can use *would* + infinitive in the same way as *used to* to talk about past habits and repeated actions.

As children, they used to play together for hours.

As children, they would play together for hours.

However, *would* is not used to describe past states.

NOT ~~Granddad would be a postman when he was younger.~~

When we are talking about past habits, we generally use *would* only in the affirmative.

NOT ~~We wouldn't go on holiday to the same place every year when I was little.~~

NOT ~~Would you go on holiday to the same place every year when you were little?~~

Although *would* and *used to* are very similar, *used to* simply expresses a fact, while *would* emphasizes that the action is typical of a person or a situation.

When we were little, it used to rain on the first day of the holidays.

When we were little, it would always rain on the first day of the holidays.

1 Complete the sentences with the correct form of *used to* or *would*. If both *used to* and *would* are correct, write both forms.

- 1 My granny says that people be happier in the past.
- 2 I like seafood, but I eat it all the time now.
- 3 I remember the way that Dad pretend to be a tour guide whenever we visited London.
- 4 you share a bedroom with both your sisters?
- 5 Every evening at exactly seven o'clock, we find our cat sitting on our doorstep.
- 6 In the past, many families spend every summer holiday in the same small hotel.

2 Rewrite the sentences in the past. Use the correct form of *used to* or *would*. If both *used to* and *would* are possible, write both forms.

- 1 Fiona has four pairs of sunglasses.
.....
- 2 Leo doesn't use his mobile much.
.....
- 3 Paul gets really scared when boarding a plane.
.....
- 4 On long car journeys, my little sister always says 'Are we nearly there yet?'
.....
- 5 Jack and Kim live in the same street.
.....
- 6 Do you and Lisa know each other?
.....

3.1 ■ Past simple and present perfect

Past simple	Present perfect
For actions that happened at a specific point in the past, usually with a time expression. <u>Lee went to Portugal last year.</u>	For actions that happened at some point in the past; the time is unknown or unimportant. <u>Carrie has stayed at that hotel twice.</u>
For situations that happened in a period of time that has ended. <u>I lived in Germany from 2002 to 2006.</u>	For actions or states that began in the past and that continue up to the present, usually with <i>for</i> or <i>since</i> . <u>Freda has worked here for several years.</u> <u>Jim has been a teacher since 2010.</u>
With past time references, such as <i>yesterday</i> , <i>last ...</i> and <i>... ago</i> . <u>We finished our exams last week.</u> <u>Karen started her new school a few days ago.</u>	With <i>ever</i> , <i>never</i> , <i>already</i> , <i>just</i> and <i>yet</i> . <u>Have you ever been here before?</u> <u>No, I've never been here in my life.</u> <u>Have the girls arrived yet?</u> <u>Isabel has already arrived.</u> <u>Kirsty has just got here, but Suzy hasn't arrived yet.</u>
With time references such as <i>this morning</i> , <i>today</i> and <i>this week</i> to talk about something that happened in a part of that period that is finished. <u>I saw Fred this morning.</u> (The morning is finished.) <u>Did Laura phone today?</u> (It is now the evening, so the main part of 'today' is finished.)	With time references such as <i>this morning</i> , <i>today</i> and <i>this week</i> to talk about the whole of that period of time up to now. <u>I haven't seen Fred this morning.</u> (It is still the morning.) <u>Has Laura phoned today?</u> (It is still the daytime.)
With the question form <i>How long ago ... ?</i> <u>How long ago did Tom break his leg?</u> <u>He broke it two years ago.</u>	With the question form <i>How long ... ?</i> and with <i>for</i> or <i>since</i> . <u>How long have you had that rash?</u> <u>I've had it for a month / since February.</u>

Note that it is possible to use *How long* with a past simple verb and *for*, but we can't use *since* in the past simple answer.

How long did Tom have the rash for? (Tom no longer has the rash.)

He had it for a month.

NOT ~~He had it since February.~~

The verb *go* has two past participle forms: *been* and *gone*. We use *been* when we know that someone has returned from a trip. We use *gone* when they have not returned.

Josh has been to India. (= He is back now.)

Josh has gone to India. (= He is still in India.)

In the past simple, there is only one form for the past of *go*: *went*.

Josh went to India last year. (We don't know if he came back, or if he is still there.)

We can use the past simple or the present perfect with time expressions, such as: *today*, *this morning*, *this evening*, *this week*, *this year*, etc. Compare the sentences:

I wrote three emails this morning. (The speaker is talking in the evening, so the period of time has ended.)

I've written three emails this morning. (The speaker is talking in the morning, so the period of time continues.)

1 Choose the correct sentence endings.

- It's two o'clock in the afternoon. Leo usually phones at ten o'clock
 - but he didn't phone me this morning.
 - but he hasn't phoned me this morning.
- I'm trying to contact my old penfriend but
 - she moved to a new city.
 - she has moved to a new city.
- They keep getting lost because
 - they haven't been here before.
 - they didn't go here before.
- I've stopped going skating because
 - I've broken my leg the last time I went.
 - I broke my leg the last time I went.
- She didn't buy a coat in the market because
 - she didn't find anything suitable there.
 - she hasn't found anything suitable there.
- It's strange. I can't find Simon, but he
 - was here a few minutes ago.
 - has been here a few minutes ago.

2 Complete the sentences. Use the present perfect or past simple form of the verbs below.

own ■ not eat ■ come ■ run ■ live ■ go ■ be ■ get

- I know you live in England now, but how long you in Ireland for?
- The Romans to Britain over two thousand years ago.
- Grandad in hospital since last week.
- Harry every morning for a year, and he isn't going to stop now.
- How long ago your parents married?
- My aunt and uncle to India for six months. They gave me this lovely souvenir.
- How long you your pet snake?
- We had a sandwich last night but we since then.

The present perfect and the present perfect continuous can sometimes be used with little difference in meaning, especially with verbs that express a continuous action such as *wait, live, work* + *for* or *since*.

He's waited a long time for this moment.

He's been waiting a long time for this moment.

However, the present perfect can tell us that an action finished recently, while the present perfect continuous emphasizes the activity itself.

I've done my homework. (I recently finished my homework.)

I've been doing my homework. (That is how I've spent my time until just now.)

The present perfect continuous can't be used with state verbs, e.g. *be, like, believe, have*.

I've been a teacher since 2008.

NOT ~~I've been being a teacher since 2008.~~

The present perfect continuous isn't used to say how often something happened.

They've visited us many times.

NOT ~~They've been visiting us many times.~~

3.2 Present perfect continuous

Affirmative and negative

I	have been	watching TV.
You	haven't been	
We		
They		
He	has been	
She	hasn't been	
It		

Questions and short answers

Have	I you we they	been watching TV?	Yes, I have. No, I haven't.
Has	he she it		Yes, he has. No, she hasn't.

Use

We use the present perfect continuous to talk about:

- a situation or action that began in the past and is still in progress. The emphasis is on the duration of the activity. We can use *for* and *since* to show how long.

You've been writing that letter for three hours.

- an action that has happened repeatedly in the past and that is still happening now.

Dan's been taking guitar lessons.

- a very recent action which has either just finished or which has just been interrupted; the present perfect continuous often introduces a reason or explanation.

Kate and Lucy have been playing tennis.

I'm tired because I've been working all day.

1 Complete the sentences using the present perfect continuous form of the verbs below.

get ■ chat ■ wait ■ do ■ take ■ not study

- I at this bus stop for half an hour.
- You're soaking wet! What you ?
- Marcia to her friend on the phone since 5.30.
- Mark very hard for his exam.
- We extra lessons to help us with our maths.
- The population fatter over the past few decades.

2 Choose the correct sentence. Sometimes, both are correct.

- a We're late because we've been helping Dad clean the garage.

b We're late because we've helped Dad clean the garage.
- a The Fielding family have lived in this area for at least a century.

b The Fielding family have been living in this area for at least a century.
- a I've had a headache since lunchtime.

b I've been having a headache since lunchtime.
- a Ben's been writing a science fiction story. In fact, he's nearly finished it.

b Ben's written a science fiction story. In fact, he's nearly finished it.
- a It's been raining, so the grass is quite wet.

b It's rained, so the grass is quite wet.
- a The reason I'm covered in flour is because I've made biscuits.

b The reason I'm covered in flour is because I've been making biscuits.

4.1 ■ Expressing the future

Present simple

We use the present simple to talk about future events that are fixed because they are based on a schedule, calendar or timetable.

Pete's flight lands at 11.00 tomorrow morning.

What time does the film start?

Present continuous

We use the present continuous to talk about personal arrangements for a future day or date.

I'm meeting up with Olivia tonight.

I'm not doing anything later.

1 Choose the correct words.

- 1 We have / are having a meeting tomorrow to discuss how to raise funds.
- 2 According to the timetable, the drama group rehearses / is rehearsing at six o'clock.
- 3 What do you do / are you doing later?
- 4 Does everyone go / Is everyone going to Luke's party on Saturday?
- 5 They don't hold / aren't holding a meeting this week.
- 6 The football match ends / is ending at 7.00, so we can watch the film afterwards.

2 Rewrite the sentences. Use the present simple or the present continuous form of the verbs in brackets.

- 1 Jan and Kim have decided to go to Amy's party on Saturday. (go)
.....
- 2 Sarah has just bought a plane ticket for a flight to Madrid next Tuesday. (fly)
.....
- 3 The plane's departure time is 0920. (leave)
.....
- 4 The summer lecture programme is scheduled to begin on 15 June. (start)
.....
- 5 Matt and Jamie have booked a badminton court for later. (play)
.....

will

We use *will* and *won't* to talk about:

- promises and hopes for the future, often with verbs like *hope*, *expect* or *promise* + *that* (you can omit *that*).
I hope (that) you'll be very happy here.
We can also use the infinitive with *to* after these verbs.
We hope to arrange another meeting soon.
- predictions, often after *I think* or *I don't think*, or future facts that we are certain about.
I don't think it will be difficult to pass this exam.
That plant won't survive for long without water.
- future facts that we are less certain about, with *probably*.
We will probably go to the park, but it depends on the weather.

going to

We use *be + going to* to talk about:

- intentions.
Ben's going to join a gym.
- predictions about the future based on something we can see in the present.
Look at the sky. It's going to be a beautiful day.

Compare:

going to They aren't going to stay very long.
(That is their intention.)

will / won't They won't stay very long. (I predict this.)

Sometimes there is little difference between *going to* and the present continuous when talking about the future.

We're going to have a party next weekend.

We're having a party next weekend.

We use the present continuous to talk about a definite plan for which the arrangements have been made. And we use *going to* to show that the plan is only an intention.

may / might

We use *may* or *might* when we are less certain about the future. Although *may* is considered to be more definite than *might*, there is, in fact, very little difference in meaning between the two words.

3 Complete the sentences with the correct form of *will* or *be going to* and one of the verbs below.

■ start ■ cause ■ not go ■ fall ■ not take ■ make

- 1 I hope this a long time. I'm very busy.
- 2 It is clear that further drought very serious problems in the area.
- 3 Look at that man! He off the roof!
- 4 We to the meeting. We've got too much work to do.
- 5 Clean water probably the biggest difference to the people in the village.
- 6 They a campaign to help promote the message.

4 Match 1–8 to a–h to make sentences.

- 1 I've got a cold, so I probably
 - 2 Sarah and I won't be at the picnic, but we
 - 3 It's great news. We're
 - 4 Good luck. I hope I
 - 5 Mike isn't sure, but he thinks
 - 6 The temperature is dropping. It
 - 7 Carla isn't certain, but she
 - 8 They intended to join us on the protest, but they
- a might meet us later.
b aren't going to come now.
c won't go swimming later.
d the journey will take about three hours.
e going to get a dog, at last.
f may see you at Jack's party.
g 'll see you again soon.
h 's going to be very cold tonight.

4.2 Future perfect and future continuous

Future perfect

Affirmative and negative

I		
You		
He / She / It	will have	helped many people.
We	won't have	
You		
They		

Questions and short answers

Will	I you he / she / it we you they	have helped many people?	Yes, you will. No, they won't.
------	--	-----------------------------	---

Use

We use the future perfect to talk about:

- an action that will be completed before a definite time in the future.

We often use *by* + a time expression to say when the action will be finished.

The traffic situation will have improved by eleven o'clock.

Call Chris tomorrow. He'll have had more time to think about the idea by then.

We can also use *before* + time expression.

Chris won't have made his decision before tomorrow.

A time expression is not always necessary, however.

I hope that we won't have done all that hard work for nothing.

The campaign will raise awareness of the issue, but in the end, what will it have achieved?

1 Complete the sentences with the future perfect form of the verbs in brackets.

- By four o'clock this afternoon, Olivia her driving test. (take)
- Wait until tomorrow to speak to Mark. He his mind up before then. (not make up)
- By this time tomorrow, Mr Reed across the English Channel. (swim)
- By the end of this essay, I over two thousand words. (write)
- you your exam results by this time tomorrow? (receive)
- By this time on Friday, I this film six times. (see)

Future continuous

Affirmative and negative

I		
You		
He / She / It	will be	helping many people.
We	won't be	
You		
They		

Questions and short answers

Will	I you he / she / it we you they	be helping many people?	Yes, you will. No, they won't.
------	--	-------------------------------	---

Use

We use the future continuous with a future time expression to talk about actions that will be in progress at a definite time in the future.

I'll be travelling to Africa this time next week.

It is not always necessary to use a future time expression, particularly if the timeframe is clear from the context.

Will you be helping out at the event? (some time between the start and the end of the event)

2 Complete sentence b so that it has a similar meaning to sentence a. Use the future perfect or future continuous tense.

- a The concert finishes at 9.00.

b At 8.59, the concert
- a We leave school at 3.45.

b By 4.00, I school.
- a Nick is going to arrive home later than 12.00.

b Nick home by 11.55.
- a It's eleven o'clock. At eleven o'clock tomorrow, she's flying to Lisbon.

b This time tomorrow she to Lisbon.
- a The package will take several weeks to arrive.

b The package by tomorrow.
- a The protest begins tomorrow morning at 9 a.m. and continues all day.

b By 9.30 tomorrow, the protest

5.1 ■ First and second conditionals

First conditional

We use the first conditional to talk about a real or very likely action or situation and its probable result in the present or future.

If you lie a lot, he will never believe you.

CONDITION RESULT

If + present simple, will + infinitive

We can put the condition clause first. There is no comma.

He will never believe you if you lie a lot.

RESULT CONDITION CLAUSE

will + infinitive if + present simple

Remember: in the condition clause, *if* is followed by the present simple, even though the verb can refer to the future.

If we miss the train, we'll be late for school.

NOT ~~If we'll miss the train...~~

In the result clause, we can use other modal verbs apart from *will*.

If you tell the truth all the time, you might offend people.

It is possible to use a negative verb in either or both parts of a conditional sentence.

If you don't arrive on time, I won't wait for you.

Instead of *if*, we can use *unless*. *Unless* means *if something does not happen*.

Compare:

If shops don't do something to stop shoplifting, we will all have to pay higher prices.

Unless shops do something to stop shoplifting, we will all have to pay higher prices.

1 Choose the correct sentence endings.

- If we leave now,
 - we be in time for the bus.
 - we'll be in time for the bus.
- If you don't study for these exams,
 - you might pass them.
 - you might not pass them.
- You'll need to have a good reason
 - if you accuse someone of something.
 - if you'd accuse someone of something.
- Unless we do something,
 - the thief will get away with it.
 - the thief won't get away with it.
- I'll call Lucy at three o'clock
 - unless she'll call me before then.
 - unless she calls me before then.
- If he continues to behave like this,
 - his friends won't put up with it.
 - his friends wouldn't put up with it.

Second conditional

We use the second conditional to talk about an imaginary or unlikely situation and its imagined result. They can describe present and future situations. The past forms are used to show the situation is different from reality.

If you apologized to Laura, she would forgive you.

CONDITION RESULT

If + past simple, would (or 'd) + infinitive

If I lived in Africa, my life would be different.

In the same way as for first conditional sentences, the result can come first.

My life would be different if I lived in Africa.

RESULT CONDITION

would (or 'd) + infinitive if + past simple

It is possible to use other modals in the result clause.

If I said what I really thought, they might get offended.

We can also use *unless* in second conditional sentences.

We can use *were* instead of *was*, especially in formal style.

I wouldn't say that if it wasn't / weren't true.

2 Make second conditional sentences using the correct form of the verbs in brackets.

- If they (have) more money, they (spend) more on the campaign.
- Ted (be) happier if he (live) in a hot country.
- If Claire (work) harder, she (do) better in her exams.
- If I (not want) to come, I (tell) you.
- Evan (not accuse) her unless he (have) a good reason.
- We (walk) there if it (not be) so far.

3 Rewrite the first and second conditional sentences that are incorrect. In the incorrect sentences, only one verb is wrong.

- If you told David the truth, he wouldn't believe it.
.....
- If we have time on our trip next week, we visit the famous castle.
.....
- You wouldn't like it if I tell you lies.
.....
- If you see Rachel, you'll notice that there is something different about her.
.....
- It will be a great end to the event unless something will go wrong.
.....

5.2 Modals of obligation, prohibition and permission

We use the modal verbs *can* (*can't*), *may* (*may not*), *must* (*mustn't*) and *have to* (*don't have to*) to talk about obligation, prohibition and permission.

can and *may*

We can use the modal verbs *can* and *may* to give someone permission to do something or to say what is allowed in general. *May* is more formal than *can*.

When you reach the age of eighteen, you *can* / *may* vote.

can't and *may not*

We use the negative forms *can't* and *may not* to refuse someone permission or to say what is not allowed.

In the UK, people *may not* / *can't* get married until the age of sixteen.

must and *mustn't*

We use *must* to talk about a rule, or something that is necessary to do.

You *must* be more careful with your things.

We use *mustn't* to talk about something that people are not allowed to do.

People *mustn't* park their cars here. There's a car park around the corner.

have to and *don't have to*

We can use *have to* in a similar way to *must*.

You *have to* ask permission to leave the room during lesson time.

We use *don't have to* to talk about something that isn't necessary for people to do. However, they can do it if they want to.

You *don't have to* carry your identity card everywhere you go. (But some people do.)

We normally use *must* when the speaker thinks that something is important, and *have to* when someone else thinks it is. However, it is fairly common to use *have to* instead of *must* when talking about an obligation that comes from the speaker.

1 Choose the correct words.

- 1 Nobody *can* / *must* borrow these books without permission.
- 2 Visitors *mustn't* / *don't have to* feed the animals in the zoo, as this may harm the animals.
- 3 Students *must* / *may* bring a small bottle of water into the exam, if they wish.
- 4 Drivers *may* / *must* stop at a red traffic light.
- 5 According to the map, we *have to* / *can* walk as far as the river, but not beyond that.
- 6 You *must not* / *don't have to* take any photos inside the art gallery. However, there are postcards available of all the paintings.

2 Rewrite the sentences. Use *must*, *mustn't*, *have to* or *don't have to*. If more than one answer is correct, write both forms.

- 1 I think it is necessary that you wait for Lizzie.
You wait for Lizzie.
- 2 It isn't necessary that you eat all your lunch.
You eat all your lunch.
- 3 Our teacher thinks it is necessary that we speak to the police officer.
We speak to the police officer.
- 4 It is against the law for people to cross the road here.
People cross the road here.
- 5 It is a rule that everyone is quiet in a library.
Everyone be quiet in a library.
- 6 It's OK if I don't go to bed early on a Friday.
I go to bed early on a Friday.
- 7 It's really important that I'm not late home today.
I be late home today.
- 8 It's compulsory for children to do sport three times a week at school.
Children do sport three times a week at school.

5.3 *should* and *ought to*

We use *should* and *ought to* to say that something is the best thing to do. They express a mild obligation.

You *should* apologize to your sister after shouting at her like that.

You *really ought to* save more and spend less.

1 Complete the sentences with the correct form of the modal verbs below. If two answers are possible for the same sentence, give both verbs.

■ *can* ■ *may not* ■ *should* ■ *must* ■ *mustn't* ■ *have to*
■ *ought to* ■ *don't have to*

- 1 The police do something about the crime in this area. After all, it's their job.
- 2 Miss Clark says we go on the school trip, but that we will learn a lot if we do go.
- 3 If you're in the football team, you go to football practice every lunchtime. It's a bit annoying.
- 4 You borrow up to four books at the library, so I've borrowed four.
- 5 You wear dirty trainers in the sports hall.
- 6 People eat their own food in this café. Only food that is bought in the café can be eaten here.

6.1 ■ The passive

The passive is formed with the verb *be* + past participle of the main verb.

We use the passive:

- when we are more interested in the action than in the person who performs the action.
- when we don't know who performs the action, or when it is clear from the context who performs the action.

Passive verbs have the same tenses as active verbs, and the rules for tense usage are the same.

When we want to say who performs an action in a passive sentence, we use the preposition *by*.

ACTIVE Unemployed members of the community started the business.

PASSIVE The business was started by unemployed members of the community.

Present simple passive

= *am, is, are* + past participle

Some of the profit is spent on improving living conditions. Cotton isn't grown in the UK.

Are farmers paid a fair price for their produce?

Present continuous passive

= *am / is / are being* + past participle

Stealth marketing is being used more and more as a way to sell products and services.

The profits aren't being passed on to the people who make these goods.

Are these measures being introduced in every country?

1 Complete the present simple passive and present continuous passive sentences.

- 1 I keep seeing the same person behind me.
I followed?
- 2 Glossy magazines commonly
used to promote luxury goods.
- 3 Brand image is very important, and
..... usually developed by experts at
a marketing agency.
- 4 The new advertising campaign
launched yet.
- 5 Generally speaking, once the decision
..... announced publicly, there is
nothing anyone can do about it.
- 6 It is important to always take account of the
consumer while the products
designed.
- 7 The bread baked in the oven
right now, and will be ready in about ten minutes.
- 8 During a marketing campaign, free samples of a
product offered to people
in the industry.

Past simple passive

= *was / were* + past participle

This commercial was created by a famous advertising agency.

The advertising campaign wasn't considered a success.

We weren't given anything to eat.

Was the school built on time?

Present perfect passive

= *has / have been* + past participle

A lot of articles have been published about this.

The campaign hasn't been seen as an overwhelming success, but we hope this will change.

Has the campaign been criticized?

Have the clothes been hung up?

2 Complete the sentences using the correct past simple passive or present perfect passive form of the verbs in brackets.

- 1 Max (ask) to speak in
front of the whole school. He's really excited about it.
- 2 We (not invite) to the
end-of-year party yet.
- 3 The railway station
(build) ten years before the town hall.
- 4 our car
(manufacture) in the UK?
- 5 When you asked about John, what
you (tell)?
- 6 you ever (hurt)
in an accident?

Past continuous passive

= *was / were being* + past participle

Several designs were being considered at one time.

There was confusion because people weren't being given the right information.

Was research being carried out at that time?

Past perfect passive

= *had been* + past participle

The sisters were happy because they'd been given the chance to set up their own business.

Many people were angry that they hadn't been given the chance to give their views.

Had you been promised a refund on a previous occasion?

3 Complete the past continuous passive and past perfect passive sentences with *had* (or *hadn't*) *been*, *was* (or *wasn't*) *being*, *were* (or *weren't*) *being*.

- The man looked thin because he
held prisoner for several months.
- When we came out of the shop, we realized that our bikes stolen.
- The workers didn't have any money because they paid.
- Helen listened politely, but she had the feeling that she told the truth.
- It was obvious that the letter
written a long time ago.
- What were you doing while Anna
chased by that dog?

Future passive

= *will be* + past participle

The campaign **will be extended** to other countries.

The report **won't be finished** until November.

Will the clothes **be sold** here?

4 Complete the sentences using the future passive form of the verbs below.

- take ■ forget ■ ask ■ not make ■ give ■ keep
■ not start ■ spend

- Everyone who comes into this building
to show their identity card.
- In a few days, this incident and
everything will carry on as normal.
- Tomorrow afternoon, you on a
tour of the old town.
- A decision on the school's future
until next year.
- What all the money we collected
on?
- At the end of the competition, a prize
for the best design.
- Work on the new building for
another six months.
- Don't worry about the money. Once we count it, it
..... in a safe place.

5 Rewrite the active sentences in the passive. Use *by* if necessary.

- Someone was ringing the church bells.
- Has someone fed the cat today?
- Charleston United have beaten Sunderland City.
- First, you mix together the two paints.
- Joe started the argument.
- We had already introduced Kate and Archie.

6.2 ■ *have* / *get* something done

The verb *have* can be used in the passive structure *have something done*, which means to arrange for another person to do something for you. *Have* can be used in any tense, but in this structure, it is always followed by an object + past participle.

I'm having my hair cut later. (Another person is cutting my hair.)

We've had our house professionally cleaned.

We can use *have something done* in the negative and in questions. In the present simple form, we use *don't* / *doesn't have* (not *haven't* / *hasn't got*).

She doesn't have her food delivered. She buys it at the supermarket herself.

In informal and spoken English it is possible to use *get* instead of *have* in this structure (*get something done*). *Get* can also be used in different tenses.

We'll get a key made for you.

I got my shoes repaired last week.

1 Complete the sentences with the correct form of *have something done*.

- Lucy's at the optician at the moment.
She her eyes tested.
- Paul went to the garage yesterday.
He his motorbike repaired there.
- Jane and Liz have done something very patriotic.
They their nails painted in red, white and blue.
- Carla's husband had asked the hotel to put flowers and chocolates in the room before their arrival.
Carla's husband flowers and chocolates put in the room before their arrival.
- Someone will be painting our fence later.
We our fence painted later on.
- Is the house being professionally cleaned?
..... we the house professionally cleaned?

7.1 Reported speech

We use reported speech when we want to tell someone about something that another person said. Tenses and pronouns change in reported speech if the time and the speaker change. The tense of the main verb changes in the following ways:

Direct speech	Reported speech
Present simple She said: 'Ian snores very loudly.'	Past simple → She said that Ian snored very loudly.
Present continuous 'May's listening to music,' I said.	Past continuous → I said that May was listening to music.
Present perfect 'I've made my decision,' she said.	Past perfect → She said that she had made her decision.
Past simple 'We waited a long time,' Giles said.	Past perfect → Giles said that they had waited a long time.
Past perfect 'I'd already seen the film,' said Mari.	Past perfect → Mari said she'd already seen the film.
can 'You can try again,' he said.	could → He said that I could try again.
will They said: 'We'll think about it.'	would → They said that they would think about it.

It is usually necessary to change pronouns and possessive adjectives, too:

'My dog isn't very well,' Harry said. → Harry said that his dog wasn't very well.

'I'm buying a present for my dad,' she said. → She said that she was buying a present for her dad.

We also change references to time and place.

Time		
now	→	then / at that moment
today	→	that day
this week	→	that week
last week	→	the week before
yesterday	→	the day before
tomorrow	→	the next / following day
a minute ago	→	a minute earlier / before
next week	→	the following week
Place		
here	→	there

We can use the verb *tell* instead of *say* to report what someone says.

If we use *tell*, we must follow it with a personal pronoun.

Theo told me that he had a plan.

NOT ~~Theo told that he had a plan.~~

However, we never use a personal pronoun after *say*.

NOT ~~Theo said me that ...~~

There are other reporting verbs that we can use apart from *say* and *tell*, e.g. *add*, *admit*, *agree*, *explain*, *point out*, *promise*, *reply*, *warn*. Of the verbs in this list, only *promise* and *warn* are followed by a personal pronoun.

1 Complete the sentences in reported speech.

- 'We can't go together,' said Pete.
Pete said that we together.
- 'Marina and Dan haven't eaten anything,' said Phil.
Phil said that Marina and Dan anything.
- 'I finished the crossword,' said Grandma.
Grandma said that she the crossword.
- 'They're always playing computer games,' said Mum.
Mum said that they computer games.
- 'The sunset will be beautiful,' said Ellen.
Ellen said that the sunset beautiful.
- 'Dad is a really good cook,' said David.
David said that Dad a really good cook.

2 Complete the sentences with the correct pronouns or possessive forms. Sometimes no change is needed.

- 'Colin can't find his dog,' said Ewan.
Ewan said that Colin couldn't find dog.
- 'Mum is annoyed with both of you,' said Debbie.
Debbie said that Mum was annoyed with both of
- 'We aren't going on the school trip today,' said Wendy.
Wendy said that weren't going on the school trip that day.
- 'You will love your present,' my brothers told me.
My brothers told me that would love present.
- 'I know your sister,' Ian said.
Ian said that knew sister.
- 'I really like Carol and her brother,' said Steve.
Steve said that really liked Carol and brother.

3 Choose the correct words.

- 1 He **promised** / **warned** that I might be in a dangerous situation.
- 2 I thought we would be late, but Sarah **agreed** / **pointed out** that the train wasn't due to leave for another hour.
- 3 Jack **warned** / **explained** that he was at home because the school was closed.
- 4 Although she denied it at first, Thea eventually **admitted** / **promised** that she had lost the book.
- 5 Ken **explained** / **admitted** that he wouldn't tell anyone my secret.
- 6 At first, Diana said I was wrong, but in the end, she **promised** / **agreed** that it would be better to do things my way.

7.2 ■ Reported questions and commands

We report questions with the verb *ask*. *Ask* can be followed by a personal pronoun, or can be used without one. To report a *yes/no* question, we use the structure *ask* (+ object) + *if*. The word order is the same as in an affirmative sentence. This means that the subject comes before the verb.

John asked if I was feeling all right.

John asked me if I was feeling all right.

NOT John asked me if was I feeling all right.

We can use *whether* instead of *if*. There is no difference in meaning.

Max asked if we wanted to go to the cinema.

or Max asked whether we wanted to go to the cinema.

To report a *wh-* question, we use a *wh-* word followed by an affirmative word order.

She asked (Fiona) what the time was.

NOT She asked (Fiona) what was the time.

We report orders and commands with the verb *tell*. We use the structure *tell* + personal pronoun + infinitive with *to*.

They told us to stand in the queue.

To report an order not to do something, we put *not* before the infinitive with *to*.

She told me not to worry.

Remember that it is still necessary to follow the rules about changing tenses, pronouns and possessive forms, as well as references to place and time.

'Come back here tomorrow evening,' he said. → He told me to go back there the next / following evening.

1 Choose the correct sentence endings. Sometimes both are correct.

- 1 The police officer asked me
 - a what was I doing?
 - b what I was doing.
- 2 Nina asked her mum
 - a if she could go into town to meet a friend.
 - b whether could she go into town to meet a friend.
- 3 I spotted Tim and asked him
 - a if he wanted to play football in the park.
 - b if he wants to play football in the park.
- 4 Our neighbours asked us
 - a if we had seen their dog.
 - b whether we had seen their dog.
- 5 The model plane that Grandad made was amazing, and I asked
 - a him how he had made it.
 - b did it take long to make it.
- 6 A tourist stopped us in the street and asked us
 - a where was he.
 - b where he was.
- 7 We asked our teacher
 - a when would start the exams.
 - b when the exams would start.
- 8 Richard came over and asked
 - a me if the news was true.
 - b if the news was true.

2 Write the active questions and commands as reported questions and commands. Use the correct form of the reporting verbs *tell* and *ask*.

- 1 'Wait here for me,' said Luke.
.....
- 2 'Where does Paul live?' asked Mum.
.....
- 3 'How's your toe?' asked Nancy.
.....
- 4 'Give me the torch,' she said.
.....
- 5 'Don't do anything until next week,' Mr Carr said.
.....
- 6 'Have you been ill?' asked Kevin.
.....
- 7 'Don't play your music so loud, you two,' said Dad.
.....
- 8 'Are you Ted Fielding's nephew?' asked the man.
.....

8.1 ■ Third conditional

We use the third conditional to talk about unreal situations in the past. The condition is impossible, because we cannot change what happened. Consequently, the result is also impossible.

If you had studied,	you would have passed the exam.
CONDITION	RESULT
If + past perfect,	would ('d) have + past participle

In the same way as for other conditional sentences, the result can come first.

You would have passed the exam	if you had studied.
RESULT	CONDITION

It is possible to use other modals in the result clause.

If you'd mentioned it earlier, I might have been able to do something about it.

If we hadn't taken the wrong road, we could have got there sooner.

Unless is never used in third conditional sentences.

1 Choose the correct third conditional sentences.

- a If he had known the risks, he would change his mind.

b If he had known the risks, he would have changed his mind.
- a We would have enjoyed ourselves more if our teacher hadn't been there.

b We would enjoyed ourselves more if our teacher hadn't been there.
- a Unless I had organized the demonstration, I would have done it differently.

b If I had organized the demonstration, I would have done it differently.
- a If she would understand the question, she might have got the answer right.

b If she had understood the question, she might have got the answer right.
- a I would have backed down if I had been in his position.

b I would have backed down if I would have been in his position.
- a If someone had shown us the ropes, we would have known what to do.

b If someone would have shown us the ropes, we had known what to do.
- a Gary didn't throw the papers out if he realized that they were important.

b Gary wouldn't have thrown the papers out if he'd realized that they were important.
- a We could have bought a nice souvenir if we had had more money.

b We would have bought a nice souvenir if we could have more money.

2 Complete the third conditional sentences with the correct form of the verbs in brackets.

- If you (listen) more closely, you (know) what to do.
- I (play) in the match if I (bring) my football boots.
- We (not say) anything if we (realize) the trouble it would cause.
- If he (not ask) for directions, he (not arrive) on time.
- If Jessica (be) worried about us, she (phone) us.
- My brother (win) the race if he (not fall).
- If they (want) to come along, they (tell) us?
- You (not) fail your exams if you (do) more studying!

8.2 ■ I wish and if only

I wish

We use *wish* + past simple to say that we would like a present situation to be different.

I wish we had a dog. (I would like to have a dog, but I haven't got one.)

Sam wishes he lived in America. (Sam would like to live in America, but he doesn't.)

We can use *wish* followed by a negative verb.

I wish I didn't have such a complicated life! (I would like my life to be easier, but it isn't.)

As with the second conditional, we can use *were* instead of *was*.

I wish Joe was / were here. Do you wish Joe were here?

We don't use *would* to express a wish about the present.

~~NOT I wish Joe would be here.~~

To say that we regret something that happened in the past, we use *wish* + past perfect.

Karina wishes she had come on the trip with us. (She didn't come with us, and she now regrets that.)

I wish I hadn't said all those things.

If only

It is also possible to use *If only* + past perfect to express a regret about something that happened in the past.

If only we hadn't missed our bus.

If only + past simple is also used to express a wish for things to be different in the present. However, it is stronger than *wish*.

If only I was / were taller.

If only I didn't have such short legs!

1 Complete the second sentences using wish + a negative or affirmative verb.

- James doesn't live in the countryside.
James in the countryside.
- Tamsin leads a stressful life.
Tamsin a stressful life.
- Sarah isn't here with me.
I here with me.
- We gave away Dad's watch.
I Dad's watch.
- They didn't ask me to be in the team.
I to be in the team.
- You and Ian were late for the meal last night.
I late for the meal last night.

2 Choose the correct sentence endings.

- I've spent all my money. If only
a I saved it.
b I'd saved it.
- Molly arrived late at school. If only
a she didn't miss her train.
b she hadn't missed her train.
- I always speak to my French friend in English. If only
a I would speak French.
b I spoke French.
- Mark didn't see his favourite band because they cancelled the concert. If only
a they hadn't cancelled the concert.
b they didn't cancel the concert.
- Our two dogs wake me up early every day. If only
a they hadn't been so excitable.
b they weren't so excitable.
- Caroline had a big lunch and couldn't go swimming. If only
a she hadn't had so much to eat.
b she didn't have so much to eat.

3 Complete the sentences with hadn't, didn't or wouldn't.

- If we told you about Nick, you have found out.
- I wish Mike bought me such an expensive present. I feel a bit embarrassed.
- Zoe sometimes wishes she have a twin sister. It can be confusing for other people.
- I'm thinking of buying this jacket, but I'm not sure. If only it have those plastic buttons.
- My dad have met my mum if he started learning German at evening classes.
- If only you told Clare about my problem. Now everyone knows.
- If I seen the evidence, I have believed it.
- Do you sometimes wish computers exist?

8.3 ■ Speculating about the past

We use the following forms to speculate about the past: *may have, could have, might have, must have, can't have*. They are all followed by a past participle.

We use *may have, could have* and *might have* to talk about things that possibly happened in the past.

Paul's late. He may have / could have / might have got lost.

Must have and *can't have* have opposite meanings to each other. We use *must have* to speculate about things that we are certain were true or happened in the past. We use *can't have* to speculate about things that we are almost certain were not true or did not happen in the past.

Julie isn't here. She must have left early.

Jack has been at home all day. You can't have seen him in town.

Note that it is not possible to use *mustn't have* to speculate about the past.

NOT ~~You mustn't have seen him in town.~~

1 Choose the correct words.

- Nobody has seen Jackie for about an hour. She **must / might** have left.
- Paula always gets top marks in maths. She **mustn't / can't** have failed her maths exam.
- Donna's been at home all morning. You **can't / could** have seen her in town earlier.
- I **may / must** have spoken to your Aunt Jane, but I'm not sure.
- It **might / must** have rained during the night, as all the roads are wet.
- I don't know when Sam visited our house. It **can't / could** have been Tuesday, because Mum was at home for the whole day, and she didn't see him.

2 Complete the sentences with may have, might have, could have, must have or can't have, and the past participle of the verbs in brackets. If more than one answer is possible, give all the answers.

- Our dog ran away only a minute ago, so he (go) far.
- I asked so many people to come to the party, I suppose I (invite) Ben and Andy as well.
- After Holly left David's house, she looked really upset. He (say) something awful to her.
- The eclipse happened earlier this morning. We (miss) it.
- Any pupils who were in or near the building at the time (see) the burglars. If that's the case, please speak to a teacher.
- When I heard that we'd won the lottery I thought that someone (make) a mistake.

9.1 ■ Defining relative clauses

We use relative clauses to connect two ideas. A relative clause comes immediately after a noun.

Defining relative clauses give essential information about the noun. If we took out the relative clause, the sentence would not make sense. Relative clauses are introduced by relative pronouns and adverbs.

The relative pronoun *that* can refer back to a person or a thing. *Who* refers to a person, and *which* refers to a thing.

Tweeting is an activity which / that didn't exist ten years ago.
My sister is a person who / that is always sympathetic.

When combining two sentences, we do not repeat the subject or object of the relative pronoun.

There is the castle. I was telling you about it earlier.

→ *There is the castle that I was telling you about earlier.*

NOT *There is the castle that I was telling you about it earlier.*

It is possible to leave out the relative pronoun *who*, *which* or *that* when it refers to the object of the relative clause, but not when it is the subject of the relative clause.

I need a laptop (which / that) I can carry around easily.

BUT *I need a laptop which / that is light but durable.*

The relative pronoun *whom* can be used instead of *who* in formal contexts to talk about a person when the person is the object of the relative clause.

The man who / whom they arrested is one of my neighbours.

We use the relative pronoun *whose* to refer back to a person or animal that possesses something, or for a relationship between two people.

I'd like to meet the man whose phone I found.

Is she the girl whose brother is a doctor?

It is possible to use the relative adverbs *when* and *where* to link ideas.

We use *when* to refer to a time at which something happened.

Do you remember the time when we all went on holiday together?

We use *where* to refer to a place in which something took place.

This is the shop where I bought my mobile.

Note that the relative pronoun *whose*, and the adverbs *when* and *where*, can't be followed directly by a verb.

1 Put the words in order to make sentences.

- places / where / used to / several / There were / meet, / we
- has left. / you / arrived with / boy / that / The
- an animal / quite fast. / is / which / elephant / can run / An
- which / a town / cinemas. / Bordley / is / two / has
- recently? / Is that / won / a prize / girl / who / the
- I'd / show you / like to / live. / where we / the street

2 Complete the sentences with *which*, *who*, *where*, *when* or *whose*.

- The people we complained to were very sympathetic.
- I wanted to buy a laptop was reliable and inexpensive.
- The man door we first knocked on wasn't very helpful.
- I need to find a shop they sell gadgets and digital equipment.
- He's really looking forward to the day he learns to drive a car.
- I'd like to introduce you to the man life story I'm writing.

3 Choose the correct sentence in each pair. In two cases, both are correct.

- What did you do with the money that was in your bag?
 - What did you do with the money which was in your bag?
- I can't remember the name of the boy whose idea it was.
 - I can't remember the name of the boy that idea it was.
- Provincetown is the place where arrived the first ships from England.
 - Provincetown is the place where the first ships from England arrived.
- This morning, I ran into someone I hadn't seen for a long time.
 - This morning, I ran into someone that I hadn't seen for a long time.
- The file which was attached to Jody's email contained a virus.
 - The file was attached to Jody's email contained a virus.
- Did you speak to the neighbour which took your ball?
 - Did you speak to the neighbour who took your ball?

9.2 Non-defining relative clauses

Non-defining relative clauses also combine two ideas, but in a different way.

David and Chris have known each other since they started school. They are on the same course.

→ David and Chris, who have known each other since they started school, are on the same course.

Here, the relative clause, which is introduced by *who*, is between commas. The commas have a similar function to brackets. The non-defining relative clause gives additional information about the subject, rather than essential information. If the relative clause were taken out, the sentence would still make sense.

David and Chris [...] are on the same course.

We can use *which*, *when*, *where* and *whose* in non-defining relative clauses.

Just as for defining relative clauses, we do not repeat the subject or object when we combine two sentences.

I bought my mobile two years ago. It is already out of date.

→ My mobile, which I bought two years ago, is already out of date.

~~NOT My mobile, which I bought it two years ago ...~~

We can't use *that* in non-defining relative clauses.

~~NOT My mobile, that I bought two years ago, is already out of date.~~

A non-defining relative clause does not have to come between two other clauses. It can be followed simply by a full stop if it comes at the end of a sentence.

More details about the book are available from the publisher, whose website includes lots of interesting links.

Defining relative clauses are more common in spoken language, whilst non-defining relative clauses are more common in written language. When we speak, we usually pause before and after a non-defining relative clause.

My best friend, (pause) who moved to Canada last year, (pause) is coming over to visit me next month.

1 Choose the correct answers.

- 1 I've got a lot in common with Jed,
a who he is a friend from Facebook.
b who is a friend from Facebook.
- 2 We went to a market in Langton,
a which isn't very far from Sam's home.
b that isn't very far from Sam's home.
- 3 We're going to Joe's flat,
a where is on the fifteenth floor.
b which is on the fifteenth floor.
- 4 Dan's friend William, wants to become an astronaut.
a whose dad is a postman,
b who his dad is a postman,
- 5 My great-grandmother, was an amazing person.
a who I met her only once,
b who I met only once,
- 6 This football ground, is being sold.
a where Darnholm United have played since 1901,
b that Darnholm United have played since 1901,
- 7 Everyone had a fantastic time at Nick's party,
a his parents paid for.
b which his parents paid for.
- 8 Two hundred years ago, this area was full of factories.
a where this area was in the middle of the Industrial Revolution,
b when this country was in the middle of the Industrial Revolution,

2 Combine both sentences to make a non-defining relative clause. Use a suitable relative pronoun or relative adverb.

- 1 David is a person you can trust completely. I've known him since we were at primary school.
.....
- 2 That's Leanne. She is in my class at school.
.....
- 3 Jake got some new trainers. They were given to him for his birthday.
.....
- 4 I'm meeting Charlotte Newton. Her brother Henry is the top scorer in the football team.
.....
- 5 We went to Maynardale and had a picnic. There's a famous waterfall at Maynardale.
.....
- 6 My mum recently bought herself an e-book reader. An e-book reader is more convenient than paper books.
.....

10.1 ■ Participle clauses

Instead of using a full relative clause (defining or non-defining) to connect ideas, we can use a clause introduced by a participle. The participle can be an *-ing* form or an *-ed* form. These participles are known as present participles (*-ing* form) and past participles (*-ed* form).

A present participle replaces an active verb in the present.
I need to get a message to someone who is getting on the plane.
I need to get a message to someone getting on the plane.

We can also use the present participle to replace an active verb in the past.

Oliver, who was worrying about his exam results, didn't notice that his bus had just left.
Oliver, worrying about his exam results, didn't notice that his bus had just left.

The participle can only replace a relative pronoun when it refers to the subject of the relative clause, not the object.

Oliver, who I was worrying about, ...
NOT Oliver, I worrying about, ...

The participle can replace *that*, *which* and *who*, but not *when*, *where* or *whose*.

The police stopped a small car that / which was carrying ten people.
The police stopped a small car carrying ten people.

A past participle replaces a passive verb, which can be in the present or past.

Bags of rubbish which are left on the pavement are causing problems.
Bags of rubbish left on the pavement are causing problems.
The book, which was bought online, was torn when I received it.
The book, bought online, was torn when I received it.

If the relative clause includes a negative verb, we simply put 'not' in front of the participle, whether an active or a passive participle.

Oliver, who wasn't thinking about anything in particular, ...
⇒ Oliver, not thinking about anything in particular, ...
The book, which wasn't bought in a shop, ...
⇒ The book, not bought in a shop, ...

1 Choose the correct sentence. Sometimes, both options are correct.

- 1 a My brother, appearing on stage for the first time with his band, looked nervous.
b My brother, appeared on stage for the first time with his band, looked nervous.
- 2 a The cat, which looking very hungry, came to us.
b The cat, looking very hungry, came to us.
- 3 a The people who attended the event arrived from far and wide.
b The people attending the event arrived from far and wide.
- 4 a The event taking place on stage at the moment is really comical.
b The event that is taking place on stage at the moment is really comical.
- 5 a David, not looking very interested, asked me if it was time to leave yet.
b David, not looked very interested, asked me if it was time to leave yet.
- 6 a The clouds which were forming looked threatening.
b The clouds formed looked threatening.

2 Replace the underlined words with the correct active or passive participle form.

- 1 The film, which was described by the director as a product of trial and error, was a huge success.
- 2 The person who was chosen to play the main role in the film was a little-known actor.
- 3 The catering service which provided the food was a local one.
- 4 People that teach very young children have a difficult and important job.
- 5 The words that were spoken by the actor were not the ones in the script.
- 6 Music festivals, which are now held all over the world, offer the chance to see world-famous performers on stage.

3 Rewrite the sentences using the correct participle form.

- 1 The man who is training my sister used to be a world-famous swimmer.
- 2 Some children who were standing nearby started laughing.
- 3 The event, which was attended by nearly two thousand people, will be held again next year.
- 4 The drama company which is based in Shoreditch is called the Black Box company.
- 5 The tree that was cut down by the council recently was over two hundred years old.

10.2 ■ Determiners

We use the following determiners to talk about quantity:

(a) little, (a) few, some, any, much, many, a lot of, most, all, no, each.

We use *some* and *any* before uncountable nouns or plural countable nouns to mean *a number of* or *an amount of*.

- We use *some* in affirmative sentences or in questions when making an offer.

We've got some apples but we need some juice.

Would you like some coffee?

- We use *any* in negative sentences and in questions.

Did the supermarket have any chicken? No, and we haven't got any meat in the fridge either.

We use *much* and *many* in negatives and questions to talk about large quantities.

- We use *much* with uncountable nouns.

Have you got much rice? ~ No, and I haven't got much milk, either.

- We use *many* with plural countable nouns.

Are there many glasses in the cupboard? ~ Yes, but there aren't many plates.

- We generally use *a lot of* to talk about large quantities in affirmatives, for both uncountable and plural countable nouns. It is also possible to use *a lot of* in negatives and in questions.

Ollie eats a lot of fruit and vegetables.

Most means *the majority of*. It can be used before uncountable and plural countable nouns.

Most meat is eaten on Sundays.

Most children prefer to start and finish school early.

We use *a little* and *a few* in negatives and questions to talk about very small quantities.

- We use *a little* with uncountable nouns.

We only need a little pasta as we already have half a packet.

- We use *a few* with plural countable nouns.

This meal would be healthier if you added a few vegetables.

When *little* and *few* are used without *a*, this often gives a negative impression.

The concert didn't go ahead because few people bought tickets. (few = not enough)

A few people asked me where they could buy tickets for the concert. (a few = several)

The meeting went on so long that there was little time for questions at the end. (little = not enough)

There was a little time at the end of the meeting for questions. (a little = some)

We use *all* and *no* before uncountable and plural countable verbs. We can use *all* before *the*, either with or without *of*.

All dancers have to look after their feet very carefully.

All (of) the dancers were very good.

No is followed by the noun, not by *the*.

No tea or coffee was available.

Each means *every single*. It is used before a singular noun.

She wore four earrings in each ear.

Every has a similar meaning to *each*, and is also used before a singular noun.

My brother's been to four festivals this year. He said that every festival was great.

Except for *a lot of* and *all*, the determiners listed above can't be used immediately before an article, pronoun or determiner such as:

a, an, the; my, your, his; this, these, those; you, it, them, etc.

Instead, we add *of*. We use it to talk about a particular item or items.

Some of those people look younger than sixteen. (some people in a particular group)

Some people look younger than sixteen. (people in general)

No can't be followed by *of*. Instead, we use *none* (= *not one*) + *of*.

None of my friends wanted to go and see the band.

NOT ~~No of my friends ...~~

Every can't be followed by *of*.

NOT ~~Every of my brothers and sisters was born in May or June.~~

1 Choose the correct words.

- 1 It's very sad; **few** / **a few** people are interested in our particular charity.
- 2 We've got **few** / **a few** pounds between us, so we can buy a sandwich and a drink each.
- 3 The course was good but unfortunately there was **a little** / **little** opportunity to practise our new skills.
- 4 I think there's **little** / **a little** milk left in the fridge if you'd like a cup of tea.
- 5 For this trip, **all** / **each** student will receive a study pack.
- 6 The director said that **many** / **much** actors get nervous before they go on stage.

2 Complete the sentences with the determiners below. There are two words that you do not need.

■ every ■ all ■ some ■ any ■ much ■ many ■ a lot of ■ no

- 1 We haven't got ice cream so Angela has gone out to the shop.
- 2 I'd like you to meet friends from my school.
- 3 I phoned Cathy but there was news about her sister's condition.
- 4 time I try to call her, her phone is switched off.
- 5 Sorry, I didn't have time so I couldn't get everything on the list.
- 6 Nadia said that people didn't recognize her when she wore a hat.

Vowel sounds and diphthongs

In many English words, the spelling is different from the pronunciation. The same letters can sometimes represent different sounds, for example: *fun*, *fur*, *put*, *rude*. In many cases, different letters are used to represent the same sound, for example: *let*, *heavy*, *friend*, *bury*, *said*. There are only twenty-six letters in the alphabet, but they represent over forty-four different sounds. Spoken English has a very high number of vowel sounds. There are twelve single vowels and eight diphthongs.

- 1 **3.17** Listen to the sounds. What is the difference between the sounds in A and the sounds in B?

A ■ /ɪ/ ■ /ʊ/ ■ /ə/ ■ /ʌ/ ■ /ɒ/ ■ /e/ ■ /æ/
B ■ /i:/ ■ /u:/ ■ /ɜ:/ ■ /ɑ:/ ■ /ɔ:/

- 2 **3.18** Listen to the sounds. Write the example words you hear. Then listen again and repeat.

1 /ɪ/	7 /ɑ:/
2 /i:/	8 /ʌ/
3 /ɜ:/	9 /ɔ:/
4 /ə/	10 /ɒ/
5 /u:/	11 /e/
6 /ʊ/	12 /æ/

- 3 **3.19** Match the words in each pair to the correct pronunciation. Then listen and repeat.

1 hat	a /hɑ:t/	4 fit	a /fi:t/
heart	b /hæt/	feet	b /fi:t/
2 foot	a /fʊt/	5 head	a /hed/
food	b /fu:d/	heard	b /hɜ:d/
3 short	a /ʃɒt/	6 ugly	a /ə'geɪn/
shot	b /ʃɔ:t/	again	b /'ʌglaɪ/

- 4 **3.20** A diphthong is a combination of two vowel sounds pronounced together. Listen and choose the diphthong that matches the sound of the underlined letters.

1 overweight	/eɪ/	/aɪ/
2 emotional	/aʊ/	/əʊ/
3 here	/ɪə/	/eə/
4 noisy	/ɔɪ/	/əʊ/
5 blonde-haired	/ɪə/	/eə/
6 foreground	/aʊ/	/əʊ/
7 stylish	/eɪ/	/aɪ/
8 tour	/əʊ/	/ʊə/

- 5 **3.21** Choose the odd one out. Then listen and repeat.

1 /eɪ/	have	shave	brave
2 /ʌ/	blood	touch	wool
3 /ɜ:/	girl	turn	worn
4 /aɪ/	eight	sight	shy
5 /aʊ/	brown	show	mouth
6 /i:/	great	mean	teeth
7 /ɒ/	front	top	want
8 /əʊ/	coat	town	snow

Consonant sounds

There are twenty-four consonant sounds in English. Many of the letters in the alphabet correspond to the consonant sounds they represent, for example /h/ as in *holiday*, /s/ as in *sun*, /l/ as in *lazy*, etc. However, in some cases, the letters do not correspond to the sounds, for example:

■ /ð/ <i>there</i>	■ /ʃ/ <i>shop</i>
■ /θ/ <i>things</i>	■ /tʃ/ <i>church</i>
■ /w/ <i>where</i>	■ /z/ <i>television</i>
■ /j/ <i>yacht</i>	■ /ŋ/ <i>swimming, sink</i>
■ /dʒ/ <i>journey</i>	■ /k/ <i>book, public, school</i>

We use our voice to make some of the consonant sounds, e.g. /b/ in *beach*. Other consonant sounds, like /p/ in *peach*, are voiceless.

- 1 **3.22** Study the underlined letters in the words below and think about the sounds they represent. Then complete the table. Listen and repeat the sounds and words.

■ board ■ cabin ■ deck ■ flight ■ gate ■ hold ■ land
■ motorway ■ national ■ runway ■ pier ■ seat ■ tour
■ voyage ■ zebra

Voiced /b/ board
.....
Voiceless /p/ pier
.....

- 2 **3.23** Listen to the sounds and example words. Which three sounds are voiceless?

1 /j/ <i>year</i>	4 /ʃ/ <i>ashore</i>	7 /dʒ/ <i>job</i>
2 /θ/ <i>think</i>	5 /z/ <i>pleasure</i>	8 /ŋ/ <i>sailing</i>
3 /ð/ <i>this</i>	6 /tʃ/ <i>coach</i>	9 /w/ <i>wheel</i>

- 3 Study the underlined letters in the words below. Think about the sounds they represent. Write two words next to each sound symbol in exercise 2.

■ adventure ■ bathroom ■ carriage ■ cheap ■ nowhere
■ drinks ■ Europe ■ excursion ■ expedition ■ Germany
■ long ■ way ■ north ■ special ■ that ■ usually
■ yesterday ■ together

- 4 **3.24** Listen and check your answers to exercise 3. Then listen again and repeat.

- 5 **3.25** Write the words. Then listen and check.

1 /jʌŋ/	
2 /θæŋks/	
3 /'fɜ:ðə/	
4 /ʃɔ:/	
5 /'leɪzə/	
6 /'faɪld/	
7 /dʒʌdʒ/	
8 /'sɪŋə/	

Word stress in three- and four-syllable words

To find the number of syllables in a word, we count the vowel sounds. Each syllable contains a single vowel sound or a diphthong, and at least one consonant. The number of syllables in a word does not depend on the number of letters. For example:

- one syllable: *strengths* /streŋθs/
- two syllables: *city* /'sɪti/
- three syllables: *elegant* /'elɪɡənt/
- four syllables: *education* /edʒu'keɪʃ(ə)n/

In English, if a word has two or more syllables, one of the syllables is always stressed more than the others.

1 3.26 Listen and count the number of syllables in each word.

- | | |
|--|--|
| 1 difficult ☐ | 4 rapidly ☐ |
| 2 entertainment ☐ | 5 sportsmanship ☐ |
| 3 expedition ☐ | 6 unattractive ☐ |

2 3.27 Listen and underline the stressed syllable in these three-syllable words. Then listen again and repeat.

- | | | |
|--------------|--------------|---------------|
| 1 astonished | 4 ecstatic | 7 overweight |
| 2 discipline | 5 interested | 8 self-esteem |
| 3 disembark | 6 miserable | 9 stamina |

3 3.28 Listen to the four-syllable words below. Write them in the table according to their stress pattern.

- apprehensive ■ devastated ■ disadvantage
- environment ■ independence ■ innovative
- obviously ■ photography ■ relatively ■ self-reliance
- self-sacrifice ■ spectacular

O O O O	o O o o	o o O o
		apprehensive

4 3.29 Listen and check your answers to exercise 3. Then listen again and repeat.

5 Three of the words in each group have the same number of syllables. Write the number in the box and circle the word that has a different number.

- | | | | |
|---|---------------|-------------------------|----------------------------|
| 1 annoying | disappointing | frustrating / upsetting | ☐ 3 |
| 2 ability / generosity / necessity / prosperity | | | ☐ |
| 3 assertively / comfortably / incredibly / surprisingly | | | ☐ |
| 4 happiness / kindness / laziness / loneliness | | | ☐ |
| 5 delighted / disgusted / excited / surprised | | | ☐ |
| 6 extremely / fortunately / similarly / worryingly | | | ☐ |

6 3.30 Listen and check your answers to exercise 5. Then listen and repeat the words.

Word stress in word families

In word families, the number of syllables changes when we add a prefix or a suffix to the root word. This sometimes affects the stressed syllable.

In some word families, the same group of sounds is stressed. For example:

- | | | |
|---------|-----------|----------|
| o o | o o o | o o o |
| promote | promotion | promoter |

In others, a different group of sounds is stressed. For example:

- | | | |
|-----------|---------------|------------|
| O o o | o O o o | O o o o |
| advertise | advertisement | advertiser |

1 3.31 Listen and underline the stressed syllable in the words.

- | | | |
|--------------|---------------|--------------------------|
| 1 atlantic | transatlantic | ☐ |
| 2 cycle | tricycle | ☐ |
| 3 eaten | overeaten | ☐ |
| 4 footballer | ex-footballer | ☐ |
| 5 market | supermarket | ☐ |
| 6 mature | premature | ☐ |
| 7 syllable | monosyllable | ☐ |
| 8 weekly | biweekly | ☐ |

2 3.31 Study the words in exercise 1. Put a tick (✓) if the same group of sounds is stressed and a cross (X) if a different group of sounds is stressed. Then listen again and repeat the words.

3 3.32 Listen and complete the table.

	Noun	Verb	Adjective	Adverb
1	happiness		happy	happily
2				
3				
4				
5				
6				
7				
8				

4 Underline the stressed syllable in the words in exercise 3. In which word families is the stress on a different group of sounds?

5 Study the stress patterns and the phonetic spelling of the words below. Which vowel sound is most common in the unstressed syllables? This is the most common vowel sound in English.

- | | | |
|-----------|-------------|-------------|
| O o | O o o | O o o |
| memory | memorable | memorize |
| /ˈmeməri/ | /ˈmemərəbl/ | /ˈmeməraɪz/ |

6 3.33 Circle thirteen more words in exercise 3 that contain the sound /ə/. Listen and check. Then listen and repeat the words.

Contractions: will or would

A contraction is a short form of a word or group of words, for example 'm (= am), isn't (= is not). The apostrophe (') shows that one or more letters have been left out. We often use the contracted forms of *will* ('ll) and *would* ('d) in first and second conditional sentences. Sometimes it can be difficult to hear the difference between 'll and 'd in a sentence.

1 **3.34** Match 1–6 to a–f to make first conditional sentences. Then listen, check and repeat. Pay attention to the pronunciation of 'll.

- 1 If I go to bed late tonight, ☐
- 2 If you don't hurry up, ☐
- 3 If my sister has a party, ☐
- 4 If you drop that glass, ☐
- 5 If we leave the car here, ☐
- 6 If they sell their house, ☐

- a she'll invite everyone she knows.
- b we'll get a parking fine.
- c they'll move to the coast.
- d I'll be tired tomorrow.
- e it'll break.
- f you'll miss the train.

2 **3.35** Complete the sentences with a pronoun and the contraction of *would*. Then listen, check and repeat. Pay attention to the pronunciation of the contraction.

- 1 If I fell out with Jo, be really upset.
- 2 If Tim went out more, have more friends.
- 3 If you did your homework, get better marks.
- 4 If my brother did something illegal, own up to it immediately.
- 5 If the players trained harder, win more often.
- 6 If that jacket was bigger, fit better.
- 7 If we lived nearer, see more of each other.

3 **3.36** Listen to the dialogues. Write 1 in the box if the answer is in the first conditional and 2 if it is in the second conditional.

- 1 What time are you leaving tomorrow?
We the 9.30 train if we on time. ☐ 1
- 2 Does your sister live with your parents?
Yes, but she if she afford it. ☐
- 3 Why is the washing still wet?
It quicker if you it outside. ☐
- 4 How do I look?
You better if you your hair. ☐
- 5 Is Jack coming to the barbecue?
He if he ☐

4 **3.36** Complete the sentences in exercise 3 with the correct form of the verbs below. Then listen again and check. Pay attention to the pronunciation of the contractions.

- can ■ catch ■ comb ■ come ■ dry ■ get up ■ hang
■ look ■ move out ■ remember

Silent letters

A silent letter is a letter that appears in a word but is not pronounced. Silent letters can be vowels or consonants, for example in *friend* /frend/, the letter *i* is silent and in *island* /'aɪlənd/, the letter *s* is silent. Some words contain more than one silent letter, for example in *knowledge* /'nɒlɪdʒ/, the letters *k*, *w* and *e* are silent.

1 **3.37** Listen and write the words. Compare the spelling to the pronunciation and cross out the silent letters. Then listen again and repeat.

- 1 /'ɑ:nsə/ ~~answer~~
- 2 /'ɒnɪst/
- 3 /'kʌbəd/
- 4 /draʊt/
- 5 /'dɪfrənt/
- 6 /'naɪf/
- 7 /jʌŋ/
- 8 /'sɪzəz/
- 9 /'hænsəm/
- 10 /nʌm/
- 11 /'ɔ:təm/
- 12 /kɑ:m/

2 **3.38** Cross out the silent letters in words 1–12. Then listen and check.

- | | |
|-----------------|----------------|
| 1 advertisement | 7 government |
| 2 business | 8 overwhelming |
| 3 campaign | 9 sample |
| 4 comfortable | 10 stealth |
| 5 design | 11 target |
| 6 endorsement | 12 whopping |

In English, the final *e* of a word is usually silent. It is only pronounced in words borrowed from foreign languages, for example *café* /'kæfeɪ/. However, the silent final *e* sometimes influences the pronunciation of the vowel that occurs before it. When a word ends in vowel + consonant + *e*, the vowel is often pronounced in the same way as we say the corresponding letter. Compare the vowel sounds in these pairs of words:

- rat /ræt/ – rate /reɪt/
- sit /sɪt/ – site /saɪt/
- not /nɒt/ – note /nəʊt/
- hug /hʌg/ – huge /hju:dʒ/
- met /met/ – mete (out) /mi:t/

3 Choose the correct pronunciation of the vowel that occurs before the silent final *e* in these words.

- | | |
|---------------------|-----------------------|
| 1 advice /ɪ/ /aɪ/ | 7 promote /ɒ/ /əʊ/ |
| 2 compete /e/ /i:/ | 8 promise /ɪ/ /aɪ/ |
| 3 image /ɪ/ /eɪ/ | 9 purchase /ə/ /eɪ/ |
| 4 persuade /ə/ /eɪ/ | 10 recognize /ɪ/ /aɪ/ |
| 5 massive /ɪ/ /aɪ/ | 11 headache /æ/ /eɪ/ |
| 6 perfume /ʌ/ /u:/ | 12 worldwide /ɪ/ /aɪ/ |

4 **3.39** Listen and check your answers to exercise 3. Then listen and repeat the words.

Intonation: being polite

Different languages have different ways of expressing politeness. In English, the choice of words is important, but so is the intonation. If we use flat intonation, we sound rude. First of all, our voice should sound soft, not hard. To sound polite we start high and make our voice go higher on the main stressed word. After that, we make our voice fall a bit and then rise at the end of the sentence. For example:

Can you help me, please?

1 3.40 Listen to the requests. Write P if the requests sound polite and R if they sound rude.

- 1 ☐ a Could you repeat that, please?
☐ b Could you repeat that, please?
- 2 ☐ a Do you mind moving to another seat?
☐ b Do you mind moving to another seat?
- 3 ☐ a Could you possibly speak more slowly, please?
☐ b Could you possibly speak more slowly, please?
- 4 ☐ a Can you get me a glass of water, please?
☐ b Can you get me a glass of water, please?
- 5 ☐ a Would you mind opening the door for me?
☐ b Would you mind opening the door for me?
- 6 ☐ a Could you possibly be quiet, please?
☐ b Could you possibly be quiet, please?

2 3.41 Listen to the requests. Underline the main stressed word in each sentence.

- 1 Could you possibly lend me a pen?
- 2 Do you mind closing the window?
- 3 Can you say that again, please?
- 4 Would you mind waiting for a moment?
- 5 Could you answer the phone, please?
- 6 Would you mind locking the door when you leave?

3 3.41 Listen and repeat the requests in exercise 2, making your voice go higher on the main stressed word.

When we agree to a request, our intonation should sound polite, too, so we start with our voice high. One way of agreeing with requests that contain the verbs *can* or *could* is *Yes, of course*. However, the correct response to agree with requests that contain the verb *mind* is *No, of course not*.

4 Study the requests in exercise 2. Match the requests with the appropriate responses. Write a number in the box.

- 1 Yes, of course. ☐ ☐ ☐
- 2 No, of course not. ☐ ☐ ☐

5 3.42 Listen to the requests and agree with an appropriate polite response.

Weak forms with present and past modals

When we speak fast, we make some words weak. The weak words are not stressed, they often have silent letters and the vowel sound /ə/, and they are often linked with other words.

Modal verbs and the words that follow them are often weak in fast speech. For example, we often use the modal verbs *must*, *may*, *might*, *could* and *can't* with:

- infinitive without *to* (to speculate about the present, or to talk about obligation, prohibition and permission).
- *have* + past participle (to speculate about the past).

1 3.43 Listen and complete the sentences. Then match them to situations a–e.

- 1 It cold outside. ☐
- 2 The roads dangerous. ☐
- 3 The restaurant full. ☐
- 4 She German. ☐
- 5 You sixteen! ☐

- a She said she's lived in Berlin.
- b It's been raining.
- c You look much younger.
- d It's very popular on Friday nights.
- e There's frost on the window.

2 3.43 Complete the rules. Then listen again and repeat the sentences.

- a If a modal verb is followed by the infinitive of the verb, the two verbs often link together to sound like one word.
- b The stress is on the verb and the pronunciation of is weak.
- c The letter in *must* is silent.

3 Use the prompts to write past sentences with modal verbs and *be*.

- 1 I / could / in the shower I could have been in the shower.
- 2 He / might / ill
- 3 You / must / tired
- 4 They / can't / happy
- 5 She / could / in a hurry
- 6 It / may / dark

4 3.44 Listen and check your answers to exercise 3. Note the pronunciation of *have* and *been*. Are they strong or weak? Then listen again and repeat. Try to link the modal verb, *have* and *been* together.

5 3.45 Listen and respond with a sentence from exercise 3. Remember to link the three verbs together.

- 1 You didn't answer the phone this morning.
I could have been in the shower.

Word linking: phrasal verbs

When we speak quickly, we often link one word to the next if the first word ends with a consonant sound and the second begins with a vowel sound. Phrasal verbs are often difficult to understand because of linking. For example: *We couldn't get over it.*

1 3.46 Listen and complete the sentences with phrasal verbs.

- 1 I'm sorry and I'd like to
- 2 I find it hard to about my problems.
- 3 We the first day we met.
- 4 someone your own age!
- 5 They still whenever they think about it.
- 6 We often each other at the bus stop.
- 7 My friends always me.
- 8 I need to call Lucy to her news.

2 3.46 Mark the linking in the phrasal verbs in exercise 1. Which phrasal verb isn't linked? Listen again and check. Then listen and repeat.

Some phrasal verbs are separable, which means that the verb and the particle can be separated by an object. When the object is a noun, we can put it either after the particle, or between the verb and the particle. Two of the words often link together to sound like one word. For example: *Turn off your phone.*

Turn your phone off.

When the object is a pronoun, we can only put it between the verb and the particle. In this case, the three words often link together to sound like one word. For example: *Turn it off.*

3 Rewrite the sentences with a pronoun.

- 1 Plug in the charger. **Plug it in.**
- 2 Turn down the music.
- 3 Put on your gloves.
- 4 Switch on the lights.
- 5 Take off your hat.
- 6 Fill in the forms.
- 7 Pick up your bag.
- 8 Look up the words.
- 9 Give back my tablet.

4 3.47 Mark the linking in your sentences in exercise 3. Listen and check. Then listen and repeat.

5 3.48 Listen to people giving instructions. Imagine that you have already done what they say. Respond to the sentences paying attention to linking.

- 1 Turn off your phone. I've already turned it off.

Exclamations with so and such

An exclamation is a phrase or sentence spoken with emphasis or feeling. In English, we often use the words *so* and *such* to give extra emphasis. In writing, these phrases are often followed by an exclamation mark (!).

- We use *so* before adjectives and adverbs. For example:
The venue was so crowded.
The pianist played so well.
- We use *such* before a noun, with or without an adjective. We add the indefinite article *a / an* before singular countable nouns, but not before plural nouns and uncountable nouns. For example:
The festival was such a success.
It was such a wonderful performance.
They're such professionals.
They're such talented musicians.
He gave me such good advice.

1 3.49 Complete the sentences with so or such (a / an). Then listen and check.

- 1 The costumes were colourful.
- 2 It was large stage.
- 3 He makes good documentaries.
- 4 The dancers moved gracefully.
- 5 The story had emotional ending.
- 6 His articles contain fascinating information.
- 7 The plot was complicated.
- 8 She writes hilarious poems.
- 9 We had awful weather.
- 10 The audience waited patiently.

2 3.49 Listen to the sentences in exercise 1 again and choose the correct words to complete the rules. Then listen again and repeat the sentences.

- 1 In exclamations, the words *so* and *such* are stressed / unstressed.
- 2 When we say *so* and *such*, the voice goes up / down.

3 3.50 Replace the singular countable nouns in sentences 1–4 with the uncountable nouns below. Then rewrite the sentences. Listen and check.

■ art ■ food ■ music ■ work

- 1 The artist produced such an exquisite painting.
The artist produced such exquisite art.
- 2 They made such a delicious meal.
.....
- 3 He wrote such a beautiful song.
.....
- 4 You do such a demanding job.
.....

4 3.51 Listen and respond. Use so or such (a / an).

- 1 captivating story It was such a captivating story.

Unit 1

arrogant (adj) /əˈrɒɡənt/ thinking that you are better and more important than other people: *She has little respect for people who are arrogant.*

assertive (adj) /əˈsɜːtɪv/ expressing your opinion clearly and firmly so that people listen to you or do what you want: *You should be more assertive.*

at the back (adv) /ət ðə ˈbæk/ in the part or on the side of sth that is furthest from the front: *I sat at the back of the class.*

at the front (adv) /ət ðə ˈfrʌnt/ in the most toward part of sth; in the area that is just outside or before sb/sth: *There is a small garden at the front of the house.*

attractive (adj) /əˈtræktɪv/ (used about a person) beautiful or nice to look at: *He was attractive.*

beautiful (adj) /ˈbjuːtɪfl/ The view from the top of the hill was really beautiful.

behind (prep) /bɪˈhaɪnd/ in, at or to the back of sth: *There's a forest behind the house.*

Bermudas (n pl) /bəˈmɪʒuːdəz/ casual knee-length shorts: *I often wear Bermudas in the summer.*

blonde-haired (adj) /ˈblʌnd ˈheəd/ with fair or yellow hair: *Both my sisters are blonde-haired.*

blue-eyed (adj) /ˈbluː aɪd/ with blue eyes: *What a beautiful blue-eyed baby!*

bob (n) /bɒb/ a style in which a woman's hair is cut short and to the same length all around the head so that it hangs above the shoulders: *Her hair was cut in a neat bob.*

broad-shouldered (adj) /brɔːd ˈʃəʊldəd/ having wide shoulders: *A lot of jackets don't fit me because I'm broad-shouldered.*

bun (n) /bʌn/ hair fastened tightly into a round shape at the back of the head: *She has a bun.*

camisole top (n) /ˈkæmɪsɔːl tɒp/ a woman's loose top which is held up by shoulder straps: *She wears camisole tops and shorts in the summer.*

cardigan (n) /ˈkɑːdɪɡən/ a warm piece of clothing, often made of wool, which you wear on the top half of your body. Cardigans have long sleeves and fasten at the front, usually with buttons: *It was cold, so I put on my cardigan.*

chic (adj) /ʃɪk/ fashionable and elegant: *I love your new coat – it's very chic!*

combat trousers (n pl) /ˈkɒmbæt traʊəzəz/ loose trousers that have pockets in various places, for example on the side of the leg above the knee: *Do you have these combat trousers in a larger size?*

cropped (hair) (adj) /krɒpt/ having been cut very short: *A lot of soldiers have cropped hair.*

curly (hair) (adj) /ˈkɜːli/ full of curls; shaped like a curl (= a piece of hair that curves round): *He's got curly hair.*

designer (adj) /dɪˈzaɪnə(r)/ having been made by a famous fashion designer: *I wear designer jeans.*

determined (adj) /dɪˈtɜːmɪnd/ having firmly decided to do sth or to succeed, even if it is difficult: *He is determined to leave school at 16.*

dreadlocks (n pl) /driːdˈlɒks/ hair worn in long thick pieces, especially by some black people: *He wears his hair in dreadlocks.*

dye (hair) (v) /daɪ/ to change the colour of something by using a special liquid or substance: *Dyed hair is common among punk musicians.*

easy-going (adj) /ˈiːzi ˈɡəʊɪŋ/ (used about a person) calm, relaxed and not easily worried or upset by what other people do: *Her parents are very easy-going. They let her do what she wants.*

elegant (adj) /ˈelɪɡənt/ attractive and of good style or design: *She was elegant in her new dress.*

emotional (adj) /ɪˈməʊʃənəl/ having strong emotions and showing them in front of people: *He always gets very emotional when I leave.*

exquisite (adj) /ˈekskwɪzɪt, ɪkˈskwɪzɪt/ extremely beautiful and pleasing: *That ring is exquisite.*

fat (adj) /fæt/ (used about people's or animal's bodies) weighing too much; covered with too much fat: *You'll get fat if you eat too much.*

fleece (n) /fliːs/ a type of soft warm cloth that feels like sheep's wool; a warm piece of clothing made from this cloth, which you wear on the top half of your body: *Are you wearing a fleece today?*

handsome (adj) /ˈhændsəm/ (used about a man) attractive: *He's a handsome man in his twenties.*

hoody (n) /ˈhʊdi/ a jacket or sweatshirt with a hood (= the part of a coat, etc. that you pull up to cover your head and neck in bad weather): *I took off my hoody because it was very warm.*

in front (of sth) (adv) /ɪn ˈfrʌnt/ further forward than sb/sth: *A car has stopped in front of the bus.*

in the (top / bottom / right-hand / left-hand) corner (adv) /ɪn ðə ˈkɔːnə(r)/ in the part of a photograph near where two of the edges meet: *There's a dog in the top left-hand corner of the photo.*

in the background (adv) /ɪn ðə ˈbækgraʊnd/ in the part of a view, scene, picture, etc. which is furthest away from the person looking at it: *You can see the hills in the background of the photo.*

in the foreground (adv) /ɪn ðə ˈfɔːgraʊnd/ in the part of a view, scene, picture, etc. that appears closest to the person looking at it: *There are three children in the foreground of the photo.*

in the middle (adv) /ɪn ðə ˈmɪdl/ in the part or position that is at about the same distance from the two ends or sides of sth: *There was a large table in the middle of the room.*

innovative (adj) /ɪˈnɒvətɪv/ created using new methods, ideas, etc.: *The car has an innovative design.*

lazy (adj) /ˈleɪzi/ (used about a person) not wanting to work: *Don't be lazy. Give me a hand!*

leggings (n) /ˈlegɪŋz/ a piece of women's clothing that fits tightly over both legs from the waist to the feet, like a very thin pair of trousers: *She often wears leggings and a dress when it's cold.*

maxi dress (n) /ˈmæksɪ dres/ a piece of clothing worn by a girl or a woman. It covers the body from the shoulders to the ankles: *Maxi dresses were very trendy last summer.*

middle-aged (adj) /ˈmɪdl ˈeɪdʒd/ (used about a person) between about 40 and 60 years old: *My father is a middle-aged man.*

mini skirt (n) /ˈmɪni skɜːt/ Mini skirts first became popular in the 1960s.

modest (adj) /ˈmɒdɪst/ not talking too much about your own abilities, good qualities, etc.: *He was very modest about his excellent exam results.*

on the right / left (adv) /ɒn ðə ˈraɪt, ɒn ðə ˈleft/ at the side of sth that is mentioned: *There's a bank on the left and a church on the right.*

original (adj) /əˈrɪdʒənəl/ new and different: *His work has a lot of original ideas.*

overweight (adj) /ˌəʊvəˈweɪt/ too heavy or fat: *I'm a bit overweight – I think I might go on a diet.*

pale-skinned (adj) /peɪl skɪnd/ having skin that is light in colour: *She's tall and pale-skinned.*

plait (n) /pleɪt/ three or more long pieces of hair that have been crossed over and under each other to make one thick piece: *She often has a plait.*

plump (adj) /plʌmp/ (used about a person or an animal) pleasantly fat: *My baby has plump cheeks.*

polo shirt (n) /ˈpəʊləʊ ʃɜːt/ an informal shirt with short sleeves and a few buttons at the neck: *He wears polo shirts in the summer.*

ponytail (n) /ˈpɒnɪteɪl/ long hair that is tied at the back of the head and that hangs down in one piece: *She wears a ponytail when she does sport.*

retro (adj) /ˈretroʊ/ using styles or fashions from the recent past: *She dresses in a 1980s retro style.*

second-hand (adj) /ˌsekənd ˈhænd/ already used or owned by sb else: *Second-hand cars are much cheaper than new ones.*

sensitive (adj) /ˈsensətɪv/ showing that you are conscious of and able to understand people's feelings, problems, etc.: *She always tries to be sensitive to other people's feelings.*

shaved (head) (adj) /ʃeɪvd/ having had the hair removed: *The football player had a shaved head.*

short-sighted (adj) /ˌʃɔːt ˈsaɪtɪd/ able to see things clearly only when they are very close to you: *I wear glasses because I'm short-sighted.*

shy (adj) /ʃaɪ/ nervous and uncomfortable about meeting and speaking to people; showing that sb feels like this: *She's very shy with strangers.*

slender (adj) /ˈslendə(r)/ (used about a person or part of sb's body) thin in an attractive way: *He has long, slender fingers.*

slim (adj) /slɪm/ thin in an attractive way: *She's a tall, slim woman.*

spiky (hair) (adj) /ˈspɪki/ (about hair) sticking straight up from the head: *He has short, spiky hair.*

straight (hair) (adj) /streɪt/ not in a curve or at an angle: *She wore her long, straight hair loose.*

stubborn (adj) /ˈstʌbən/ not wanting to do what other people want you to do; refusing to change your plans or decisions: *He's a very stubborn man.*

stunning (adj) /ˈstʌnɪŋ/ very attractive, impressive or surprising: *The hotel had a stunning view.*

stylish (adj) /ˈstaɪlɪʃ/ fashionable and attractive: *She's a stylish dresser.*

sun-tanned (adj) /ˈsʌn ˈtænd/ (used about sb's skin) brown as a result of spending time in the sun: *She's got beautiful sun-tanned skin.*

to the right / left (of sth) (prep) /tə ðə ˈraɪt, tə ðə ˈleft/ on the side of sth that is mentioned: *There's a newsagent's to the right of the post office.*

tracksuit bottoms (n pl) /ˈtræksuɪt ˈbɒtənz/ a warm pair of soft trousers that you wear for sports practice: *I wear tracksuit bottoms when I go jogging.*

trim (adj) /trɪm/ (used about a person) looking thin, healthy and attractive: *He's looking very trim – has he been going to the gym?*

ugly (adj) /ˈʌɡli/ unpleasant to look at or listen to: *The burn left an ugly scar on her face.*

unattractive (adj) /ˌʌnəˈtræktɪv/ not attractive: *Those new buildings are very unattractive.*

vest (n) /vest/ a sleeveless top for men: *He wore jeans and a vest.*

vintage (adj) /ˈvɪntɪdʒ/ in a style or fashion from the past: *We enjoy shopping for vintage clothes.*

wavy (hair) (adj) /ˈweɪvi/ having curves; not straight: *She had long, wavy hair.*

Unit 2

adventure holiday (n) /ədˈventʃə(r) ˈhɒlədeɪ/ a holiday where you do outdoor sports such as rock climbing, canoeing, etc.: *We did lots of different sports on our adventure holiday in France.*

aisle (n) /aɪl/ a passage between the rows of seats on a plane, bus, etc.: *Do not leave suitcases or bags in the aisle.*

(go) ashore (adv) /əˈʃɔː(r)/ onto the land from the sea, a river, etc.: *The passengers went ashore for an hour while the ship was in port.*

backpacking holiday (n) /ˈbækpeɪkɪŋ ˈhɒlədeɪ/ a holiday where you go travelling with your clothes, etc. in a backpack: *We went on a backpacking holiday round Europe last summer.*

beach resort (n) /biːtʃ ˈrɪzɔːt/ a place near the sea where a lot of people go to on holiday: *We spent the summer at a beach resort in Spain.*

buffet car (n) /ˈbʊfət kɑː(r), ˈbʊfət kɑː(r)/ part of a train where passengers can buy food and drinks: *The buffet car is situated at the rear of the train.*

cabin (n) /ˈkeɪbɪn/ a small room in a ship or boat where a passenger sleeps; the part of a plane where the passengers sit: *You can only take small bags into the cabin of the plane.*

carriage (n) /ˈkærɪdʒ/ one of the separate parts of a train where people sit: *The train conductor asked people to move along to the next carriage.*

city break (n) /ˈsɪti breɪk/ a short holiday in a city: *We went on a city break to Rome last spring.*

coach tour (n) /ˈkəʊtʃ ˈtʃaʊə/ a journey on a large bus that you make for pleasure, during which you visit many places: *They went on a ten-day coach tour around Scotland.*

connect (with) (v) /kəˈnekt/ to form an association or relationship with sb else: *I use this forum to connect with people who share my hobbies.*

crossing (n) /ˈkrɒsɪŋ/ a journey from one side of a sea or river to the other: *We had a rough crossing.*

cruise (n) /kru:z/ a holiday in which you travel on a ship and visit a number of different places: *They're planning to go on a cruise.*

cut through (sth) (v) /kʌt θru:/ to go across, etc. sth, in order to make your route shorter: *It's much quicker if we cut through the field.*

deck (n) /dek/ one of the floors of a ship or bus: *The restaurant is on the upper deck.*

DIY holiday (n) /di: ai 'waɪ hɒlədeɪ/ a holiday where you choose and book the accommodation, transport, activities, etc. yourself: *We decided to go on a DIY holiday so we could get the cheapest flights.*

drive (along) (v) /draɪv/ to go or take sb somewhere in a car: *I drove along the motorway.*

escape the crowds (v) /ɪ'skeɪp ðə 'kraʊdz/ to get away from a place where there are lots of people: *I found a quiet beach to escape the crowds.*

excursion (n) /ɪk'skɜ:ʃn/ a short journey or trip that a group of people make for pleasure: *They're going on an excursion to the seaside.*

expedition (n) /ɪk'spɛdɪʃn/ a short journey that you make for pleasure: *My brothers went on a fishing expedition together.*

flight (n) /flaɪt/ a journey by air: *They met on a flight to Australia.*

gate (n) /geɪt/ the place at an airport where you get on or off a plane: *Flight 139 to Bali is now boarding at gate 16.*

get off the beaten track (idiom) /get 'ɒf ðə bi:tɪn 'træk/ to go to a place where people do not often go: *We got off the beaten track and ate at a quiet local restaurant.*

get to know sb (v) /get tə 'nəʊ/ to meet sb and gradually find out more about them: *Alex's wife seems interesting. I'd like to get to know her better.*

head (for sb / sth) (v) /hed/ to move in the direction mentioned: *The ship was heading for the harbour.*

hold (n) /həʊld/ the part of a ship or an aircraft where goods are stored: *Five men were found hiding in the ship's hold.*

honeymoon (n) /'hʌnimu:n/ a holiday that is taken by two people who have just got married: *We went to Hawaii for our honeymoon.*

houseswap (n) /'haʊs swɒp/ an arrangement where two people or families move into each other's houses for a holiday: *We're doing a houseswap with a family who live in Paris.*

land (v) /lənd/ to come down from the air or to bring sth down to the ground; to go onto land or put sth onto land from a ship: *The plane landed at Heathrow airport.*

lead (to) (v) /li:d/ (used about a road or path) to go to a place: *I don't think this path leads anywhere.*

luggage rack (n) /'lʌɡɪdʒ ræk/ a piece of equipment on a train, bus, plane, etc., that you can put bags, suitcases, etc. in or on: *I got on the train and put my bags in the luggage rack.*

motorway (n) /'məʊtəweɪ/ a wide road where traffic can travel fast for long distances between large towns: *I love driving on the motorway.*

national park (n) /'næʃnəl 'pɑ:k/ a large area of beautiful land that is protected by the government so that the public can enjoy it: *We saw lots of wildlife in the national park.*

overhead locker (n) /'əʊvəhed 'lɒkə(r)/ a small cupboard above the seats on a plane, used for storing bags, suitcases, etc.: *Please put your bags in the overhead locker.*

package holiday (n) /'pækɪdʒ hɒlədeɪ/ a holiday where the accommodation, travel, activities, etc. are arranged for you by a company: *We booked a package holiday in Spain.*

pier (n) /pɪə(r)/ a large wooden or metal structure that is built out into the sea from the land. Boats can stop at piers so that people or goods can be taken on or off: *We boarded the boat from the pier.*

platform (n) /'plɑ:fɔ:m/ the place where you get on or off trains at a railway station: *Which platform does the train to York leave from?*

public transport (n) /'pʌblɪk 'trænspɔ:t/ a system of buses, trains, etc. which can be used by the public: *Do you go to work by public transport?*

runway (n) /'rʌnweɪ/ a long piece of ground with a hard surface where aircraft take off and land at an airport: *The plane landed safely on the runway.*

seat belt (n) /'si:t belt/ a long narrow piece of cloth that is fixed to the seat in a car or plane and that you wear around your body, so that you are not thrown forward if there is an accident: *Fasten your seat belt!*

self-catering holiday (n) /self 'keɪtərɪŋ hɒlədeɪ/ a holiday where you stay in a house or flat and cook for yourself: *We're going on a self-catering holiday because hotels are too expensive.*

set sail (v) /set 'seɪl/ to begin a journey by sea: *Columbus set sail for India.*

sightseeing holiday (n) /'saɪtsi:ŋ hɒlədeɪ/ a holiday where you visit the sights of a city, etc. as a tourist: *I went on a sightseeing holiday to Rome.*

slow down (v) /sləʊ 'daʊn/ to start to move, do sth or happen at a slower speed; to cause sb/sth to do this: *Can't you slow down? You're driving too fast.*

soak up the sun (v) /səʊk ʌp ðə 'sʌn/ to take off most of your clothes and sit or lie in the sun in order to enjoy its warmth, relax, get a tan (= darker skin), etc.: *I can't wait to soak up the sun in Goa.*

speed up (v) /spi:d 'ʌp/ to go or make sth go faster: *The traffic sped up on the motorway.*

stand (n) /stænd/ a place at a bus or coach station where a bus or coach stops so that people can get on and off: *The bus leaves from stand C.*

staycation (n) /'steɪkəʃn/ a holiday where you stay at home, and relax or go on day trips: *We're just having a staycation this year.*

take off (v) /teɪk 'ɒf/ (used about an aircraft) to leave the ground and start flying: *The plane took off an hour late.*

take part (in sth) (v) /teɪk 'pɑ:t/ to join with other people in an activity: *We all took part in the discussion.*

take time out (to do sth) (v) /teɪk taɪm 'aʊt/ to stop doing your usual activities for a short time, in order to relax, go on holiday, etc.: *I'm going to take time out to read a few good books.*

tour (n) /tuə(r)/ a journey that you make for pleasure, during which you visit many places: *We went on a tour of Oxford.*

tour guide (n) /'tuə(r) gaɪd/ a person who shows tourists or people who are travelling where to go: *She works as a tour guide in Venice.*

tourist trap (n) /'tuərɪst træp, 'tuərɪst træp/ a place that has been created to attract tourists and encourage them to spend money: *That gift shop is a tourist trap. Let's go to the museum instead.*

tracks (n pl) /træks/ the two metal rails on which a train runs: *The train stopped because there was a tree across the tracks.*

travel (down) (v) /trævl/ to go from one place to another, especially over a long distance: *The bus travelled down a long country road.*

travel destination (n) /'trævl destɪ'neɪʃn/ a place that is popular with people who are going on holiday: *Travel destinations like Rome and Paris are often very busy.*

trek (n) /trek/ a long hard walk, lasting several days or weeks, usually in the mountains: *We went on a trek for two weeks in the Himalayas.*

trip (n) /trɪp/ a journey to a place and back again, either for pleasure or for a particular purpose: *How was your trip to Turkey?*

voyage (n) /'vɔɪdʒ/ a long journey by sea: *The voyage took three days.*

wind (around) (v) /waɪnd/ (used about a road, path, etc.) to have a lot of bends or curves in it: *The path winds around the hills.*

working holiday (n) /'wɜ:kɪŋ hɒlədeɪ/ a journey where you help a charity or the local people in the place you are visiting: *She's going on a working holiday to help build a school in India.*

Unit 3

ability (n) /ə'biləti/ the mental or physical power or skill that makes it possible to do sth: *She has the ability to pass the exam, but she must work harder.*

amazed (adj) /ə'meɪzd/ very surprised: *I was amazed by the change in his attitude.*

annoyed (adj) /ə'noɪd/ slightly angry: *He's annoyed with himself for failing the exam.*

appalled (adj) /ə'pɔ:ld/ feeling horror or disgust at sth unpleasant or wrong: *We were appalled by the poverty and starvation we saw everywhere.*

astonished (adj) /ə'stɒnɪʃt/ very surprised: *I was astonished by the decision.*

backache (n) /'bækɪk/ a pain in the part of the body between the neck and the bottom: *Dad had a backache after gardening all day.*

be down in the dumps (idiom) /bi ,daʊn ɪn ðə 'dʌmps/ to be unhappy or sad: *She was down in the dumps because all her friends were on holiday.*

be on cloud nine (idiom) /bi ɒn ,klaʊd 'naɪn/ to be very happy, pleased, etc.: *He was on cloud nine when he got his exam results.*

be over the moon (idiom) /bi ,əʊvə(r) ðə 'mu:n/ to be very happy, pleased, etc.: *When I found out I'd got the job, I was over the moon!*

bruised (adj) /bru:zd/ having the blue, brown or purple marks that appear on the skin after you have fallen, been hit, etc.: *He had a bruised leg.*

cheaply (adv) /'tʃi:pli/ for a low price: *You can travel quickly and cheaply all over the town by bus.*

chest pains (n pl) /'tʃest peɪnz/ unpleasant feelings in the top part of the front of your body: *I'm going to the doctor because I have chest pains.*

clearly (adv) /'kɪəli/ without doubt: *She clearly doesn't want to speak to you any more.*

comfortably (adv) /'kɒmfətəbli/ in a way that makes you feel physically relaxed and in no pain; that provides you with everything your body needs: *Jon was sitting comfortably in the armchair.*

commitment (n) /kə'mɪtmənt/ being prepared to give a lot of your time and attention to sth because you believe it is right or important: *I admire her commitment to the basketball team.*

cough (n) /kɒf/ an illness or infection that makes you cough (= to send air out of your throat and mouth with a sudden loud noise) a lot: *Kevin's got a bad cough.*

cross (adj) /krɒs/ angry or annoyed: *I was really cross with her for leaving me with all the work.*

delighted (adj) /dɪ'laɪtɪd/ extremely pleased: *She was delighted that she got the job.*

devastated (adj) /'devəsteɪtɪd/ extremely shocked and upset: *They were devastated when their team lost the cup final.*

discipline (n) /'dɪsəplɪn/ the practice of training your mind and body so that you control your actions and obey rules; a way of doing this: *It takes a lot of discipline to study for three hours a day.*

disgusted (adj) /dɪs'gʌstɪd/ not liking or approving of sb/sth at all: *We were disgusted at the standard of service we received.*

dizzy (adj) /'dɪzi/ feeling as if everything is turning round and that you might fall: *I get dizzy in high places.*

enthusiastic (adj) /ɪnθju:zɪ'æstɪk/ full of excitement and interest in sth: *The kids are very enthusiastic about sport.*

excited (adj) /ɪk'saɪtɪd/ feeling or showing happiness and enthusiasm; not calm: *Are you getting excited about your holiday?*

extremely (adv) /ɪk'stri:mli/ very: *Listen carefully because this is extremely important.*

feel blue (idiom) /fi:l 'blu:/ to be sad or unhappy: *He'd been feeling blue all week.*

feel down in the mouth (idiom) /fi:l ,daʊn ɪn ðə 'maʊð/ to be sad or unhappy: *I felt down in the mouth when you said you were leaving.*

feel on top of the world (idiom) /fi:l ɒn ,tɒp əv ðə 'wɜ:ld/ to be very happy: *Chris felt on top of the world when he got his new motorbike.*

frightened (adj) /'fraɪnd/ afraid or scared: *Frightened children were calling for their mothers.*

furious (adj) /'fjuəriəs/ very angry: *Kat was furious with Warren for losing the car keys.*

generosity (n) /dʒenə'reɪsəti/ the quality of being generous: *He thanked her for her kindness and generosity.*

happiness (n) /'hæpɪnəs/ a feeling of pleasure: *Money doesn't always bring happiness.*

headache (n) /'hedeɪk/ a pain in your head: I've got a splitting (= very bad) headache.

hurt (adj) /hɜ:t/ upset and offended by sth that sb has said or done: Madeleine was deeply hurt that she had not been invited to the party.

incredibly (adv) /ɪn'kredəbli/ extremely: We have had some incredibly strong winds recently.

itchy (adj) /ɪtʃi/ making you want to rub or scratch your skin: My skin is all itchy.

kindness (n) /'kaɪndnəs/ the quality of being kind; a kind act: Thank you for your kindness.

laziness (n) /'leɪzɪnəs/ the quality of not wanting to work: I put his bad exam results down to laziness.

miserable (adj) /'mɪzəbl/ very unhappy: Oh dear, you look miserable. What's wrong?

necessity (n) /nə'sesəti/ something that you must have: Clean water is an absolute necessity.

numb (adj) /nʌm/ not able to feel anything; not able to move: My fingers were numb with cold.

painful (adj) /'peɪnfl/ that causes pain: My ankle is still too painful to walk on.

petrified (adj) /'petrɪfaɪd/ very frightened: Phil is petrified of dogs.

pleased (adj) /pli:zd/ happy or satisfied about sth: Heather was very pleased with her new car.

prosperity (n) /prɒ'sperəti/ the state of being successful, and having a lot of money: Tourism has brought prosperity to many parts of Spain.

quickly (adv) /'kwɪkli/ fast; in a short time: I'd like you to get here as quickly as possible.

rapidly (adv) /'ræpɪdli/ very quickly: The quality of her work progressed rapidly.

rash (n) /ræʃ/ an area of small red spots that appear on your skin when you are ill or have a reaction to sth: He came out in a rash where the plant had touched him.

really (adv) /'ri:li/ I'm really tired.

runny nose (n) /'rʌni 'nəʊz/ a nose that is producing too much liquid: Their children always seem to have runny noses.

scared (adj) /skeəd/ Are you scared of the dark?

self-esteem (n) /self 'i:sti:m/ your opinion of yourself: Richard has low self-esteem.

self-reliance (n) /self rɪ'laɪəns/ the ability to manage without depending on help from anyone else: Going to university teaches students self-reliance.

self-sacrifice (n) /self 'sækrɪfaɪs/ giving up what you need or want in order to help others: Rebuilding the country after war demanded hard work and self-sacrifice.

shivery (adj) /'ʃɪvəri/ shaking slightly, especially because you are ill: I feel weak and shivery.

shocked (adj) /ʃɒkt/ to feel upset, angry or surprised: We were shocked by his death.

sick (adj) /sɪk/ not well: His baby is sick again.

similarly (adv) /sɪmələli/ in a way that is like sb / sth but not exactly the same: The plural of 'shelf' is 'shelves'. Similarly, the plural of 'wolf' is 'wolves'.

single-mindedness (n) /sɪŋgl 'maɪndɪdnəs/ the quality of having one clear aim or goal which you are determined to achieve: I admired her single-mindedness and her determination to win.

sore (adj) /sɔ:(r)/ painful: My feet were sore from walking so far.

sportsmanship (n) /'spɔ:tsmənʃɪp/ the quality of being fair, generous and polite when you are playing a game or doing sport: The players showed sportsmanship when they shook hands after the match.

stamina (n) /'stæmɪnə/ the ability to do sth that involves a lot of physical or mental effort for a long time: You need stamina to run a marathon.

stomach ache (n) /'stʌmək eɪk/ a pain in the front part of your body below your chest and above your legs: Prawns give me a stomach ache.

surprised (adj) /sə'praɪzd/ feeling or showing surprise: I was very surprised to see Jim at the party.

surprisingly (adv) /sə'praɪzɪŋli/ Surprisingly few people got the correct answer.

swollen (adj) /'swɒlənd/ thicker or wider than usual: Her ankle was swollen after she twisted it.

team spirit (n) /'ti:m 'spɪrɪt/ an attitude of loyalty (= continuous support) towards a group that you belong to, especially a group of people who you play sports with: The group had plenty of team spirit.

tiredness (n) /'taɪədnes/ the feeling that you need to rest or sleep: Tiredness causes accidents.

unhappy (adj) /ʌn'hæpi/ not happy, sad: She's terribly unhappy about losing her job.

unwell (adj) /ʌn'wel/ ill; sick: You should go home if you are unwell.

upset (adj) /ʌp'set/ unhappy or worried: She was looking really upset about something.

weak (adj) /wi:k/ (used about the body) having little strength or energy: He was weak with hunger.

worryingly (adv) /'wɒrɪŋli/ in a way that makes you think that sth bad might happen or has happened: Worryingly, I can't find my house keys.

Unit 4

address (issues / a problem) (v) /ə'dres/ to try to deal with a problem, etc.: The government is finally addressing the issue of corruption.

aid (poor people / developing countries) (v) /eɪd/ to help sb / sth: The government paid for food and medicine to aid developing countries.

believe in sth (v) /bɪ'li:v ɪn/ to think that sb/sth is good or right: He doesn't believe in eating meat.

belong to sth (v) /bɪ'lɒŋ tə/ to be a member of a group or an organization: Do you belong to any political party?

campaign (v) /kæm'peɪn/ to take part in a planned series of activities in order to make sth happen or to prevent sth: Local people are campaigning for lower speed limits in the town.

campaigner (n) /kæm'peɪnə(r)/ a person who takes part in a planned series of activities in order to make sth happen or to prevent sth: He's an animal rights campaigner.

care (about sb / sth) (v) /keə(r)/ to be worried about or interested in sth: I only care about money.

charity worker (n) /'tʃærəti,wɜ:kə(r)/ a person who is employed by a charity (= an organization that collects money to help people who are poor, sick, etc. or to do work that is useful to society): Shelters for stray dogs are run by charity workers.

climate change (n) /'klaɪmət ,tʃeɪndʒ/ changes in the Earth's weather, including changes in temperature, wind patterns and rainfall, especially the increase in the temperature of the earth's atmosphere that is caused by the increase of particular gases, especially carbon dioxide: Some people blame climate change on pollution.

co-exist (v) /kəʊɪg'zɪst/ to live or be together at the same time or in the same place as sb/sth: Can different ethnic groups co-exist peacefully?

compete (v) /kəm'pi:t/ to try to win or achieve sth, or to try to be better than sb else: The world's best athletes compete in the Olympic Games.

competitor (n) /kəm'petɪtə(r)/ a person or an organization that is competing against others: There are ten competitors in the first race.

contaminate (v) /kən'tæmɪneɪt/ to add a substance which will make sth dirty or harmful: The town's drinking water was contaminated with poisonous chemicals.

co-operate (v) /kəʊ'pəreɪt/ to work with sb else to achieve sth: We are co-operating with a new firm on this project.

deforestation (n) /,di:frɪ'steɪʃn/ cutting down trees over a large area: Deforestation is a major cause of global warming.

devastate (v) /'devəsteɪt/ to destroy sth or damage it badly: The town was devastated by an earthquake.

die out (v) /daɪ 'aʊt/ to stop happening or disappear: Dinosaurs died out millions of years ago.

disease (n) /di:zi:z/ an illness of the body in humans, animals or plants: Malaria is a disease.

distribute (v) /dɪ'strɪbjʊt/ to give things to a number of people: They distributed emergency food supplies to the areas that were most in need.

distributor (n) /dɪ'strɪbjətə(r)/ a person or company that transports and supplies goods to a number of shops and companies: The company is the main distributor of mobile phones in the area.

donate (money / clothes) (v) /dəʊ'neɪt/ to give money or goods to an organization, especially one for people or animals who need help: She donated a large sum of money to Cancer Research.

donor (n) /'dəʊnə(r)/ a person who gives money or goods to an organization that helps people or animals: The charity is supported by donors.

drought (n) /draʊt/ a long period without rain: The country had two years of severe drought.

earthquakes (n) /'ɜ:θkweɪks/ sudden, violent movements of the earth's surface: Thousands of people were left homeless by the earthquake.

evacuate (v) /ɪ'veɪkjueɪt/ to move people from a dangerous place to somewhere safer; to leave a place because it is dangerous: Hundreds of people were evacuated from the war zone.

famine (n) /'fæmɪn/ a lack of food over a long period of time in a large area that can cause the death of many people: There is a severe famine in many parts of Africa.

floods (n pl) /flʌd/ large amounts of water that have spread from a river, the sea, etc. and that cover an area which should be dry: He was forced to leave his home because of the floods.

fundraiser (n) /'fʌndreɪzə(r)/ a person whose job is to find ways of collecting money for a charity or an organization: Would you like to work as a fundraiser for a charity?

insist (on sth) (v) /ɪn'sɪst/ to say strongly that you must have or do sth, or that sb else must do sth: Dan insisted on coming too.

interact (v) /,ɪntə'rækt/ (used about people) to communicate or mix with sb, especially while you work, play or spend time together: He is studying the way children interact with each other.

international (adj) /,ɪntə'næʃnəl/ involving two or more countries: He came second in an international piano competition.

organize (v) /'ɔ:gənaɪz/ to plan or arrange an event, activity, etc.: The school organizes trips to various places of interest.

organizer (n) /'ɔ:gənaɪzə(r)/ a person who plans or arranges an event, activity, etc.: The organizers of the concert said that it had been a great success.

overcrowded (adj) /,əʊvə'kraʊdɪd/ (used about a place) with too many people inside: The trains are overcrowded on Friday evenings.

overflowing (adj) /,əʊvə'flaʊɪŋ/ so full that the contents go over the sides: The tap was left on and the bath was overflowing.

participant (n) /pɑ:'tɪsɪpənt/ a person who takes part in sth: Hundreds of participants joined the demonstration.

participate (v) /pɑ:'tɪsɪpeɪt/ to take part or become involved in sth: Students are encouraged to participate in the running of the college.

pollution (n) /pə'lju:ʃn/ the act of making the air, water, etc. dirty and dangerous; substances that pollute: The rivers are full of pollution.

poverty (n) /'pɒvəti/ the state of being poor: Millions of people in this country live in poverty.

preserve (v) /prɪ'zɜ:v/ to keep sth safe or in good condition: They've managed to preserve most of the wall paintings in the caves.

promote (v) /prə'məʊt/ to advertise sth in order to increase its sales or make it popular: This cream is being promoted as a miracle cure for wrinkles.

promoter (n) /prə'məʊtə(r)/ a person who organizes or provides the money for an event: The promoters believed that the party was a success.

protest (against sth) (v) /prə'test/ to say or show that you do not approve of or agree with sth, especially publicly: Students have been protesting against the government's decision.

raise (money) (v) /reɪz/ to get money from people for a particular purpose: We are doing a sponsored walk to raise money for charity.

raise (awareness) (v) /reɪz/ to increase the level of sth or to make sth better or stronger: The wristbands were sold to raise awareness of the 'Make Poverty History' campaign.

reappear (v) /ˌriːəˈpiə(r)/ to appear again or be seen again: *If any signs of the illness reappear, see your doctor immediately.*

rebuild (v) /ˌriːˈbɪld/ to build sth again: *Following the storm, many houses will have to be rebuilt.*

relocate (v) /ˌriːləʊˈkeɪt/ to move to a new place to live or to run a business: *My parents are relocating to the South of France.*

rely on sb / sth (v) /ˌriːˈlaɪ/ to need sb/sth and not be able to live or work properly without them or it: *The old lady had to rely on other people to do her shopping for her.*

semi-circle (n) /ˈsemɪsɜːkl/ one half of a circle; something that is arranged in this shape: *Please sit in a semicircle.*

semi-permanent (adj) /ˈsemiˈpɜːmənənt/ something which doesn't last forever, temporary: *We've decided to live in France on a semi-permanent basis.*

set up (sth) (v) /ˌset ˈʌp/ to start a business, an organization, a system, etc.: *The company has set up a new branch in Wales.*

sponsor (v) /ˈspɒnsə(r)/ to agree to pay money to a charity if sb else completes a particular activity: *I'm running a marathon for charity – will you sponsor me?*

sponsor (n) /ˈspɒnsə(r)/ a person who agrees to pay money to a charity if sb else completes a particular activity: *I need sponsors for a bike ride to Brighton in aid of Cancer Research.*

spread (v) /ˈspred/ to affect a larger area or a bigger group of people; to make sth do this: *Rats and flies spread disease.*

support (a charity / a campaign) (v) /səˈpɔːt/ to help sb/sth by saying that you agree with them or it, and sometimes giving practical help such as money: *My company is supporting the project.*

supporter (n) /səˈpɔːtə(r)/ a person who supports a political party, sports team, etc.: *All the applause came from the politician's own supporters.*

survive (v) /səˈvaɪv/ to continue to live or exist in or after a difficult or dangerous situation: *Only three people survived the crash.*

transform (lives / a situation) (v) /ˈtrænsˈfɔːm/ to change sb/sth completely, especially in a way which improves sb/sth: *Having a baby has transformed my life.*

underdeveloped (adj) /ˌʌndəˈdeɪləpt/ (used about a country, society, etc.) having few industries and a low standard of living: *She's helping to build schools in underdeveloped countries.*

unemployment (n) /ˌʌnɪmˈplɔɪmənt/ the number of people who are unemployed: *The economy is doing badly and unemployment is rising.*

urbanization (n) /ˌɜːbənəɪˈzeɪʃn/ the process in which areas of the countryside become part of towns and cities: *Animals' homes are being destroyed by urbanization.*

volcanic eruptions (n pl) /vɒlˌkænɪk ɪˈrʌpʃnz/ times when a mountain with a hole in the top throws out steam, lava (= hot melted rock), fire, smoke, etc.: *The volcanic eruptions covered the town in a layer of ash.*

volunteer (n) /ˌvɒləntɪə(r)/ a person who offers or agrees to do sth without being forced or paid to do it: *Are there any volunteers to do the washing-up?*

volunteer (time / help) (v) /ˌvɒləntɪə(r)/ to offer sth or to do sth which you do not have to do or for which you will not be paid: *He often volunteers for extra work because he really likes his job.*

wash sb / sth away (v) /ˌwɒʃ ɔːˈweɪ/ (used about water) to carry sb/sth away: *The floods had washed away the path.*

work for charity (v) /ˌwɜːk fɔː(r) ˈtʃærəti/ to do work for an organization that collects money to help people who are poor, sick, etc. or to do work that is useful to society: *He's working for charity this summer.*

Unit 5

admit (to sth) (v) /ədˈmɪt/ to agree that sth unpleasant is true or that you have done sth wrong: *He refused to admit to the theft.*

approve (of sb / sth) (v) /əˈpruːv/ to be pleased about sth; to like sb/sth: *His father didn't approve of him becoming a dancer.*

armed robber (n) /ˌɑːmd ˈrɒbə(r)/ a person who steals from a place or a person using a weapon: *An armed robber held up the cashier at gunpoint.*

armed robbery (n) /ˌɑːmd ˈrɒbəri/ the crime of stealing from a place or a person using weapons: *Two men were found guilty of armed robbery.*

be responsible (for sth) (v) /rɪˈspɒnsəbl/ being the thing or person whose caused sth to happen: *Who was responsible for the accident?*

blame sb (for sth) (v) /bleɪm/ to think or say that a certain person or thing is responsible for sth bad that has happened: *He blamed me for the accident.*

come up with sth (v) /kʌm ˈʌp wɪð/ to find an answer or a solution to sth: *Engineers have come up with new ways of saving energy.*

community service (n) /kəˌmjuːnəti ˈsɜːvɪs/ work helping people in the local community that sb does without being paid, either because they want to, or because they have been ordered to by a court as a punishment: *She was sentenced to three months of community service for vandalism.*

compulsory (adj) /kəmˈpʌlsəri/ that must be done, by law, rules, etc.: *Maths and English are compulsory subjects on this course.*

death penalty (n) /ˈdeθ ˈpenlti/ the legal punishment of being killed for a crime: *After the murder there were calls to bring back the death penalty.*

deter sb (from doing sth) (v) /dɪˈtɜː(r)/ to make sb decide not to do sth, especially by telling them that it would have bad results: *The council is trying to deter visitors from driving in the city centre.*

disagreement (n) /ˌdɪsəˈɡriːmənt/ a situation in which people have a different opinion about sth and often also argue: *It's normal for couples to have disagreements.*

disbelief (n) /ˌdɪsbɪˈliːf/ the feeling of not believing sb/sth: *'It can't be true!' he shouted in disbelief.*

dishonesty (n) /dɪsˈɒnəsti/ the act of trying to make sb believe sth that is not true: *The footballer accused the referee of dishonesty.*

disrespect (n) /ˌdɪsrɪˈspekt/ a lack of respect for sb/sth that is shown in what you do or say: *Do not show disrespect towards your parents.*

fair (adj) /feə(r)/ treating each person or side equally, according to the law, the rules, etc.: *It wasn't fair on her to ask her to stay so late.*

fall out (with sb) (v) /fɔːl ˈaʊt/ to argue and stop being friendly (with sb): *Alan and Michael have fallen out. They aren't speaking to each other.*

forgive sb (for sth) (v) /fəˈɡɪv/ to stop being angry towards sb for sth that they have done wrong: *I can't forgive him for his actions last night.*

gang violence (n) /gæŋ ˈvaɪələns/ damage or harm caused to sb physically as a result of fights between groups of young people or criminals: *There is a lot of gang violence in that part of the city.*

get away with sth / doing sth (v) /get əˈweɪ wɪð/ to do sth bad and not be punished for it: *He lied, but he got away with it.*

get round to sth / doing sth (v) /get ˈraʊnd tə/ to find the time to do sth, after a delay: *I want to read that book but I haven't got round to it yet.*

have the right (to sth) (v) /hæv ðə ˈraɪt/ to be allowed to do sth according to the law; to have a moral authority to do sth: *In Britain everybody has the right to vote at 18.*

house arrest (n) /haʊs əˈrest/ the state of being kept in your own home as a punishment instead of in prison, and not being allowed to leave: *Galileo was kept under house arrest for many years.*

illegal (adj) /ɪˈliːgl/ not allowed by the law: *It is illegal to drive a car without insurance.*

internet fraud (n) /ɪˈɪntənɪt ˈfraʊd/ (an act of) cheating sb in order to get money, etc. illegally, using the internet: *Have you ever been a victim of internet fraud?*

just (adj) /dʒʌst/ fair and right; reasonable: *I don't think that was a very just decision.*

knife crime (n) /ˈnaɪf kraɪm/ illegal behaviour or activities in which knives are used as weapons: *There has been an increase in knife crime among young men since this time last year.*

legal (adj) /ˈliːgl/ allowed by law: *It is not legal to drive a car without insurance.*

life sentence (n) /ˈlaɪf sentəns/ the punishment by which sb spends the rest of their life in prison: *He was given a life sentence for murder.*

limiting (adj) /ˈlɪmɪtɪŋ/ putting limits on what is possible: *The rules about what shoes you can wear to school are very limiting.*

live up to sth (v) /lɪv ˈʌp tə/ to be as good as expected: *Children sometimes find it hard to live up to their parents' expectations.*

misbehaviour (n) /ˌmɪsbɪˈheɪvjə(r)/ to behave badly: *Paul was punished for his misbehaviour.*

misfortune (n) /ˌmɪsˈfɔːtʃuːn/ (an event, accident, etc. that brings) bad luck or disaster: *He has learned a lot from his misfortunes.*

mistreatment (n) /ˌmɪsˈtriːtmənt/ cruelty to a person or animal: *The owner of the zoo was accused of mistreatment of his animals.*

mugger (n) /ˈmʌɡə(r)/ a person who attacks and steals from sb in the street: *The mugger was white, aged 18 to 20, and was wearing a dark jacket.*

mugging (n) /ˈmʌɡɪŋ/ The mugging took place around midnight.

obligatory (adj) /əˈblɪɡətəri/ that you must do: *It is obligatory to get insurance before you drive a car.*

offence (n) /əˈfens/ a crime; an illegal action: *Deliberate damage to public property is a criminal offence.*

offender (n) /əˈfendə(r)/ a person who breaks the law or commits a crime: *Young offenders should not be sent to adult prisons.*

optional (adj) /ˈɒpʃənəl/ that you can choose or not choose: *Optional extras with the car include electric windows and a CD player.*

own up (to sth) (v) /əʊn ˈʌp/ to tell sb that you have done sth wrong: *None of the children owned up to breaking the window.*

petty theft (n) /ˈpeti ˈθeft/ an act of stealing that is not very serious: *People don't usually go to prison for petty theft.*

prison term (n) /ˈprɪzn tɜːm/ a period of time for which sb is in prison: *He faces a long prison term.*

prohibit sb / sth (from doing sth) (v) /prəˈhɪbɪt/ to say that sth is not allowed (by law): *English law prohibits anyone under 18 from buying cigarettes.*

prohibited (adj) /prəˈhɪbɪtɪd/ Smoking is prohibited on this train.

punish sb (for sth) (v) /ˈpʌnɪʃ/ to make sb suffer because they have done sth bad or wrong: *The children were punished for telling lies.*

put sth down to sth (v) /pʊt ˈdaʊn tə/ to believe that sth is caused by sth: *I put his bad exam results down to laziness rather than a lack of ability.*

put up with sb / sth (v) /pʊt ˈʌp wɪð/ to suffer sb / sth unpleasant and not complain about it: *I don't know how they put up with this noise.*

release sb (from sth) (v) /rɪˈliːs/ to allow sb to be free: *He's been released from prison.*

restrictive (adj) /rɪˈstrɪktɪv/ limiting; preventing people from doing what they want: *London has restrictive parking rules.*

rob sb / sth (of sth) (v) /rɒb/ to take money, property, etc. from a person or place illegally: *Several people on the train were robbed.*

sentence sb (to sth) (v) /ˈsentəns/ (used about a judge) to tell sb who has been found guilty of a crime what the punishment will be: *The judge sentenced her to three years in prison.*

shoplifter (n) /ˈʃɒplɪftə(r)/ a person who steals sth from a shop while pretending to be a customer: *Shoplifters will be prosecuted.*

shoplifting (n) /ˈʃɒplɪftɪŋ/ He was arrested for shoplifting.

speeding fine (n) /ˈspiːdɪŋ faɪn/ a sum of money that you have to pay for driving a car, etc. faster than the legal speed limit: *He received a speeding fine of £200.*

stop sb/sth (from) doing sth (v) /stɒp/ to make sb/sth end or finish an activity; to prevent sb/sth from doing sth: *They've built a fence to stop the dog getting out.*

take account of sb/sth (v) /teɪk ə'kaʊnt əv/ to consider sth, especially when deciding or judging sth: *We'll take account of your comments.*

theft (n) /θeft/ the crime of stealing sth: *There have been a lot of thefts in this area recently.*

thief (n) /θi:f/ a person who steals things from another person: *A thief snatched her handbag containing her new mobile phone.*

vandal (n) /'vændl/ a person who damages sb else's property on purpose and for no reason: *Vandals had wrecked the school hall.*

vandalism (n) /'vændəlɪzəm/ *There has been a marked increase in vandalism in recent years.*

voluntary (adj) /'vɒləntəri/ done or given because you want to do it, not because you have to do it: *He took voluntary redundancy and left the company last year.*

Unit 6

advertising campaign (n) /'ædvərtaɪzɪŋ kæmpeɪn/ all of the advertisements, posters, billboards, etc. that are created to promote a product or service at a particular time: *The advertising campaign for the new MP3 player was very popular with teenagers.*

banner (n) /'bænər/ a long, narrow advertisement on a website: *There are too many banners on this web page.*

billboard (n) /'bɪlbɔ:d/ a large board near a road where advertisements are put: *There were several billboards on the main road into the city.*

brand image (n) /'brænd ɪmɪdʒ/ the general impression that a product, company, organization, etc. gives to the public: *Polluting the environment would damage the company's brand image.*

classified ad (n) /'klæsɪfaɪd 'æd/ a small advertisement that you put in a newspaper if you want to buy or sell sth, employ sb, find a flat, etc.: *If you need a babysitter, you could look at the classified ads.*

commercial (n) /kə'mɜ:ʃl/ an advertisement on TV or the radio: *This TV channel shows far too many commercials!*

consumer (n) /kən'sju:mər/ a person who buys things or uses services: *Consumers should complain if they are not satisfied with the service they receive.*

design (v) /dɪ'zeɪn/ to plan and make a drawing of how sth will be made: *She designs the interiors of shops.*

design (n) /dɪ'zeɪn/ *The architect showed us her design for the new theatre.*

display (v) /dɪ'spleɪ/ to put sth in a place where people will see it or where it will attract attention: *Posters for the show were displayed at school.*

display (n) /dɪ'spleɪ/ an arrangement of things in a public place for people to see: *The bakery had a beautiful display of cakes and biscuits.*

endorsement (n) /ɪn'dɔ:smənt/ a public statement that you give official support or agreement to a plan, statement, decision, etc.: *Celebrities are often paid to give endorsements of expensive products.*

experience (n) /ɪk'spɪəriəns/ something that has happened to you (often sth unusual or exciting): *She wrote a book about her experiences in Africa.*

experience (v) /ɪk'spɪəriəns/ to have sth happen to you; to feel: *It was the first time I'd ever experienced failure.*

flier (n) /'flaɪər/ a small sheet of paper that advertises a product or an event and is given to a large number of people: *He's handing out fliers for a new club.*

free samples (n pl) /'fri:'sɑ:mplz/ small amounts of products that you don't have to pay for, which are given to you to test, try out, taste, etc.: *They're giving out lots of free samples to promote the new perfume.*

glossy magazine (n) /'ɡlɒsi məɡə'zi:n/ a type of large thin book with a shiny paper cover that you can buy every week or month containing articles, photographs, etc. often on a particular topic: *There were adverts for the shampoo in all the glossy magazines.*

great part of (n) /ɡreɪt 'pɑ:t əv/ most of; the majority of: *She spent a great part of her life in Paris.*

industry (n) /'ɪndəstri/ the people and activities involved in producing sth, providing a service, etc.: *The new high-tech industries are replacing manufacturing industries in many areas.*

influence (v) /'ɪnfluəns/ to have an effect on or power over sb/sth so that he/she/it changes: *You must decide for yourself. Don't let anyone else influence you.*

influence (n) /'ɪnfluəns/ the power to affect, change or control sb/sth: *TV can have a strong influence on children.*

insider knowledge (n) /ɪn'saɪdə(r) 'nɒlɪdʒ/ information that a person has who knows a lot about a group or an organization because they are a part of it: *His insider knowledge was very useful when he moved to a rival company.*

jingle (n) /'dʒɪŋɡl/ a short tune that is easy to remember, often used in advertising: *That bank's jingle is very easy to remember.*

launch (v) /lɔ:ntʃ/ to start sth new or to show sth for the first time: *They've just launched a new car.*

logo (n) /'ləʊɡəʊ/ a printed symbol or design that a company or an organization uses as its special sign: *The company logo was very modern.*

luxury goods (n) /'lʌkʃəri ɡʊdz/ products that are beautiful and very expensive: *Luxury goods, such as perfume, are popular with rich tourists.*

(vast) majority (n) /mə'dʒɔ:ri/ the largest number or part of a group of people or things: *This product is available in the vast majority of stores.*

manufacture (v) /mænʃu'fækʃə(r)/ to make sth in large quantities using machines: *The local factory manufactures furniture.*

market (n) /'mɑ:kɪt/ a country, an area or a group of people that buys sth; the number of people who buy sth: *The company is hoping to expand into the European Market.*

market (v) /'mɑ:kɪt/ to sell sth with the help of advertising: *It is marketed as a healthy snack.*

marketing agency (n) /'mɑ:kɪtɪŋ ɛɪdʒənsi/ a company that creates advertising for other companies' products: *They hired a marketing agency to design the posters.*

massive (adj) /'mæsɪv/ very big: *He suffered a massive heart attack.*

(tiny) minority (n) /maɪ'nɔ:ri/ the smaller number or part of a group; less than half: *Only a minority of students become involved in politics.*

modest (adj) /'mɒdɪst/ not very large: *She received a modest pay increase.*

overwhelming (adj) /əʊvə'welɪŋ/ extremely great or strong: *I had an overwhelming desire to go.*

persuade (v) /pə'sweɪd/ to make sb do sth by giving them good reasons: *It was difficult to persuade Tom to change his mind.*

pop-up ad (n) /pɒp ʌp 'æd/ an advertisement that appears on your computer screen suddenly while you are browsing the internet: *This website has so many pop-up ads - they're really annoying!*

present (n) /'preznt/ something that you give to sb or receive from sb: *The toy was a lovely present.*

present (v) /'pri:zent/ to show sth that you have prepared to people: *Good teachers try to present their material in an interesting way.*

profit (n) /'prɒfɪt/ the money that you make when you sell sth for more than it cost you: *We made a profit on our house when we sold it.*

promise (n) /'prɒmɪs/ a written or spoken statement or agreement that you will or will not do sth: *You should never break a promise.*

promise (v) /'prɒmɪs/ to say definitely that you will do or not do sth or that sth will happen: *She promised to phone every week.*

promote (v) /prə'məʊt/ to advertise sth in order to increase its sales or make it popular: *The new face cream is being promoted as a miracle cure for wrinkles.*

(large) proportion (adj) /prə'pɔ:ʃn/ a part or share of a whole: *A large proportion of the earth's surface is covered by sea.*

purchase (n) /'pɜ:tʃəs/ something that you buy: *These shoes were a poor purchase - they're falling apart already.*

purchase (v) /'pɜ:tʃəs/ to buy sth: *Many employees have the opportunity to purchase shares in their company.*

refund (n) /'ri:fʌnd/ a sum of money that is paid back to you, especially because you have paid too much or you are not happy with sth you have bought: *There's a hole here. Can I have a refund?*

refund (v) /'ri:fʌnd/ to pay sb back a sum of money, especially because they have paid too much or they are not happy with sth they have bought: *Your travelling expenses will be refunded.*

research (v) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/ to do detailed and careful study of sth to find out more information about it: *They're researching ways of reducing traffic in the city centre.*

research (n) /rɪ'sɜ:tʃ, 'ri:sɜ:tʃ/ detailed and careful study of sth to find out more information about it: *We are carrying out market research to find out who our typical customer is.*

retailer (n) /rɪ'teɪlə(r)/ a person or company that sells goods to the public: *The supermarket has caused problems for local retailers.*

risk (n) /rɪsk/ a possibility of sth dangerous or unpleasant happening; a situation that could be dangerous or have a bad result: *The risks involved in the enterprise were considerable.*

risk (v) /rɪsk/ to do sth that may mean that you get into a situation which is unpleasant for you: *If you don't work hard now, you risk failing your exams.*

sample (n) /'sɑ:mpl/ a small number or amount of sb/sth that is looked at, tested, examined, etc. to find out what the rest is like: *The interviews were given to a random sample of shoppers.*

sample (v) /'sɑ:mpl/ to try a small amount of sth to see what it is like: *You are welcome to sample any of our wines before making a purchase.*

significant amount (n) /sɪɡ'nɪfɪkənt ə'maʊnt/ a quantity or number of sth that is important or large enough to be noticed or to have an effect: *He donated a significant amount of money to the charity.*

slogan (n) /'sləʊɡən/ a short phrase that is easy to remember and that is used in politics or advertising: *Anti-government slogans had been painted all over the walls.*

spam (n) /spæm/ advertising material sent by email to people who have not asked for it: *This email program can recognise spam and delete it for you.*

special offer (n) /speʃl 'ɒfər/ a low price for sth in a shop, usually for a short time: *See below for details of our special offer.*

stealth marketing (n) /steltθ 'mɑ:kɪtɪŋ/ the practice of promoting products in a way that does not appear to be advertising, such as by product placement (= showing products in films or television programmes): *Do you think stealth marketing is ethical?*

target (v) /'tɑ:ɡɪt/ to try to have an effect on a particular group of people: *The advertising campaign is targeted at teenagers.*

trend (n) /trend/ a general change or development: *He always followed the latest trends in fashion.*

trick (v) /trɪk/ to persuade sb to do sth by making them believe sth that is not true: *He tricked me into lending him money.*

whopping (adj) /'wɒpɪŋ/ (informal) very big: *He earns a whopping £200,000 a year.*

Unit 7

argue (v) /'ɑ:gju:/ to say things, often angrily, that show that you do not agree with sb about sth: *I never argue with my parents about money.*

blink (v) /blɪŋk/ to shut your eyes and open them again very quickly: *Oh dear! You blinked just as I took the photograph!*

cheer (v) /tʃiə(r)/ to shout to show that you like sth or to encourage sb who is taking part in competition, sport, etc.: *The audience clapped and cheered when the band came on stage.*

chewy (adj) /tʃu:ɪ/ (used about food) difficult to break up with your teeth before it can be swallowed: *This toffee is very chewy and sticky.*

conclude (v) /kən'klu:d/ to form an opinion as the result of thought or study: *From the man's strange behaviour I concluded that he was unhappy.*

conclusion (n) /kən'klu:ʒn/ an opinion that you reach after thinking about sth carefully: *Have you reached any conclusions from your studies?*

consider (v) /kən'sɪdə(r)/ to think about sb/sth in a particular way: *He considered the risk (to be) too great.*

creamy (adj) /'kri:mi/ containing cream; thick and smooth like cream: *He cooked some chicken in a creamy sauce.*

crumbly (adj) /'krʌmbli/ easy to break into very small pieces: *This cheese has a crumbly texture.*

crunchy (adj) /'krʌntʃ/ making a loud noise when crushed: *She ate a crunchy apple.*

decide (v) /dɪ'saɪd/ to think about two or more possibilities and choose one of them: *There are so many to choose from – I can't decide!*

decision (n) /dɪ'sɪʒn/ a choice or judgement that you make after thinking about various possibilities: *Have you made a decision yet?*

detect (v) /dɪ'tekt/ to notice or discover sth that is difficult to see, feel, etc.: *I detected a slight change in his attitude.*

differentiate (v) /ˌdɪfə'renʃieɪt/ to see or show how things are different: *It is hard to differentiate between these two types of seed.*

distinguish (v) /dɪ'stɪŋɡwɪʃ/ to see, hear or recognize with effort: *I listened but they were too far away for me to distinguish what they were saying.*

entirely (convinced) (adv) /ɪn'taɪəli/ wholly or completely: *I'm not entirely convinced by your argument.*

exclaim (v) /ɪk'skleɪm/ to say sth suddenly and loudly because you are surprised, angry, etc.: *'I just don't believe it!' he exclaimed.*

express (v) /ɪk'spres/ to show sth such as a feeling or an opinion by words or actions: *I found it very hard to express what I felt about her.*

expression (n) /ɪk'spreʃn/ the look on sb's face that shows what they are thinking or feeling: *He had a puzzled expression on his face.*

fairly (tasteless) (adv) /'feəli/ quite, not very: *He is fairly tall.*

highly (beneficial) (adv) /'haɪli/ to a high degree; very: *Their children are highly intelligent.*

impress (v) /ɪm'pres/ to make sb feel admiration and respect: *She's always trying to impress people with her new clothes.*

impression (n) /ɪm'preʃn/ an idea, a feeling or an opinion that you get about sb/sth: *What's your first impression of the new director?*

juicy (adj) /dʒu:si/ containing a lot of juice: *She bought a bag of sweet, juicy oranges.*

lumpy (adj) /'lʌmpi/ full of or covered with lumps (= a piece of sth solid): *The sauce tastes nice but it's a bit lumpy.*

moist (adj) /mɔɪst/ slightly wet: *The chocolate cake was lovely and moist.*

notice (v) /'nəʊtɪs/ to see and become conscious of sth: *I noticed that he was driving a new car.*

oily (adj) /'ɔɪli/ covered with oil or like oil: *This pasta is much too oily and slippery.*

peer (v) /pɪə(r)/ to look closely or carefully at sb/sth, for example because you cannot see very well: *He peered at the photo, but it was blurred.*

protect (v) /prə'tekt/ to keep sb/sth safe; to defend sb/sth: *Parents try to protect their children.*

protection (n) /prə'tekʃn/ the act of keeping sb/sth safe so that he/she/it is not harmed or damaged: *After the attack the man was put under police protection.*

react (v) /rɪ'ækt/ to do or say sth because of sth that has happened or been said: *If she's rude I won't react. I don't want an argument.*

reaction (n) /rɪ'ækʃn/ something that you do or say because of sth that has happened: *Could we get your reaction to the latest news, Prime Minister?*

realize (v) /rɪ'əlaɪz/ to know and understand that sth is true or that sth has happened: *I'm sorry I mentioned it; I didn't realize how much it upset you.*

runny (adj) /'rʌni/ containing more liquid than is usual or than you expected: *I think the sauce needs more flour. It's a bit too runny.*

shout (v) /ʃaʊt/ to say sth in a loud voice: *The captain shouted instructions to his team.*

sigh (v) /saɪ/ to say sth with a sigh (= a long, deep breath that shows you are tired, sad, disappointed, etc.): *'I'm so tired,' he sighed.*

situate (v) /sɪ'tʃueɪt/ to put sth in a particular place or position: *The hotel is conveniently situated close to the beach.*

situation (n) /sɪ'tʃu'eɪʃn/ the things that are happening in a particular place or at a particular time: *The situation in the north of the country is extremely serious.*

smooth (adj) /smu:ð/ (used about a liquid mixture) without lumps: *Stir the sauce until it is smooth.*

snore (v) /snɔ:(r)/ to breathe noisily through your nose and mouth while you are asleep: *She heard her father snoring in the next room.*

snuffle (v) /'snʌfl/ (used about people and animals) to make a noise through your nose: *The dog snuffled around the lamp post.*

soft (adj) /sɒft/ not hard or firm: *Warm butter is soft.*

somewhat (difficult) (adv) /'sʌmwɒt/ rather; to some degree: *We missed the train, which was somewhat unfortunate.*

stammer (v) /'stæmə(r)/ to speak with difficulty, repeating sounds and pausing before saying things correctly: *He stammered an apology and left.*

stare (v) /steə(r)/ to look at sb/sth for a long time because you are surprised, shocked, etc.: *Everybody stared at his hat.*

thick (adj) /θɪk/ (used about a liquid) that does not flow easily: *This paint is too thick.*

universally (accepted) (adv) /ˌju:nɪ'vɜ:səli/ by everyone in the world or everyone in a particular group: *No political viewpoint is universally accepted.*

utterly (repulsive) (adv) /'ʌtəli/ completely; totally: *I find raw fish utterly repulsive.*

vibrate (v) /vaɪbreɪt/ to make continuous very small and fast movements from side to side: *When a guitar string vibrates it makes a sound.*

vibration (n) /vaɪbreɪʃn/ continuous very small and fast movements from side to side: *Even at full speed the engine causes very little vibration.*

view (v) /vju:/ to think about sb/sth in a particular way: *He views holidays as a waste of time.*

whine (v) /waɪn/ to complain about sth in an annoying, crying voice: *The children were whining all afternoon.*

whisper (v) /'wɪspə(r)/ to speak very quietly into sb's ear, so that other people cannot hear what you are saying: *She whispered something in his ear.*

widely (available) (adv) /'waɪdli/ by a lot of people; in or to many places: *Her books are widely read.*

Unit 8

actor (n) /'æktə(r)/ a person whose job is to act in a play, film or on TV: *She's one of the country's leading actors.*

athlete (n) /'æθli:t/ a person who is good at sports like running or jumping: *Many great athletes have competed in the Olympic Games.*

back down (v) /bæk'daʊn/ to stop saying that you are right: *I think you are right to demand an apology. Don't back down now.*

be thrown in at the deep end (idiom) /bi θrəʊn ɪn ət ðə 'di:p end/ to start or be made to start a new and difficult activity that you are not prepared for: *New doctors always feel like they have been thrown in at the deep end.*

boycott (n) /'bɔɪkɒt/ refusal to buy things from a particular company, take part in an event, etc. because you do not approve of it: *We ask people to take part in a boycott of companies that use child labour.*

challenging (adj) /'tʃælɪndʒɪŋ/ forcing you to make a lot of effort: *Chess is an intellectually challenging game.*

change your mind (v) /tʃeɪndʒ jɔ:(r) 'maɪnd/ to change your decision or opinion: *I'll have the green one. No, I've changed my mind – I want the red one.*

come up with (a scheme) (v) /kʌm 'ʌp wɪð/ to find an answer or a solution to sth: *Engineers have come up with new ways of saving energy.*

conceive (an idea) (v) /kən'si:v/ to think of a new idea or plan: *He conceived the idea for the novel during his journey through India.*

dead-end (job) (adj) /'ded end/ that is a point, situation, etc. from which you can make no further progress: *He thought working in the supermarket was a dead-end job.*

demonstration (n) /ˌdemə'nstreɪʃn/ a public protest for or against sb/sth: *The police used force to break up the demonstration.*

discrimination (n) /dɪ'skrɪmɪ'neɪʃn/ treating one person or group worse than others: *Discrimination against disabled people is illegal.*

dream up (an idea) (v) /dri:m 'ʌp/ to have an idea, especially a very unusual or silly one: *Trust you to dream up a crazy idea like this!*

ease off (v) /i:z 'ɒf/ to become less strong or unpleasant: *Let's wait until the rain eases off.*

engage in sth (v) /ɪn'geɪdʒ ɪn/ to take part in sth: *I don't engage in that kind of gossip!*

face up to sth (v) /feɪs 'ʌp tə/ to accept a difficult or unpleasant situation and do sth about it: *She had to face up to the fact that she was wrong.*

fight back (v) /faɪt 'bæk/ to attack sb who has attacked you: *If he hits you again, fight back!*

fire fighter (n) /'faɪəfaɪtə(r)/ a person whose job is to stop fires: *Fire fighters raced to the factory.*

flight attendant (n) /'flaɪt ə'tendənt/ a person whose job is to serve and look after the passengers on a plane: *The flight attendant brought us some drinks.*

give in (to sb / sth) (v) /ɡɪv 'ɪn/ to stop fighting against sb/sth; to accept that you have been defeated: *We argued for ages but he finally gave in and said I could borrow his car.*

glamorous (adj) /'glæməərəs/ especially attractive and exciting, and different from ordinary things or people: *Actresses always look glamorous.*

go ahead (with a plan) (v) /ɡəʊ 'ʌhed/ to do sth after not being sure that it was possible: *They decided to go ahead with the plan without me.*

have a lot on your plate (idiom) /hæv ə lɒt ɒn jə(r) 'pleɪt/ to have a lot of work, problems, etc. to deal with: *With a full-time job and two children, she has a lot on her plate.*

head teacher (n) /'hed'ti:tʃə(r)/ the teacher in charge of a school: *Who is the new head teacher?*

high-flying (adj) /'haɪ 'flaɪɪŋ/ very successful: *He's a high-flying businessman.*

highly-skilled (adj) /'haɪli 'skɪld/ having an ability to a very great degree, especially because of training, practice, etc.: *She's a highly-skilled vet.*

injustice (n) /ɪn'dʒʌstɪs/ the fact of a situation being unfair; an unfair act: *People are protesting about the injustice of the new tax.*

make a decision (v) /ˌmeɪk ə dɪ'sɪʒn/ to make a choice or judgement after thinking about various possibilities: *Have you made a decision yet?*

make up your mind (v) /ˌmeɪk ʌp jə(r) 'maɪnd/ to decide: *I can't make up my mind which top to buy.*

manager (n) /'mænɪdʒə(r)/ a man or woman who controls an organization or part of an organization: *He is the manager of a shoe shop.*

march (n) /mɑ:tʃ/ an organized walk by a large group of people who are protesting about sth: *The peace march went through the centre of town.*

opposition (n) /ˌɒpə'zɪʃn/ the feeling of disagreeing with sth and the act of trying to change it: *He expressed strong opposition to the plan.*

police officer (n) /pə'li:s ɒfɪsə(r)/ a person whose job is to make sure that people obey the law, and to prevent and solve crime: *Two police officers ran after the thief.*

postal worker (n) /'pəʊstl 'wɜ:kə(r)/ a person who works in the industry connected with sending and receiving and delivering letters, etc.: *My grandfather was a postal worker and delivered letters in our town.*

put your feet up (v) /'pʊt ʃə(r) 'fi:t ʌp/ to sit down and relax, especially with your feet off the floor and supported: *I'm so tired that I just want to go home and put my feet up.*

reconsider (a decision) (v) /'ri:kən'sɪdə(r)/ to think again about sth, especially because you may want to change your mind: *Public protests have forced the government to reconsider their policy.*

repetitive (adj) /ri'petətɪv/ not interesting because the same thing is repeated many times: *Factory work can be very repetitive.*

rise to the challenge (v) /'raɪz tə ðə 'tʃælɪndʒ/ to show that you are able to deal with a problem, etc. successfully: *Do you think she will rise to the challenge of the job?*

(have) second thoughts (n pl) /'sekənd 'θɔ:ts/ a change of mind or opinion about sth; doubts that you have when you are not sure if you have made the right decision: *I'm starting to have second thoughts about accepting their offer.*

show sb the ropes (idiom) /ʃəʊ ðə 'rəʊps/ to show sb how a job should be done: *My new manager showed me the ropes.*

spokesperson (n) /'spəʊkspɜ:sn/ a person who is chosen to speak for a group or an organization: *A party spokesperson condemned the bombing.*

stand up for sb / sth (v) /'stænd ʌp fɔ:(r)/ to say or do sth which shows that you support sb/sth: *I admire him. He really stands up for his rights.*

start the ball rolling (idiom) /'stɑ:t ðə bɔ:l 'rɔ:liŋ/ to start sth (an activity, a conversation, etc.) that involves or is done by a group: *I told a joke first, to start the ball rolling.*

step up (v) /'step ʌp/ to increase the amount, speed, etc. of sth: *The Army has decided to step up its security arrangements.*

stressful (adj) /'stresfl/ causing worry and pressure: *Being a police officer is a stressful job.*

struggle (n) /'strʌgl/ a fight in which sb tries to do or get sth when this is difficult: *All countries should unite in the struggle against terrorism.*

take on sb / sth (v) /'teɪk ɒn/ to fight against sb / sth: *The people were taking on the country's ruler because they wanted political reforms.*

the bottom line (n) /ðə 'bɒtəm 'laɪn/ the most important thing to consider when you are discussing or deciding sth: *For Jeremy, the bottom line was doing something meaningful.*

threat (n) /θreɪt/ a warning that sb may hurt, kill or punish you if you do not do what they want: *He says he'll resign, but he won't carry out his threat.*

throw sb out (v) /θrəʊ aʊt/ to force sb to leave a place: *He was thrown out of the flat because he hadn't paid the rent.*

varied (adj) /'veəriəd/ having many different kinds of things or activities: *I try to make my classes as varied as possible.*

worthwhile (adj) /'wɜ:ð'waɪl/ important, enjoyable or interesting enough to be worth the cost or effort: *Working for so little money just isn't worthwhile.*

Unit 9

actually (adv) /'æktʃuəli/ really; in fact: *I don't agree. I thought the film was very good, actually.*

apple (n) /'æpl/ a hard, round fruit with a smooth green, red or yellow skin: *She took a big bite of the apple.*

Apple /'æpl/ an American corporation that makes electronic equipment such as personal computers, MP3 players, etc.:

attach (v) /ə'tætʃ/ to add a picture, document, etc. to an email message: *I attached the photos and clicked 'Send'.*

blackberry (n) /'blækberi/ a small black fruit that grows wild on bushes: *We pick blackberries in the autumn.*

BlackBerry /'blækberi/ a very small computer that you hold in your hand and that you can use for phone calls, emails, looking at the internet, etc.: *While I'm away I'll check my emails on my BlackBerry.*

book (n) /bʊk/ a written work that is published as printed pages fastened together inside a cover, or in electronic form: *She's writing a book about her life abroad.*

book (v) /bʊk/ to arrange to have or do sth at a particular time: *You must book weeks in advance if you want to travel on Christmas Eve.*

break down (v) /breɪk 'daʊn/ to lose control of your feelings and start crying: *He broke down in tears when he heard the news.*

catch up (with sb) (v) /kætʃ ʌp/ to find out about things that have happened to sb: *I caught up with Victor last night. He's got a new job.*

click (v) /kɪk/ to press one of the buttons on a computer mouse: *To open a file, click on the menu.*

consequently (adv) /'kɒnsɪkwəntli/ as the result of sth else: *She didn't work hard enough, and consequently failed the exam.*

consistently (adv) /kən'sɪstəntli/ in the same way; in a way that does not change: *We must try to maintain a consistently high standard.*

convenient (adj) /kən'vi:niənt/ suitable or practical for a particular purpose; not causing difficulty: *I'm willing to meet you on any day that's convenient for you.*

currently (adv) /'kʌrəntli/ at present; at the moment: *He is currently working in Spain.*

delete (v) /dɪ'li:t/ to remove sth that is written: *Your name has been deleted from the list.*

disc (n) /dɪsk/ a flat piece of plastic that stores information for use by a computer: *To eject the disc, press this button.*

disc (n) /dɪsk/ one of the pieces of cartilage (= thin strong material) between the bones in your back: *My dad has a slipped disc (= one that has moved from its correct position, causing pain).*

download (v) /'daʊn'ləʊd/ to copy a computer file, etc. from a large computer system to a smaller one: *You can download unlimited e-books for free.*

durable (adj) /'djʊərəbəl/ that can last a long time: *This jacket is made of a durable fabric.*

efficient (adj) /ɪ'fɪʃnt/ able to work well without making mistakes or wasting time and energy: *I must find an efficient way of organizing my time.*

eventually (adv) /ɪ'ventʃuəli/ in the end; finally: *He eventually persuaded his parents to let him buy a motorbike.*

expensive (adj) /ɪk'spensɪv/ costing a lot of money: *Houses are very expensive in this area.*

face (n) /feɪs/ the front part of your head; the expression that is shown on it: *He came in with a smile on his face.*

face (v) /feɪs/ to have your face or front pointing towards sb/sth or in a particular direction: *Can you all face the front, please?*

fragile (adj) /'frædʒaɪl/ easily damaged or broken: *This bowl is very fragile. Please handle it carefully.*

friendly (adj) /'frendli/ behaving in a kind and open way: *I found the people there very warm and friendly.*

get over sb / sth (v) /get 'əʊvə(r)/ to feel normal again after being ill or having an unpleasant experience: *It took her a long time to get over her operation.*

hit it off (with sb) (v) /hɪt ɪt 'ɒf/ to like sb when you first meet them: *When I first met Tony's parents, we didn't really hit it off.*

imagery (n) /'ɪmɪdʒəri/ language that produces pictures in the minds of the people reading or listening: *His poems are characterised by their strange imagery.*

inexpensive (adj) /ɪ'ɪnɪk'spensɪv/ low in price: *The town is full of inexpensive eating places.*

install (v) /ɪn'stɔ:l/ to put a piece of equipment, etc. in place so that it is ready to be used: *We are installing a computer system in the library.*

latest (adj) /'leɪtɪst/ no later than a time or date; up-to-date: *Women in Paris always wear the latest fashions.*

log in (v) /lɒg 'ɪn/ to perform the actions that allow you to start using a computer system: *You need to key in your password to log in.*

log out (v) /lɒg 'aʊt/ to perform the actions that allow you to finish using a computer system: *Remember to log out when you have finished reading your emails.*

make up (with sb) (v) /meɪk ʌp/ to become friends again after an argument: *Has she made up with him yet?*

metaphor (n) /'metəfə(r), -fə(r)/ a word or phrase that is used to show that one thing has the same qualities as another; a way of making a comparison: *'Her words were a knife in his heart' is a metaphor.*

open up (to sb) (v) /əʊpən ʌp/ to talk about what you feel and think: *She was shy at first, but she finally opened up to me and told me how she felt.*

ordinary (adj) /'ɔ:dɪnri/ normal; not unusual or different from others: *It's interesting to see how ordinary people live in other countries.*

out-of-date (adj) /aʊt əv 'deɪt/ not fashionable; no longer useful; no longer able to be used: *We have to stop using these out-of-date methods.*

personification (n) /pə'sɒnɪfɪ'keɪʃn/ a description of an object or a feeling as if it were a person: *In this poem, he uses personification to describe the wind as a mysterious woman.*

pick on sb (v) /pɪk ɒn/ to behave unfairly or in a cruel way towards sb: *Lee gets picked on at school.*

poem (n) /'pəʊɪm/ a piece of writing arranged in short lines. Poems try to express thoughts and feelings with the help of sound and rhythm.: *He wrote poems about the beauty of the countryside.*

possibly (adv) /'pɒsəbli/ perhaps: *Tony phoned to say he would possibly be late home.*

post (v) /'pəʊst/ to put information or pictures on a website: *The photos have been provided by fans who post on the message board.*

prose (n) /'prəʊz/ written language that is not poetry: *I admire the author's clear, elegant prose.*

reliable (adj) /rɪ'laɪəbəl/ that you can trust: *Japanese cars are usually very reliable.*

rhyme (n) /raɪm/ a word that has the same sound as another: *Can you think of a rhyme for 'peace'?*

rhythm (n) /'rɪðəm/ a regular repeated pattern of sound or movement: *I'm not keen on the tune but I love the rhythm.*

rude (adj) /ru:d/ not polite: *She was very rude to me about my new jacket.*

run into sb (v) /rʌn 'ɪntə/ (informal) to meet sb by chance: *I ran into Nikki outside the library.*

share (v) /ʃeə(r)/ to divide sth between two or more people: *The four of us shared the pizza.*

simile (n) /'sɪməli/ a word or phrase that compares sth to sth else, using the words 'like' or 'as': the use of such words and phrases.: *'A face like a mask' and 'as white as snow' are similes.*

stanza (n) /'stænzə/ a group of lines that form a unit in some types of poem: *The poem has three stanzas.*

stick up for sb / sth (v) /stɪk ʌp fɔ:(r)/ to support or defend yourself / sb / sth: *Don't worry. I'll stick up for you if there's any trouble.*

symbol (n) /'sɪmbəl/ a person, sign, object, etc. which represents sth: *Some people think a fast car is a symbol of power.*

sympathetic (adj) /sɪmpə'tetɪk/ showing that you understand other people's feelings, especially their problems: *When Suki was ill, everyone was very sympathetic.*

theme (n) /θi:m/ the subject of a talk, a piece of writing or a work of art: *The theme of today's discussion will be 'Our changing cities'.*

tweet (v) /twi:t/ to make a short high sound, as made by a small bird: *A little bird was tweeting outside my window this morning.*

tweet (v) /twi:t/ to send a message using the Twitter social networking service (= short communications with people who share your interests using the internet): *I've just tweeted about the match.*

undo (v) /ʌn'duː/ to destroy the effect of sth that has already happened: *If you make a mistake when you are typing, you can undo it by clicking here.*

update (v) /ˌʌp'deɪt/ to put the most recent information into sth; to give sb the most recent information: *She updated the website with the new concert dates.*

upload (v) /ˌʌp'ləʊd/ to move data to a larger computer system from a smaller one: *Upload your videos and share them with friends and family online.*

verse (n) /vɜːs/ a group of lines which form one part of a song or poem: *This song has five verses.*

Unit 10

acclaimed (adj) /ə'kleɪmd/ publicly praised or welcomed: *The author will be signing copies of her highly acclaimed new novel.*

actor (n) /'æktə(r)/ a person whose job is to act in a play, film or on TV: *This year the award for best actor went to an American.*

alive and well (adj) /ə'laɪv ænd ,wiːl/ continuing to live and be healthy and full of energy: *I was glad to hear you're alive and well.*

amazing (adj) /ə'meɪzɪŋ/ very surprising and difficult to believe: *She shows amazing potential.*

amusing (adj) /ə'mjuːzɪŋ/ causing you to laugh or smile: *He's very amusing and he makes me laugh.*

appeal (to an audience) (v) /ə'piːl/ to be attractive or interesting to sb: *The idea of living in the country doesn't appeal to me at all.*

artist (n) /'ɑːtɪst/ a person who paints or draws pictures: *Many artists are known for their unusual clothes.*

attend (a performance) (v) /ə'tend/ to go to or be present at a place: *We'd like as many people as possible to attend the performance.*

beauty (n) /'bjuːti/ the quality which gives pleasure to the senses; the state of being beautiful: *I was amazed by the beauty of the mountains.*

biographer (n) /baɪ'ngreɪfə(r)/ a person who writes the story of sb else's life: *The politician's biographer interviewed her about her childhood.*

captivating (adj) /'kæptɪveɪtɪŋ/ very attractive and interesting: *It was a captivating performance from my favourite actor.*

(provide a) catering service (n) /'keɪtərɪŋ/ the work of providing food and drink at events or in places that a lot of people go to: *Who's going to provide the catering service at the wedding?*

comical (adj) /'kɒmɪkəl/ that makes you laugh; funny: *That film was extremely comical.*

composer (n) /kəm'pəʊzə(r)/ a person who writes music: *Vivaldi was a famous composer.*

cutting-edge (adj) /'kʌtɪŋ 'edʒ/ of the newest, most highly developed stage of sth: *He works on cutting-edge computer technology.*

dedication (n) /ˌdedɪ'keɪʃn/ wanting to give your time and energy to sth because you feel it is important: *I admire her dedication to her career.*

designer (n) /dɪ'zaɪnə(r)/ a person whose job is to make drawings or plans showing how sth will be made: *She's a fantastic designer – she's so creative.*

dramatic (adj) /drə'mætɪk/ noticeable or sudden and often surprising: *The novel reaches a dramatic conclusion in the final chapter.*

eagerly-awaited (adj) /ˌɪːgəli ə'weɪtɪd/ waited for with a lot of desire or interest: *The singer has finally released his eagerly-awaited new album.*

elaborate (adj) /ɪ'ləbəreɪt/ very complicated; done or made very carefully: *The vase was covered in elaborate patterns.*

family-oriented (adj) /'fæmɪrɪntɪd/ aimed at and suitable for children and their parents: *'Finding Nemo' is a family-oriented film.*

far and wide (adv) /'fɑː(r) ænd ,waɪd/ over a large area: *We searched far and wide for our lost cat.*

fascinating (adj) /'fæsɪneɪtɪŋ/ attracting or interesting sb very much: *It was such a fascinating book that I couldn't put it down.*

feature-length (adj) /'fi:tʃə(r) ,leŋθ/ of the same length as a typical film/movie: *There's a feature-length documentary on the television tonight.*

first-time (adj) /'fɜːst taɪm/ doing sth having never done it before: *Most of the entries at the film festival were by first-time directors.*

flowing (adj) /'flaʊɪŋ/ smooth and continuous: *He paints with beautiful flowing lines.*

genius (n) /'dʒiːniəs/ very great and unusual intelligence or ability: *Shakespeare's tragedies show true genius.*

headline a festival (v) /'hedlaɪn/ to be one of the main advertised bands, singers, musicians, etc. at a music festival (= a series of musical performances held regularly in one place): *Coldplay are headlining Glastonbury Festival this year.*

hilarious (adj) /'hɪləriəs/ extremely funny: *That joke was absolutely hilarious!*

hold (an event) (v) /'həʊld/ to organize an event; to have a meeting, an election, a concert, etc.: *They're holding a party for his fortieth birthday.*

lifelike (adj) /'laɪflaɪk/ looking like a real person or thing: *The silk flowers are very lifelike.*

little-known (adj) /'lɪtl ,nəʊn/ unknown to most people: *We had a quiet meal at a little-known cafe.*

maturity (n) /mə'tjuərəti, mə'tʃuərəti/ the quality of behaving in a sensible, adult way: *University can help students to develop maturity.*

moving (adj) /'muːvɪŋ/ causing strong feelings, especially of sadness: *The end of the film was so moving that I started to cry.*

musician (n) /'mjuːzɪʃn/ a person who plays a musical instrument or writes music, especially as a job: *He was a fine musician in his youth.*

novelist (n) /'nɒvəlɪst/ a person who writes novels: *Jane Austen is a famous novelist.*

open-air (adj) /ˌəʊpən 'eə(r)/ not inside a building: *We were lucky that it didn't rain when we went to the open-air concert.*

original (adj) /ə'rɪdʒənəl/ new and interesting; different from others of its type: *There are no original ideas in his work.*

originality (n) /ə'rɪdʒɪnələti/ the quality of being new and interesting: *His teacher was impressed by the originality of his essay.*

painter (n) /'peɪntə(r)/ a person who paints pictures: *Picasso was a famous painter.*

pick and choose (v) /'pɪk ænd ,tʃuːz/ to choose only the things that you like or want very much: *You can pick and choose which subjects to take at university.*

playwright (n) /'pleɪraɪt/ a person who writes plays for the theatre, TV or radio: *It must give a playwright great satisfaction to see his or her work performed.*

poet (n) /'pəʊɪt/ a person who writes poems: *The poet won a prize for her poem about the spring.*

recruit (volunteers) (v) /rɪ'kruːt/ to find new people to join a company, an organization, the armed forces, etc.: *We need to recruit more young people to the teaching profession.*

remarkable (adj) /rɪ'mɑːkəbl/ unusual and surprising in a way that people notice: *She certainly is a remarkable woman.*

renowned (adj) /rɪ'naʊnd/ famous and respected for doing sth especially well: *The region is renowned for its food.*

romantic (adj) /rəʊ'mæntɪk/ having a quality that strongly affects your emotions or makes you think about love: *The low lighting gave a romantic atmosphere to the room.*

scriptwriter (n) /'skriptraɪtə(r)/ someone who writes instructions about what happens and what the actors say in a play, film, TV programme, etc.: *The scriptwriter gave advice to the director on the film set.*

sculptor (n) /'skʌlptə(r)/ a person who makes sculptures (= works of art that are figures or objects made from stone, wood, metal, etc.): *The sculptor made a beautiful sculpture of a tree.*

(manage) security (n) /sɪ'kjʊərəti/ things that you do to protect sb/sth from attack, danger, thieves, etc.: *A big company is going to manage security at the festival.*

sick and tired (adj) /'sɪk ænd ,taɪəd/ bored with or annoyed by sb / sth / doing sth: *I'm sick and tired of listening to the same thing again and again.*

singer (n) /'sɪŋə(r)/ a person who sings, or whose job is singing, especially in public: *The audience clapped as soon as the singer walked onto the stage.*

(appear on) stage (n) /steɪdʒ/ a platform in a theatre, concert hall, etc. on which actors, musicians, etc. perform: *More than 50 bands will be appearing on stage at the festival.*

(run a) stall (n) /stɔːl/ a small shop with an open front or a table with things for sale: *I'm running a book stall at the summer fair.*

style (n) /staɪl/ the way that sth is done, built, etc.: *The writer's style is very clear and simple.*

success (n) /sək'ses/ the fact that you have achieved what you want; doing well and becoming famous, rich, etc.: *Hard work is the key to success.*

take place (v) /teɪk 'pleɪs/ (used about a meeting, an event, etc.) to happen: *The ceremony took place in glorious sunshine.*

talked-about (adj) /'tɔːkt ə'baʊt/ widely discussed: *It's the most talked-about film of the year!*

thought-provoking (adj) /'θɔːt prə'vʊkɪŋ/ making sb think about or become interested in sth: *I've just read a very thought-provoking book.*

trial and error (n) /traɪəl ænd 'erə(r)/ trying different ways of doing sth until you find the best one: *No one taught me to cook, so I've learned by trial and error.*

ups and downs (n) /ʌps ænd ,daʊnz/ both good times and bad times: *We're happy together but we've had our ups and downs.*

(get a good) vantage point (n pl) /'vʌntɪdʒ pɔɪnt/ a place from which you have a good view of sth: *The bridge seemed a good vantage point to watch the race from.*

(find a) venue (n) /'venjuː/ the place where people meet for an organized event, for example a concert or a sports event: *I hope we find a venue for the party in time.*

vision (n) /'vɪʒn/ a picture in your imagination: *They have a vision of a world without weapons.*

world-famous (adj) /ˌwɜːld 'feɪməs/ known about by people everywhere in the world: *James Cameron is a world-famous film director.*

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