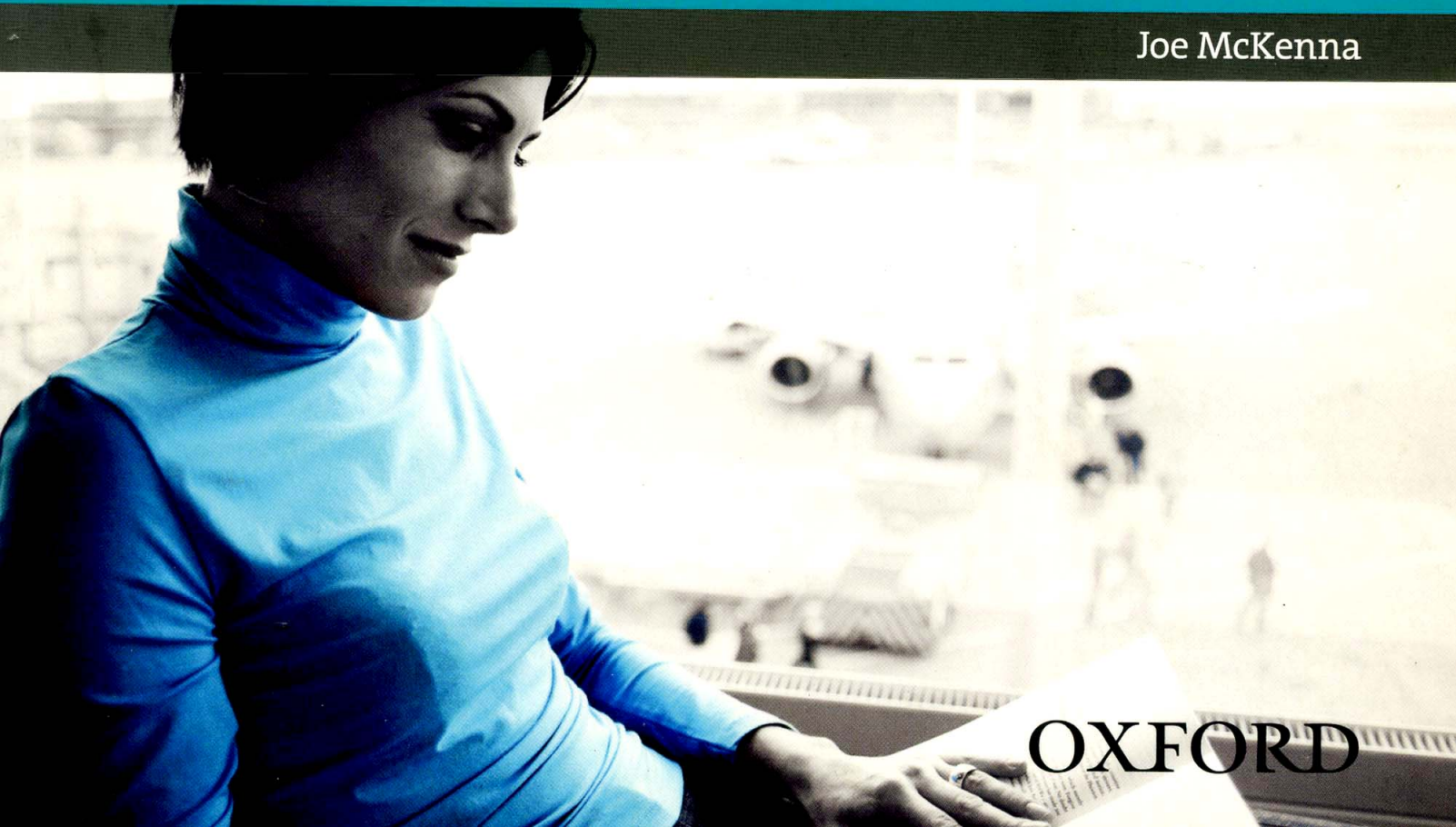


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English **Result**

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1

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Complete skills practice in the Workbook:

- **Skills Practice** a reading and listening skills spread in every unit
- **Reading for pleasure** a longer story to read and enjoy, with a new chapter in every unit
- **Writing** a full writing skills lesson in every unit
- **Writing Bank** example texts and helpful tips for every type of text in the Student's Book and Workbook writing lessons
- **MultiROM** extra reading and listening interactive practice, as well as vocabulary and pronunciation activities and useful documents to help you study

How to describe customs and habits

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

1A

A Vocabulary word families

1 Complete each sentence with a suitable form of the word in brackets.

- 1 The _____ office is on the sixth floor, just opposite the lifts. (immigrate)
- 2 I was born in Iran, but I have French _____. (nation)
- 3 Sorry, sir. No bottles on board. It's against the _____. (regulate)
- 4 What kind of _____ food do you have at New Year? (tradition)
- 5 I'm afraid the festival organization is not my _____. (responsible)
- 6 Nowadays most _____ have their own websites. (celebrate)
- 7 Video cameras are increasingly used for the _____ of criminals. (identity)
- 8 The guards only wear those uniforms on _____ occasions. (ceremony)

2 Complete the text with these words.

celebrate ceremonies festivals identity
national tradition

One of Indonesia's best-known cultures at ¹ _____ and international level is that of the Toraja people. Although they live in the mountains, they maintain the ² _____ of building houses that look like ships. The Toraja explain that these are an important part of their ³ _____ since they represent the fact that they originally came from overseas. The Toraja have many annual ⁴ _____, and they are also famous for their spectacular funeral ⁵ _____. These ⁶ _____ the life and death of the dead person, and usually last for several days.



B Grammar extra uses of the present continuous

3 Match the sentences 1–6 with the different meanings of the present continuous a–c.

- a describing something which happens frequently and is annoying
 - b talking about future plans and arrangements
 - c describing a process of change
- 1 ☐ We're flying to Japan next month.
 - 2 ☐ The number of tourists is falling because of the crisis.
 - 3 ☐ It's terrible! Local people are always taking advantage of the tourists.
 - 4 ☐ The increase in the number of visitors is damaging the environment.
 - 5 ☐ I can't stand it! He's always talking about the exotic places he's visited.
 - 6 ☐ She's staying there for another six weeks.

4 Rewrite the sentences using the present continuous.

- 1 She often tells us the same holiday stories!
She's always telling us the same holiday stories!
- 2 We've got tickets for the festival at the weekend.

- 3 Tourists here spend less and less money every year.

- 4 He often shows people his boring holiday photos!

- 5 Thousands more people move to the cities every month.

- 6 They've booked a hotel in Beijing for the New Year.

- 7 There's a rise in the number of people who travel abroad.

C Pronunciation stress in long words

5 **1A.1▶** Listen and underline the stress on the words.

- 1 celebrate celebration celebrity
- 2 identity identification
- 3 nation national nationality
- 4 responsible responsibility
- 5 ceremony ceremonial

6 Listen again and repeat.

How to show interest in a conversation



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

A Vocabulary adverbs

1 Put these adverbs in the correct box.

finally quietly really slowly rarely rather
carefully quite recently pretty quickly hardly ever

Time / frequency	Manner	Degree

B Grammar adverbs and word order

2 Look at the adverbs. Tick ✓ or correct the sentences.

- I like very much European films.

- Always she doesn't have time to go to the cinema.

- He sat down quickly and opened the newspaper.

- Very carefully she thought before answering his questions.

- I think he played his part pretty well.

- We go sometimes to see foreign films.

- He really loves watching the late-night movies.

- You speak very well our language!



+ Grammar Plus *It must be pretty exciting ...*

Match the sentences 1–6 with the replies a–f.

- ☐ It must be quite exciting to work in the movies.
 - ☐ It must be really amazing to see the complete film.
 - ☐ It must be rather boring to repeat the same scenes so often.
 - ☐ It must be very difficult to remember all your lines.
 - ☐ It must be awfully tiring to travel so much!
 - ☐ It must be pretty cool to be so famous!
- You're right! It certainly takes a lot of practice.
 - Yes, it can be. With one director, we had to do the same one thirty times!
 - Maybe – but don't forget there's always a price to pay for the fame.
 - It is, especially when we're doing the special effects.
 - Well for me, it's just great to get to the end of the job!
 - That's why I sleep a whole week after the end of the filming!

C Pronunciation intonation to show interest

3 **1B.1▶** Listen and write A (the question is neutral), or B (the question shows the speaker's interest).

- Rick** Have you seen *Blood Diamond*? ¹ _____
Laura No, I haven't.
- L** I've heard it's an exciting film though, isn't it? ² _____
R Well, I thought so!
- L** Is it about Africa? ³ _____
R That's right.
- L** Isn't it fairly violent? ⁴ _____
R Some of it, yes.
- L** I suppose you like action films then? ⁵ _____
R Mmm. They're my favourite.
- L** So does the hero win at the end of *Blood Diamond*? ⁶ _____
R Oh, I can't tell you that! You'll have to watch it for yourself!

4 Listen again and repeat.

And you? Complete the sentences so they are true for you.

- I don't often _____.
- It's very difficult for me to _____.
- I _____ quite well.
- It's fairly unusual for me to _____.

How to have a friendly discussion



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

A Vocabulary empty verbs have, take, make, give

1 Complete the sentences with these words.

an answer a break an effort an excuse
a listen a note a seat a quarrel a read

- 1 If you don't want to go, you'll need to make _____.
- 2 OK, class. Where is Mombasa? Come on! Can nobody give me _____?
- 3 Shona and Dave had _____ and he's gone back to his mother's.
- 4 Have you got a pencil? You'll need to make _____ of the address.
- 5 You'll never pass your exams if you don't make _____.
- 6 After a whole morning with young children, you should take _____.
- 7 This is the new Coldplay CD! Shall we have _____?
- 8 Bored? Have _____ of this! I've heard it's an amazing book!
- 9 Come in. Please, take _____. What can I do for you?

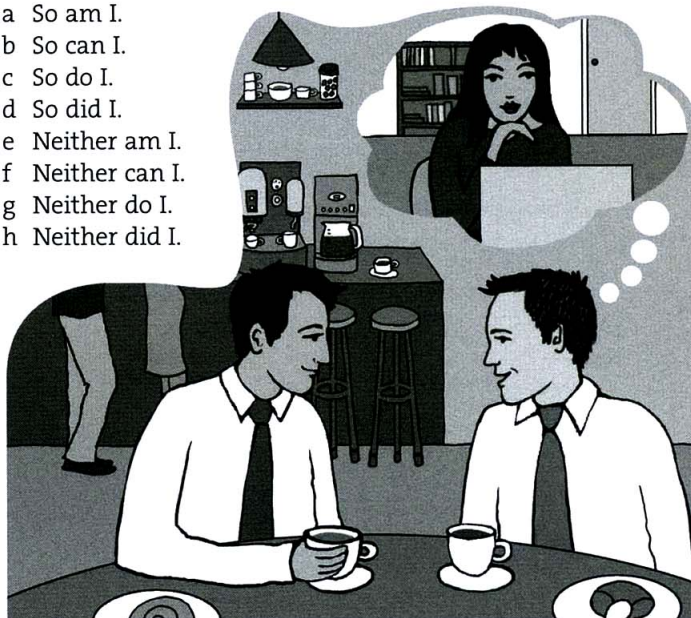
2 Underline the correct words in the conversations.

- 1 A Can I help you?
B Thanks, I'm just having **look/a look**.
- 2 A What are you doing?
B Just **taking/having** fun.
- 3 A Where's Granddad?
B Outside. He's just **taking/making** a stroll around the garden.
- 4 A Dad, where do babies come from?
B Erm, I think we need to **make/have** a chat about that!
- 5 A Your boyfriend called.
B Did he? I'll give **a ring/him a ring** right now.
- 6 A Come on! Only 200 metres to the top!
B Mind if I **take/make** a rest first?
- 7 A So do you want the job or not?
B Do I have to give you **answer/an answer** right now?

B Grammar so do I; neither do I

3 Match the comments 1–8 with the responses a–h.

- 1 ☐ I quite like that new woman in the office.
 - 2 ☐ I don't think she's noticed me though.
 - 3 ☐ I didn't see her on the training course.
 - 4 ☐ I can't stand the company's office rules!
 - 5 ☐ I'm not really worried about what the boss thinks.
 - 6 ☐ I thought we were having a party this weekend.
 - 7 ☐ I'm looking forward to that!
 - 8 ☐ I can imagine we'll have a really good time!
- a So am I.
b So can I.
c So do I.
d So did I.
e Neither am I.
f Neither can I.
g Neither do I.
h Neither did I.



4 Complete the responses with *So* / *Neither* and a suitable verb.

- 1 A I'm really not interested in gossip stories.
B Neither am I.
- 2 A Lorna and John watch all the reality shows on TV.
B _____ we.
- 3 A I can't understand how people have time to gossip!
B _____ I.
- 4 A I don't think celebrities should complain about the press.
B _____ we.
- 5 A He's a real fan of pop group websites.
B _____ she.
- 6 A I can recommend some good magazines, too.
B _____ I.
- 7 A We missed their concert last year.
B _____ Tom.
- 8 A I didn't really like their last album.
B _____ we.

How well can you have a friendly discussion now?

Go back to the **Student's Book** >> p.11 and tick ✓ the line again.

How to talk about recent activities



G present perfect simple and continuous P weak form of have

A Grammar present perfect simple and continuous

1 Underline the correct option.

(Sunday evening, 9.30)

Mum Hi Bella, this is Mum! How are you? How has the weekend been?

Bella Oh, hi Mum! I'm fine, thanks. The weekend ¹has been / has been being more busy than relaxing, actually. Let's see ... ²I've washed / I've been washing the car – glad I got that done. And ³I've bought / I've been buying a new pair of shoes for the wedding.

M Did you have any trouble finding some?

B No, it was fine. Oh yeah, and ⁴I've cleaned / I've been cleaning the kitchen – but that needs another day's work, I can tell you.

M Right.

B Oops, just a minute! ... Sorry, that was Anita. ⁵She's come / She has been coming round for coffee.

M Oh yes?

B Yeah, we ⁶have talked / have been talking about the holidays.

M Any special plans?

B Well, we ⁷haven't decided / haven't been deciding yet, really. Too many nice places to go, I suppose! What about you?

M Me? ⁸I've talked / I've been talking to your father about that for over a month! All he wants to do is go fishing!

2 Complete the second sentence so that it has the same meaning as the first, using the verb in brackets.

1 Bella went to the shops on Monday and again yesterday.

Bella has been to the shops twice this week. (be)

2 She started working from home at the beginning of the month.

She _____ since 1 September. (work)

3 She started drinking tea at 9.30.

She _____ all morning. (drink)

4 She remembered to write a note for her flatmate.

She _____ for her flatmate. (write)

5 She switched on the radio at 10.00.

She _____ since 10 o'clock. (listen)

6 Three different people called.

She _____ the phone three times. (answer)

7 She phoned the dentist's to make an appointment.

She _____ to see the dentist. (arrange)

8 She keeps looking at the photo of her son because it's his first week at school.

She _____ about her son. (think)

3 Write a sentence to describe each drawing, using present perfect simple or present perfect continuous.



1 He has broken his arm.

2 We _____.

3 I _____.

4 They _____.

5 He _____.

6 They _____.

B Pronunciation weak form of have

4 Read the phonemic script. Write the words in the spaces.

1 /weərən/ _____ you been today?

2 /wɒtən/ _____ you been doing?

3 /hu:ən/ _____ you been with?

4 /haʊən/ _____ you relaxed?

5 /haʊləŋən/ _____ you been studying with this book?

6 /waɪən/ _____ you not finished yet?

How well can you talk about recent activities now?

Go back to the Student's Book >> p.13 and tick ✓ the line again.

Unit 1 Skills Practice

A Read for detail

- 1 Read the first text. According to the author, which of the following are typical of the standard TV reality shows? Write Yes or No.

- 1 a fairly unnatural situation _____
- 2 a lot of risk _____
- 3 camera monitoring _____
- 4 a points system _____

- 2 Read the second text. Write the names next to the events.

- 1 _____ and _____ had a quarrel in the kitchen.
- 2 _____ fell into the water.
- 3 _____ is going to write about their experiences.
- 4 _____ thinks the weather will get worse.

- 3 Match the highlighted words from both texts with the definitions.

- 1 share responsibilities, one after the other _____
- 2 something that will probably be successful _____
- 3 something that offers new or important information _____
- 4 the open, top level of a ship that passengers walk on _____
- 5 move your hands to say goodbye to someone as they leave _____
- 6 share your worries with someone else _____

The Review

In this week's selection from the press, you can read two articles by Chris Jordan, who reports on QTV's new 'reality show with a difference'. Eight contestants share living space and one common objective on the same boat: to cross the Atlantic together and earn maximum points in the process!



CHRIS JORDAN

9 Dec

Tomorrow at 9 p.m. you can see the first episode of a different sort of show, different because there's a real risk of something going wrong. Not the usual story of a group of people in a glass case, which is pretty unreal, if you ask me. 'Atlantic Crossing' features eight people who have to work together to sail their boat across the Atlantic. Donna, at 24, is the youngest, while Eddie, at 42, is the oldest. In between, we have Bronwen, Elsa and Helen for the girls, with Alan, Josh and Tariq for the men. They're not quite complete strangers, as they all met on the basic training course once the selection process had finished. Look out for friction between Alan and Elsa to start with!

As for the rules of the game, they have the kind of things you would expect to find: food and water, supplies, maps and radio. But only enough for thirty days. And they're only allowed to use the radio once a day, to confirm that everything is under control. In addition, they're responsible for organizing the different duties they all depend on: going in the right direction, cooking, cleaning, fishing, and free-time activities.

What about cameras and feedback to the audience? No reality show's without cameras, after all! The participants are monitored by cameras above and below deck, and each of them has five minutes a day to get things off their chest in front of a separate camera. Another significant novelty is a system of points. Nobody is voted out, but viewers award points for initiative, tolerance, and the ability to solve problems (instead of creating them). And they can also give negative points to the troublemakers. The winner of course is the participant with the most points. I must say it all looks very promising – and sounds like somebody has put a lot more thought into the format of the show than most others I've seen. I wish them luck!

11 Dec

Well, they've had a pretty good start. Four men and four women are now on their way across the Atlantic, with the opportunity to really get to know each other, for better or for worse. A huge crowd gathered at the harbour to wave them off, and the weather – for once – was fine.

Last night's programme let us see them getting used to the routine on the boat. There have already been arguments. Alan didn't want to do the washing-up, so Elsa said she wouldn't cook any more. Practical Eddie had to intervene, and organized for all of them to take it in turns to do the cooking and the other chores. But the anecdote of the day was when careless Josh fell overboard. He wasn't wearing a life jacket, so he was lucky the sea was calm. Quick-thinking Helen should win her first points for throwing him a lifeline.

The 'confession sessions' weren't very revealing: Tariq is finding it difficult to get used to the limited space. Boring Bronwen said she felt a bit seasick. Donna was probably the most enthusiastic: she thought the whole trip was really exciting and says she's going to keep a personal diary. Elsa on the other hand is clearly a worrier. After the problems in the kitchen, she's now convinced that they'll run into a storm. If you want to know what happens next, switch on tonight at the same time.

B Read and infer opinion

- 4 Read both texts again for the writer's opinions. Tick ✓ the correct answer.
- The writer is probably _____.
a ☐ a participant in the show
b ☐ the show's manager
c ☐ a TV critic
 - The writer's opinion of the new show is _____.
a ☐ positive b ☐ negative c ☐ indifferent
 - The writer feels positive about _____.
a ☐ Bronwen b ☐ Alan c ☐ Helen
 - The writer feels negative about _____.
a ☐ Donna b ☐ Josh c ☐ Eddie

C Listen for points of view

- 5 **15.1▶** Listen to a conversation about famous people. Tick ✓ the topics that they mention.
- | | | |
|--------------------------------------|--|------------------------------------|
| <input type="checkbox"/> bodyguards | <input type="checkbox"/> freedom of speech | <input type="checkbox"/> paparazzi |
| <input type="checkbox"/> celebrities | <input type="checkbox"/> gossip magazines | <input type="checkbox"/> privacy |
| <input type="checkbox"/> court cases | <input type="checkbox"/> dieting | |
- 6 The two speakers are _____.
a ☐ in a café
b ☐ in a supermarket
c ☐ at the hairdresser's
- 7 Write *true* or *false*.
- Thelma thinks celebrity reports are repetitive.

 - Sheryl follows TV programmes in the magazine, too.

 - Sheryl thinks Thelma is too sensitive about celebrities.

 - Thelma wouldn't mind being famous. _____
- 8 Who uses these opinion phrases? Write *T* for Thelma, or *S* for Sheryl.
- | | |
|--|--|
| a <input type="checkbox"/> Personally ... | d <input type="checkbox"/> In my opinion ... |
| b <input type="checkbox"/> To my mind ... | e <input type="checkbox"/> As far as I'm concerned ... |
| c <input type="checkbox"/> If you ask me ... | f <input type="checkbox"/> My own view is that ... |

D Reading for pleasure Mystic Java

- 9 Read the text. Do your own Internet search on the island of Java.
- The climate: _____
- The population: _____
- The languages spoken there: _____
- What it's famous for: _____



22-year-old Sonia Winters has recently finished a degree in anthropology, and hopes to be selected for a research programme on rural society in Java. She's never been outside Europe before and is hugely excited at the prospect of a change. The thing is, she doesn't know what kind of changes she'll find or how far they'll affect her.

CHAPTER 1 The News

'Sonia! Do you want some coffee?' said Teija from the kitchen.

'Coffee?! I think we need champagne! Come on, let's go out and get some!'

'So what are we celebrating?'

'I've got a place on a research programme! Isn't that great?!' Sonia thrust a letter into her friend's hand.

'Wow! I knew you were hoping for something interesting to turn up. Congratulations!'

After finishing her degree, Sonia had applied for jobs, but nothing had happened. She'd been in Finland for three months now, initially to visit Teija, a friend from university, and later to work in a summer camp with children. Every week she received an email from her mother, asking her when she would get a proper job and settle down to adult life. Now it looked as if something was about to happen.

The two friends skimmed through several websites before finding a country facts page. There was the island of Java, between the Java Sea and the Indian Ocean. Part of Indonesia. Sonia scanned the facts on Indonesia quickly: population about 240 million, three different time zones, over 300 languages and more than 17,000 islands.

'Look at all that!' exclaimed Teija, as they searched through a photo gallery of images. Rice fields, ancient temples, festivals, silverwork. 'And what are those things? They look like knives with a kind of wavy blade.'

'Oh, they're called *kerises*,' said Sonia. 'My grandfather had one of them. In fact, my father still has it at home somewhere. He often talked about his *keris*, but I was never sure the memories were that happy.'

Later that day, as Sonia sat quietly and read the letter in more detail, it became clear that she needed to get her act together – fast. She had just two months to organize her visa, do the training course, and get all the recommended injections. Her head began to swim with the information and advice she had read. The photographs on the Internet were beautiful, but what would it actually be like to live in Java? She thought of her grandfather's stories of his time on the island. It was exciting to be returning to a place that was already part of her family history – but how different would her own experiences be? And would she make friends, get on with people, be a success? She picked up the phone to dial her parents. Two months! How quickly that time would pass.

Unit 1 Writing

A Write a blog or diary entry

Hi guys!

Did you like the entry on the city of Carcassonne in SW France? Well, guess what? I then heard of a two-day medieval festival here at Sedan in NE France. When? Every year on a weekend in mid-May, if you're interested! As you know, I can't resist the medieval stuff, so here I am!

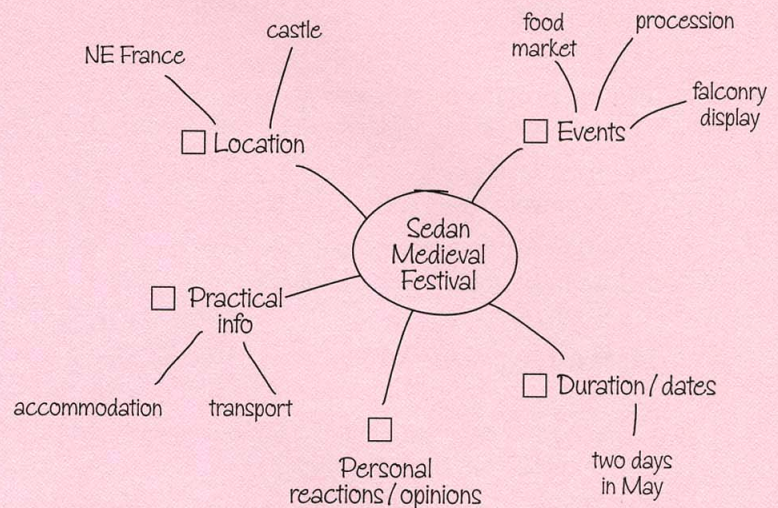
There's this huge castle in the town that is historically really important (though now it's just a hotel!). The thing is, they have a kind of medieval festival to celebrate what it used to be like here. Everybody gets dressed up in period costume, and there's a big procession through the streets. You can try out some medieval foods as well, at the market. It's just crazy – it really feels like you're back in the 1500s!

Anyway, I'm off to see a falconry display. Falconry? It's incredible to see how people have trained these large birds to hunt small animals. I mean, can you just imagine the feeling of satisfaction? Wow!

Blog again tomorrow to hear what happened!



- 1 Tick ✓ the categories on the mind map which were used to talk about the festival in the blog.



- 2 Match the language in the blog 1–6 with the functions a–f.

- 1 ☐ ... guess what?
- 2 ☐ When?
- 3 ☐ ... if you're interested!
- 4 ☐ The thing is ...
- 5 ☐ It's just crazy ...
- 6 ☐ Blog again tomorrow ...

- a ending the posting
- b giving your opinion
- c telling the reader that some surprising information is coming
- d giving more information about a topic
- e imagining the reader's questions
- f saying that information may or may not be useful

- 3 Choose a festival you know. Complete the headings with information about your festival. Then use the information to write your own blog. Write about 120–180 words. You can use the model text on page 90 to help you.

Festival:

Location:

Duration:

Practical information:

Events:

Personal reactions / opinions:

Unit 1 Self check

1

Grammar

- 1 Complete the text with a suitable form of the words in brackets.
- I'm meeting my friend Leida today. Right now, she ¹_____ (come) through immigration from Pechery. But it takes a long time. I ²_____ (wait) for her for an hour. We're going to celebrate the Seto Kingdom Day festival together. Leida ³_____ (have, always) come across the border to celebrate this festival. It's important, because it's the day we choose our king. Leida would like to wear her Suur Solg – a silver plate – on her chest, but she ⁴_____ (never, take) it across the border because of customs regulations.
- 2 Match the statements with the responses.
- 1 ☐ Dad wants to watch the new James Bond film.
2 ☐ I'm tired of seeing celebrity gossip take front page in the news.
3 ☐ I don't think he's a very good actor.
4 ☐ Josh can't stand TV talent shows.
5 ☐ I heard them quarrelling earlier.
- a Neither can I.
b So am I.
c So did I.
d Neither do I.
e So do I.

Vocabulary

- 3 Underline the correct words to complete the sentences.
- 1 My doctor says I need to **have** / **make** an effort to stop smoking.
2 Every time I phone, he's **making** / **taking** a shower.
3 Can I **take** / **give** a look at that book you're reading?
4 Are you **taking** / **having** fun with your new bike?
5 I'm going to **give** / **have** my brother a ring and invite him to my party.
- 4 Tick ✓ or correct the sentences.
- 1 ☐ We had a big celebrate when my sister returned home.
2 ☐ Could you show me your identification, please?
3 ☐ It's my responsible to make sure the office is clean.
4 ☐ Every year, they have a big festivity to celebrate the end of winter.
5 ☐ We have a lot of regulations to reduce pollution.

Pronunciation

- 5 Underline the stressed syllable.
- | | | |
|------------------|-------------|--------------|
| 1 responsibility | 3 national | 5 ceremonial |
| 2 immigration | 4 tradition | 6 celebrity |

Check your answers on >> p.84

What are you going to do now?

- a Nothing. I'm happy.
b Revise grammar/vocabulary/pronunciation and try again.
c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.17 Grammar Bank >> p.136
Workbook >> pp.4–7 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.8 exercises 1–2
Workbook >> p.9 exercise 9

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.9 audio script **1S.1**

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.10 exercise 3

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
b Ask my teacher for help.
c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.6–16
Workbook >> pp.8–10
MultiROM Listening section
www.oup.com/elt/result

How to talk about good and bad service

2A

G verbs with two objects **V** verbs with similar meanings **P** stressed and unstressed words **G+** *I hate it when ...*

A Grammar verbs with two objects

- 1 Tick ✓ or correct the sentences.
 - 1 The porter brought to me my suitcases.
 - 2 A friend left me a note at reception.
 - 3 They served us drinks in the bar.
 - 4 We asked to the waiter a question.
 - 5 Snacks from the minibar cost us \$40!
 - 6 The hotel charged \$500 to us.
- 2 Rewrite the sentences without using *to* or *for*.
 - 1 The receptionist gave the form to the guests.
 - 2 The chambermaid brought clean towels for us.
 - 3 The waiters served ice cream to the guests on the terrace.
 - 4 The tickets only cost \$10 for students.
 - 5 We left a message for my brother at reception.
 - 6 Charge the bill to my company!

+ Grammar Plus *I hate it when ...*

Write sentences. Use the notes to help you.



HOTEL DIAMOND

Customer satisfaction survey

Negative points:

- 1 rooms not clean enough
- 2 Internet connection often fails
- 3 parking facilities limited

- 1 *I hate it when they don't clean the rooms properly.*
- 2 _____
- 3 _____

B Vocabulary verbs with similar meanings

- 3 Match the sentence halves to make a story about a voyage on a cruise ship.
We were going on a cruise to the Caribbean, when we were caught in a terrible storm ...
 - 1 ☐ We had expected
 - 2 ☐ But after the storm began, we were taken off the boat and we had to wait
 - 3 ☐ We occupied the children
 - 4 ☐ The staff attended
 - 5 ☐ The cruise had cost the passengers
 - 6 ☐ Surprisingly, they charged
 - a with lots of games during the delay.
 - b us £100 less because of the storm.
 - c to the passengers very well.
 - d to have a fantastic holiday.
 - e for the weather to improve.
 - f over £2,000 each so they were very upset at the events.
- 4 Complete the sentences with the correct form of the verbs in red.
attend occupy
 - 1 a I'm afraid the wedding suite is already _____, madam.
 - b Some passengers were ill, so the ship's doctor _____ to them.**charge cost**
 - 2 a The travel agency _____ me extra for using the sauna.
 - b Why do souvenirs always _____ so much?**wait expect**
 - 3 a We had to _____ ages to get off the boat.
 - b We _____ to go on a different holiday next year.

C Pronunciation stressed and unstressed words

- 5 **2A.1▶** Listen to the dialogues. Underline the stressed words.
 - 1 A Could I leave him a message?
B Yes, I'll give him your number.
 - 2 A Shall I serve you the main course?
B Could you bring me some wine too?
 - 3 A This suit cost me four hundred pounds!
B I think they charged you too much!
- 6 Are the stressed words in exercise 5 nouns, verbs, adjectives, or adverbs?
- 7 Listen again and repeat.

How to talk about conditions at work

G expressing choice and obligation V work words P to: have to, has to, allowed to, supposed to



A Vocabulary work words

- Put the letters in **red** in order to complete the formal work expressions.
 - Jeremy's applied for a job as a _____ (**pro**clean) assistant.
 - She works for British Airways as a _____ (**thi**glf) attendant.
 - My line _____ (**ag**erman) is Sandra Wagstaff. She's in charge of the whole department.
 - Please write your name and _____ (**co**copituna) here.
 - No, I don't fancy a job as a _____ (**sur**fee) collector! Too dirty for me.
 - 500 staff will be _____ (**dali** fof) because of the crisis.
- Complete the conversation with these informal expressions.
earn a lot **boss** **knock off** **on the dole** **secretary**
air hostess **got sacked** **went on strike**



- A So what do you do, Brenda?
- B I'm just a ¹_____, Adrian. You know, nine to five in front of a computer, phone ringing all the time.
- A Oh!
- B Well, I used to work as an ²_____.
- A Wow! Was the money good?
- B I didn't ³_____, but it was OK. But it was a small airline and they were always having financial problems. Eventually, one day, the airline just stopped paying us, so we ⁴_____.
- A And what happened?
- B That's easy! I ⁵_____ with about fifty other people. The ⁶_____ had to give us the news.
- A Oh dear!
- B Well, that's life! I was ⁷_____ for eight months till I got this new job.
- A Not much fun. Anyway, what time do you ⁸_____ today? Fancy going for dinner?

B Grammar expressing choice and obligation

- Complete Brenda's email with these words.
could **couldn't** **had to** **didn't have to**

... In some ways, I miss being a flight attendant. I mean, I ¹_____ get really cheap travel, and I ²_____ sit in an office all day. And then I ³_____ meet new people all the time, instead of seeing the same faces every day. It's true, I always ⁴_____ look good, even if I didn't feel good. And I ⁵_____ go out with my friends every weekend because I was often working. But I certainly ⁶_____ worry about traffic jams, did I?

- Complete the sentences using the correct form of the words in brackets.
 - The company _____ staff to work on Saturday mornings. (**may**/ask)
 - Staff _____ overtime if they don't want to. (**have**/do)
 - My brother and I _____ on weeknights when we were at school. (**not**/allow/go out)
 - External students _____ the library without permission. (**not**/allow/use)
 - You _____ into the boss's office without knocking on the door first. (**never**/go)
 - What time _____ the concert _____? (**suppose**/start)

C Pronunciation to: have to, has to, allowed to, supposed to

- Match the words in **bold** 1-8 with their pronunciation a-h.

1 <input type="checkbox"/> Do I have to stay?	a /əlaʊtə/
2 <input type="checkbox"/> Do you have a ticket?	b /səpəʊzd/
3 <input type="checkbox"/> He has a credit card.	c /səpəʊstə/
4 <input type="checkbox"/> She has to go now.	d /hæftə/
5 <input type="checkbox"/> Mobile phones aren't allowed in the exam room.	e /hæstə/
6 <input type="checkbox"/> You aren't allowed to smoke in here.	f /əlaʊd/
7 <input type="checkbox"/> What was I supposed to do?	g /hæv/
8 <input type="checkbox"/> We supposed you'd gone out.	h /hæz/

How well can you talk about conditions at work now?

Go back to the **Student's Book** >> p.21 and tick ✓ the line again.

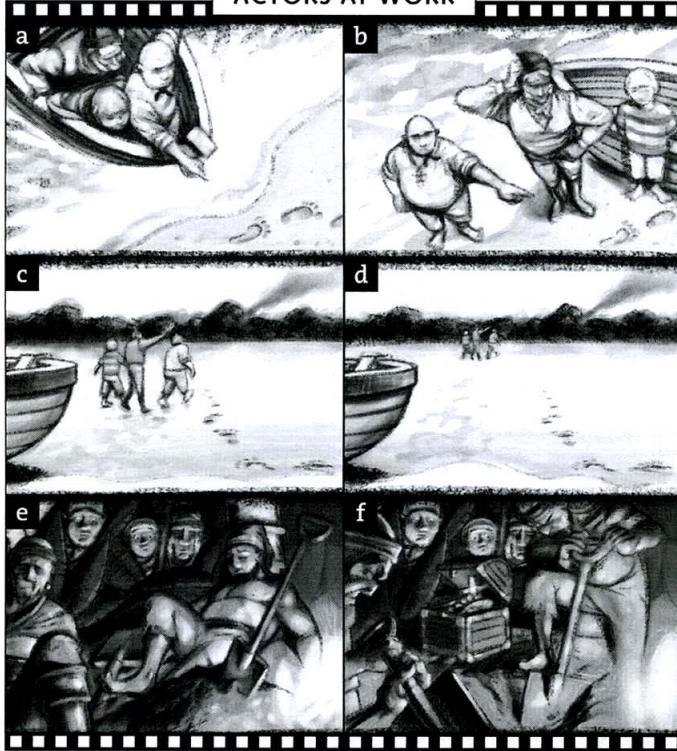
How to talk about experiences at work

G narrative tenses P spelling patterns with u

2C

A Grammar narrative tenses

ACTORS AT WORK



- Match the sentences with the pictures.
 - ☐ The sailors saw footprints when they got off the boat.
 - ☐ The sailors had seen the footprints before they got off the boat.
 - ☐ They were following the footprints when they saw smoke.
 - ☐ They followed the footprints and they saw smoke.
 - ☐ When they got to the fire, the sailors discovered some pirates who were burying treasure.
 - ☐ When they got to the fire, the sailors discovered some pirates who had just buried some treasure.

- Five of the verbs are in the wrong tense. Correct them.
 At 16, I got a job in a garden centre. I was really pleased because I ¹ **never worked** before. I ² **was still living** at home, but I ³ **was wanting** to be more independent. When I went back home after the first week, I ⁴ **felt** older and more responsible: I ⁵ **had sold** things to customers and I ⁶ **already learnt** a lot about the business. One day, however, I ⁷ **stood** inside the shop because it ⁸ **rained**. But then the boss came in and told me to go outside and water the plants. I ⁹ **thought** he ¹⁰ **was joking**, but he was perfectly serious ...

- Complete the text with the correct form of the verb: past simple, past continuous, or past perfect.
 ... 'Do you want me to dry the plants too, when the rain stops?' I asked, but he just ¹ _____ (**laugh**). So I had to water the plants in the rain. But my revenge came a couple of weeks later, when a difficult customer ² _____ (**arrive**): Mr Jay. I ³ _____ (**know**) that the boss ⁴ _____ (**not like**) dealing with this Mr Jay because he ⁵ _____ (**make**) an excuse once before and he ⁶ _____ (**leave**) really quickly without speaking to him. This time however, I made sure he couldn't escape – and the difficult customer kept him there for nearly an hour! 'What ⁷ _____ (**you / do**) all the time I ⁸ _____ (**talk**) to Mr Jay?' my boss asked me later. 'Watering the plants, of course!' I replied.

B Pronunciation spelling patterns with u

- Match the underlined letters in 1–10 with the correct pronunciation a–f.

1 bisc <u>u</u> it _____	6 <u>u</u> ty _____
2 cost <u>u</u> me _____	7 <u>u</u> rl <u>u</u> _____
3 pur <u>u</u> se _____	8 sec <u>u</u> rit <u>u</u> _____
4 g <u>u</u> ess _____	9 t <u>u</u> rn _____
5 g <u>u</u> ard _____	10 dis <u>u</u> ise _____

a /ɪ/ b /ju:/ c /z:/ d /aɪ/ e /e/ f /ɑ:/ g /jʊə/

- 2C.1▶** Listen and repeat.

And you? Translate these expressions into your own language. What is similar / different in your language?

- I was having coffee when the boss arrived.

- I'd had my coffee when the boss arrived.

- I had a coffee when the boss arrived.

- She made the photocopies when the meeting finished.

- She was making the photocopies when the meeting finished.

- She had the photocopies when the meeting finished.

How to answer interview questions

g phrasal verbs v phrasal verbs



A Vocabulary phrasal verbs

1 Match the underlined words with these phrasal verbs.
dry up end up give up read up on trip sb up turn up

- 1 If you plan to work in another country, it's best to get a lot of information about it first. _____
- 2 My research into the company uncovered some very interesting information. _____
- 3 I was too tired to prepare the questions, so I stopped trying. _____
- 4 The company closed and its employees were left without work. _____
- 5 He panicked when he was giving the presentation and just stopped talking because he couldn't think of anything to say. _____
- 6 One of the topics nearly made her make a mistake, but she reacted just in time. _____

2 Match the sentence halves.

- 1 ☐ Shall we get down
 - 2 ☐ You're not an expert, and you won't get away
 - 3 ☐ The computer crashed, but he carried
 - 4 ☐ He didn't know the technical details, so they caught
 - 5 ☐ You really should read up
 - 6 ☐ They gave him a false contract and he
 - 7 ☐ She was asked about the company's structure, and that tripped
 - 8 ☐ An unexpected question can often make you
- a on with his presentation.
b her up.
c on the export business first.
d fell for it.
e him out in the interview.
f to business?
g dry up.
h with pretending that you are!



3 Complete the sentences with the correct form of these words.

come across deal with end up run out of
sail through sort yourself out start off turn up

- 1 He began as a waiter, and _____ as hotel manager.
- 2 The business _____ very well, but crashed after only two years.
- 3 They made her do six different tests, but she _____ all of them with top marks.
- 4 He didn't get the job. They said he _____ as unreliable.
- 5 The advertising agency had to close because they simply _____ ideas!
- 6 We have ways of _____ lazy employees!
- 7 Why don't you take a few days off, relax and _____?
- 8 Market research has _____ some surprising information about customers' preferences.

B Grammar phrasal verbs

4 Sentences 1-7 are comments from a candidate in a job interview. Put the words in **red** in the correct order.

1 **very came I as across I think confident**

2 **I at difficult dealing good situations with am**

3 **let's down job get to discussing the description**

4 **I for trick didn't question fall the environment the on**

5 **I it with quoted the got wrong but figures I away**

6 **my just but mobile rang phone I talking on carried**

7 **questions of finally interviewer out the ran**

How well can you answer interview questions now?

Go back to the **Student's Book** >> p.25 and tick ✓ the line again.

Unit 2 Skills Practice

A Read for general meaning

- 1 Read the Internet blogs. Match the summaries 1–4 with the blogs A–D.
 - 1 ☐ Beginning to despair.
 - 2 ☐ Out of work and out of ideas.
 - 3 ☐ Take the initiative!
 - 4 ☐ Start your own business!

B Read for detail

- 2 Write *true* or *false*.
 - 1 Penelope and Justin both worked in a factory.

 - 2 Mike went on strike.

 - 3 Justin cannot borrow any money.

 - 4 Mike offers the most practical ideas.

 - 5 Penelope thinks going on strike is useful.

- 3 Read text C again. Complete the sentences with these phrases.
 furious with impressed with really grateful to
 disappointed with worried about

Justin Ramsley is ...

 - 1 _____ the first blogger, Penelope Cross.
 - 2 _____ his family.
 - 3 _____ his neighbours.
 - 4 _____ his workmates.
 - 5 _____ the bank.
- 4 Put the instructions a–f in the same order (1–6) as in text D.
 - a ☐ Visit your local job centre.
 - b ☐ Look for non-government organizations.
 - c ☐ Get information about work-related courses.
 - d ☒ Be active!
 - e ☐ Advertise your services.
 - f ☐ Pay no attention to the press.

A On 4 April, Justin Ramsley wrote:

Last week I received the following email. Has anybody else been through this experience? Got any suggestions on what to do next? Here it is:

Dear Employee,

As you have probably read in the press, the country's economy is facing serious challenges. Demand for housing has fallen considerably. Many employees in the construction industry have been laid off. Profits have diminished and many staff must now consider a change in their career. These are difficult times for all, and Britdoors Incorporated is no exception. Last year's industrial action affected our position in the market, and the current economic crisis has not improved the situation. Regrettably, therefore, our Puddlington factory must now close permanently. Employees will be offered a free two-week training course in an occupation of their choice. Unemployment benefit forms are also available at reception.

B On 6 April, Penelope Cross wrote:

I know what you mean. I was on the dole for twelve months and there was no way I could find a new job. All thirty of us at the factory were sacked – except the boss, of course. She was relocated to another factory. They had made a loss every year for three years, but nobody knew about it. We noticed that the number of orders was getting smaller, but we didn't know how bad the problems in the industry were. A few of the staff went on strike, but that was a waste of time! Anyway, five of us, including me, finally decided to take things into our own hands. We got a loan from the bank and set up a small bakery. We don't earn a lot yet, but we have enough to live on. Maybe you could try something similar.

C On 7 April, Justin Ramsley wrote:

Thanks for your comments, Penelope. I really admire how you sorted yourselves out there. You deserve success with the bakery because it's a really smart solution! But I must admit I got upset when I read about the year on the dole. I'm not sure my family could deal with that, you know, not with two small children and my wife at home looking after them. Luckily, we've got some decent neighbours, though. They're giving us a hand, especially with the kids. They've been wonderful.

I also don't think my workmates have your initiative. I mean, we've talked a lot about what to do but they aren't interested in new business ideas. I'm a bit down about that. But the worst problem is the bank. They'd never give me a loan. I've tried asking, but they won't listen. They make me sick.

D On 9 April, Mike Henley wrote:

Hey, I've read your story and the comments you've had. I'd just like to say that you shouldn't give up, especially if losing your job is recent. I lost my job a few years ago too, and I had my year on the dole as well. And look at me now: 48 and earning good money! Don't wait for things to happen. Don't waste time reading the adverts in the papers. Go round to the employment office. Find out if there's any proper skills training in town. There are special rates for the unemployed. Ask about independent groups and associations – a lot of them have specific programmes for retraining. In the meantime, put up a notice or something at the newsagent's for repair work. Given the choice, people usually prefer to employ someone local.

C Listen to an interview

- 5 **25.1▶** Listen to the first part of an interview. Tick ✓ what you think is going to happen in the second part.
- The man will ____.
- ☐ get a pay rise
 - ☐ get a promotion
 - ☐ get sacked
 - ☐ hear about a customer complaint
- 6 **25.2▶** Now listen to the second part of the interview. Check your answer to exercise 5.
- 7 Listen to both parts of the conversation again. Tick ✓ the best answer.
- The woman's questions give the impression she is ____.
 - The man's answers make you think he is ____.
 - The man has had ____ different positions in the company.
 - The computer system broke down because ____.
- a bit aggressive
 - quite thoughtful
 - formal but friendly
- explaining his work
 - unhappy with his job
 - not interested in the company
- 4
 - 3
 - 2
- it was infected by a computer virus
 - people hacked into it
 - too many people were using it
- 8 **25.2▶** Listen to the second part of the conversation again. Put these phrases in the order you hear them.
- It's a bit more human.
 - We're very pleased with everything you're doing.
 - Mmm, you're right there.
 - Things are going well, aren't they?
 - I think we've all noticed that!

D Reading for pleasure Mystic Java

- 9 Read the text. Make notes on Sonia's first impressions of Java.

The cars: _____

The sounds: _____

The plants: _____

The smells: _____

The animals: _____

Mystic Java

CHAPTER 2 Arrival

Sonia stepped off the plane in Jakarta and caught her breath. The air was thick and humid. You didn't walk in the air – you walked through it. The airport terminal was bustling with travellers, ground staff, and security guards, but all speaking languages that Sonia didn't recognize. A supervisor from the university met her at the arrivals gate.

'Ruth Miller. Pleased to meet you.'

'Nice to meet you, Ruth,' said Sonia, relieved to find someone that spoke her own language.

'Let me help you with your bags. There's a taxi waiting outside.'

The taxi ride took nearly an hour. While the two women chatted about the flight, the country, and the climate, Sonia watched the street scenes outside, absorbed in the novelties she found. The traffic drove on the left, just like at home, but it was much more chaotic and a lot noisier. Away from the city centre, there was more vegetation, enormous leafy trees and exotic plants. Above all though, there were people. Hundreds and thousands of them, whole families on scooters, schoolchildren on bicycles, people pushing handcarts, or carrying baskets on bamboo poles.

After she had checked into her hotel room, Sonia and Ruth found a nearby café, and talked. Sonia was full of questions. What was the man with the handcart selling? He was a street cook who made and sold meals on the spot. What were the different noises she could hear? Each of the vendors had their own call, depending on the dishes they specialized in. And that heavy scent? Some kind of plant? Not exactly. That was the smell of *kretek*, the clove cigarettes that everyone smoked. She'd have to get used to that! And the mosquitoes, and the wall lizards that croaked in the night. If you counted seven croaks, that was a sign of good luck, Ruth explained with a smile.

'And what do you know about *kerises*?' asked Sonia, pointing to a poster on the wall.

'Not much, really. Only that they're most often used with traditional costumes. You can see them at weddings or cultural events like theatre and dance. Have you been reading up on them?'

'Not especially,' said Sonia. 'Just that my grandfather had one, and I'm curious to know more.'

What she didn't say was that she had brought it back with her, or why. It lay at the bottom of her large suitcase, and at the back of her mind as well. It was her father who had remembered Henry Winters' request in his will for the *keris* to be returned to Java. What her grandfather hadn't explained was why, or to whom it should be returned.

'Why hadn't he just given it to a museum?' Sonia often wondered. 'Why on earth would anyone want to return a souvenir to where it had come from?' By asking the right questions, she might begin to find the answers.

2

Unit 2 Writing

A Write a job application letter

Dear Ms Brookes,

With reference to your advertisement in Nursing Weekly of 15 May 2009, I wish to apply for a post as a nurse in the UK. Please find enclosed my CV and a completed application form.

I have five years of experience since graduating as a qualified nurse. This experience includes both voluntary work and a two-year period in a private clinic. As for languages, I have a university diploma in English and also speak some French, as well as my own language, Italian.

I am keen to put my nursing skills to use in a different context. I feel that working abroad would give me the opportunity to broaden my experience and improve my languages at the same time. I am available for an interview as of 1 June.

Please do not hesitate to contact me for any further information. I look forward to hearing from you.

Yours sincerely,

Claudia Bresci

- 1 Read the job application letter. Write *true*, *false*, or *doesn't say*.
 - 1 Claudia saw the job advertisement in a newspaper.

 - 2 Claudia includes two documents with her job application letter. _____
 - 3 Claudia studied languages before she became a nurse.

 - 4 Claudia has worked in a job without receiving any payment. _____
 - 5 Claudia has only worked in government hospitals.

 - 6 Claudia wants to change her job to learn new things.

 - 7 Claudia has been to the UK several times before.

 - 8 Claudia is happy for the company to contact her.

- 2 Write the formal phrases from the letter next to the spoken equivalents.

1 I've read your advert.

2 I'd like to get a job.

3 Here's my CV.

4 The job would let me get some experience.

5 I can come for an interview on or after 1 June.

6 You can call me or write.

- 3 Read the following job advert and decide which job might interest you. Then prepare your reply to the advert by completing the notes in the box.

Summer camp in Austria needs:

1 COOK – 1 DRIVER – 2 LIFEGUARDS – 1 RECEPTIONIST

We are looking for lively, sociable young people to work for three months in our summer camp. Some experience is essential, as we cannot provide training. Accommodation is available free of charge. Working knowledge of English or German an advantage. Applicants must be over 18.

Please send CV and covering letter to:

Ms J Shields

email: jshields@ostsumcamps.com

Job title: _____

Include with letter of application:

Previous experience: _____

Motivation: _____

Availability: _____

- 4 Now write your full job application letter. Write about 120–180 words. You can use the model text on page 90 to help you.

Unit 2 Self check

2

Grammar

- Put the words in brackets in the correct place.
 - When I returned from the toilet, I saw that my dinner been taken away. (**had**)
 - David bought an expensive meal out. (**his girlfriend**)
 - I was waiting for my main course, I noticed the waiter smoking a cigarette outside. (**while**)
 - The waiter charged €200 for two small steaks! (**me**)
- Match the sentence halves.
 - ☐ I have to be at work at nine o'clock
 - ☐ I'm allowed to be at work at nine o'clock,
 - ☐ I don't have to be at work at nine o'clock,
 - ☐ I'm not supposed to be at work at nine o'clock
 - ☐ I can be at work at nine o'clock
 - but I have to be there at ten o'clock.
 - because the cleaners don't finish until nine thirty.
 - because we have a meeting at nine fifteen, and I can't miss it.
 - but I don't have to be there until nine thirty.
 - if I leave home at eight thirty.

Vocabulary

- Complete the sentences with these words.
charge expected occupied waited
 - He keeps his children _____ working in the garden.
 - How much does Chris _____ for babysitting?
 - Bert _____ for Jane for two hours, but she didn't arrive.
 - Bob _____ to hear about his new job yesterday, but he didn't.
- Complete the phrasal verbs.
 - We couldn't finish the test because we ran _____ of time.
 - I'm afraid you're going to have to deal _____ some unhappy customers.
 - After I sort _____ my desk, I'm going home.
 - The project started _____ well, but now we're behind schedule.

Pronunciation

- Look at the letter **u** in these words. Complete the table.
biscuit costume disguise guess purse surly turn uniform

duty /'dju:ti/	guard /gɑ:d/	hurt /hɜ:t/
	guess	turn

Check your answers on >> p.84

What are you going to do now?

- Nothing. I'm happy.
- Revise grammar/vocabulary/pronunciation and try again.
- Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.29 **Grammar Bank** >> p.137
Workbook >> pp.12–15 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.16 exercise 1

Workbook >> p.17 exercise 9

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.17 audio scripts **2S.1–2**

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.18 exercise 4

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- Nothing. I'm happy.
- Ask my teacher for help.
- Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.18–28

Workbook >> pp.16–18

MultiROM Listening section
www.oup.com/elt/result

How to talk about plans and intentions

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

3A

A Vocabulary future time expressions

1 Put the expressions in **red** in the correct order.



- A Hey, you've got a dentist's appointment
¹**time days' in three** _____!
- B Thanks, love. I'd completely forgotten! Have you remembered that we'll need the car serviced
²**long too before** _____?
- A Yes, I made a note yesterday. Now, what about the house? We need to redecorate the bathroom soon, ³**next months few within the** _____.
- B Er, yes, I'll do that. Uhm ... it's a big job, though. Anything else?
- A You said you'd take your father to dinner
⁴**these of one days** _____.
- B Yes, well we'll have to leave that till later. What time does our flight to Prague leave?
- A In about five hours.
- B Oh! We'll need a taxi then!
- A I remembered that. It'll be here ⁵**minutes in twenty** _____.

- 2 Replace the words in brackets with one of these expressions. It's Monday morning, 10th March.
- in the next couple of weeks** **sometime soon**
in four days' time **sometime this morning**
the day after tomorrow **within the next three months**
- I'll be out of town
 (on Wednesday) **the day after tomorrow** _____.
 - I'm doing a radio interview
 (on Friday) _____.
 - I'll have to buy birthday presents
 (before the 24th) _____.
 - I mustn't forget to call the plumber
 (before lunch) _____.
 - I need to book the summer holidays
 (before the tenth of June) _____.
 - The children want to go to the cinema
 (before the 15th) _____.

B Grammar future

3 Match categories 1–6 with sentences a–f.

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

- ☒ The express train to Paris departs at 21.40.
- ☐ I'm just going to stay in and relax this weekend.
- ☐ We're celebrating her graduation sometime soon.
- ☐ I won't forget to water the plants while you're away.
- ☐ Look out! That tree's going to fall!
- ☐ I don't think he'll be re-elected.

4 Underline the correct tense option.

- A Are you in a hurry?
 B Yes! **I go out / I'm going out** for dinner, and I'm late!
- A Has the football started?
 B Yes, it's still 0–0. But I don't think our team **are winning / are going to win**, because they're not playing very well.
- A Can we go on a picnic tomorrow?
 B I don't think so. The forecast says **it'll rain / it rains** tomorrow.
- A Are you busy on Friday?
 B Not really. Why?
 A **We'll have / We're having** a party, and we thought you'd like to come.

+ Grammar Plus It'll be difficult to ...

Put the sentences in order. Tim's thinking of moving to the capital city to look for work.

- a difficult find it'll flat be to **It'll be difficult to find a flat.**
- to job get difficult be good a it'll _____
- of friends difficult it'll make a lot to be _____
- bus it'll use be easy the to _____
- to around find it'll my easy be way _____

C Pronunciation future time expressions

5 **3A.1▶** Listen and repeat the time expressions.

- in the next couple of weeks
- sometime soon
- in four days' time
- sometime this morning
- the day after tomorrow
- within the next three months

How well can you talk about plans and intentions now?

Go back to the **Student's Book** >> p.31 and tick ✓ the line again.

How to talk about projects

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



A Grammar future continuous and future perfect

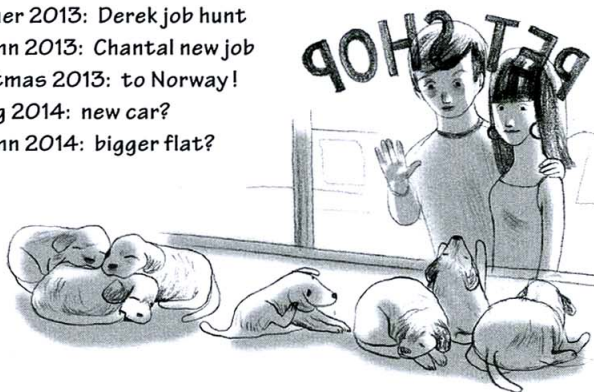
1 Look at the phrases in red. Circle C for correct, or NC if incorrect. Correct the NC sentences.

- A Can you tell me what exactly this project consists of?
- B Well, in the next five years, ¹**we'll be restoring** (C/NC) the village of Villaralto in southern Spain.
- A And your objectives?
- B We hope that by the year 2015, we ²**will have made** (C/NC) all the buildings safe enough for people to live in.
- A How many people ³**will have taken part** (C/NC) over the course of the project?
- B There's a basic team of eight, and a lot of volunteers.
- A What about the work schedule?
- B We ⁴**will have worked** (C/NC) eight hours a day, but more in the summer when the weather's good.
- A What do you think you ⁵**will have achieved** (C/NC) by the end of the project?
- B We hope that when we finish, we ⁶**will be restoring** (C/NC) not just the buildings in the village, but that we ⁷**will also be helping** (C/NC) to restore life to this area.

2 Complete the sentences with the future continuous or future perfect. Use the chart to help you.

DEREK & CHANTAL'S PROJECTS

- 1 June 2013: Derek's graduation
- 2 July 2013: pet dog!
- 3 Summer 2013: Derek job hunt
- 4 Autumn 2013: Chantal new job
- 5 Christmas 2013: to Norway!
- 6 Spring 2014: new car?
- 7 Autumn 2014: bigger flat?



- 1 By June 2013, Derek _____ (**finish**) his studies.
- 2 By the end of July 2013, they _____ (**find**) a pet dog.
- 3 In summer 2013, Derek _____ (**apply for**) jobs.
- 4 By Christmas 2013, Chantal _____ (**start**) her new job.
- 5 Derek and Chantal _____ (**spend**) Christmas 2013 in Norway.
- 6 In spring 2014, they _____ (**think about**) buying a new car.
- 7 In autumn 2014, they _____ (**look for**) a bigger flat.

B Vocabulary verbs referring to the future

3 Tick ✓ the sentences which refer to future events.

- 1 ☐ We aim to finish the project by the summer.
- 2 ☐ What time are your parents due to arrive?
- 3 ☐ No one is allowed to enter the building.
- 4 ☐ He never remembers to tidy up after cooking!
- 5 ☐ The team has set out to beat its previous record.
- 6 ☐ Have you forgotten to buy the tickets?

4 Write out the prompts to make full sentences talking about future events.

- 1 **The company / aim / increase production / 15%**

- 2 **Researchers / set out / study / life / ocean floor**

- 3 **New theatre / due / open / 10 April**

- 4 **Neighbours / plan / sell / house / move abroad**

- 5 **The students / hope / get jobs / finish / course**

C Pronunciation rhythm in future verb forms

5 **3B.1▶** Underline the sentence you hear.

- 1 a I'm talking to John.
b I'll be talking to John.
c I'll have talked to John.
- 2 a You're taking the presents.
b You'll be taking the presents.
c You'll have taken the presents.
- 3 a He's cleaning the car.
b He'll be cleaning the car.
c He'll have cleaned the car.
- 4 a She's reading the paper.
b She'll be reading the paper.
c She'll have read the paper.
- 5 a We're travelling at night.
b We'll be travelling at night.
c We'll have travelled at night.
- 6 a They're looking at flats.
b They'll be looking at flats.
c They'll have looked at flats.

6 Listen again and repeat. Keep the same rhythm.

How well can you talk about projects now?

Go back to the Student's Book >> p.33 and tick ✓ the line again.

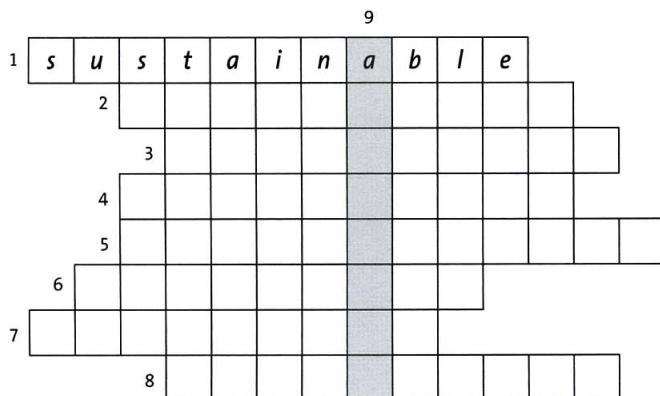
How to talk about future consequences

g variations of 1st conditional v adjectives ending -able p the syllable /əl/



A Vocabulary adjectives ending -able

- 1 Complete the word puzzle with words ending -able.
Find the missing word at number 9.



- 1 Something which you can continue doing over a long time
 - 2 Someone you can be sure will help you whenever necessary
 - 3 Something that could be better
 - 4 When something has a size or importance that can be calculated
 - 5 Someone it is easy to go and talk to
 - 6 Something you like doing
 - 7 Something that doesn't have to happen
 - 8 For example, a target it is possible to meet
 - 9 A thing or person you love to love!
- 2 Complete the sentences with a word from the puzzle in exercise 1.
- 1 Emery tells me the design is perfect, but I still think it's _____.
 - 2 Society will have to change! This kind of non-stop growth is not _____.
 - 3 Go and ask her advice! She's very _____, you know!
 - 4 Bad results are _____ if you study properly!
 - 5 The film was great! Very _____.
 - 6 A Do you think the project is _____?
B Absolutely! We've got all the funding already.
 - 7 Have you met Mike's sister? She's absolutely _____!
 - 8 There's a _____ difference between what he knows and what he thinks he knows!
 - 9 She's so _____! If she says she'll do it, she does it.

B Pronunciation the syllable /əl/

- 3 Complete the table with words that end with the same sounds.

adorable likeable label enjoyable unable
stable approachable cable

table	avoidable

- 4 **3C.1▶** Listen and check.

C Grammar variations of 1st conditional

- 5 Match the sentence halves.

- 1 ☐ If you don't leave now,
 - 2 ☐ If you need more money,
 - 3 ☐ You often find the answers
 - 4 ☐ If you don't improve your results,
 - 5 ☐ If you can't do the exercise,
 - 6 ☐ If you want to get to the top,
 - 7 ☐ You need to be well prepared
 - 8 ☐ If you travel to the south,
- a don't give up on day two!
- b you could lose your job.
- c when you go for a job interview.
- d you may need a visa.
- e ask the bank for a loan.
- f you might like to check the instructions.
- g when you're not actually looking for them!
- h you'll miss the bus!

- 6 Put the phrases in red in the correct order.

- 1 If you mix with the wrong kind of people, **trouble you into get might** _____.
- 2 If you want a better job, **city the move will to you have to** _____.
- 3 If he doesn't start soon, **time finish he in not may** _____.
- 4 I'll ask Hugo to help you **speak him I when to** _____.
- 5 **top will you the reach never** _____ if you don't make the right contacts.
- 6 **project not they the approve might** _____ if we don't reduce the cost.
- 7 **help hesitate don't ask to for** _____ if you're not sure what to do.
- 8 **tomorrow not they may until arrive** _____ if the flight has been delayed.

How to discuss hypothetical situations



g 2nd conditional p stress in nouns and verbs: **conflict – conflict**

A Grammar 2nd conditional

- 1 Complete the email with phrases a–e.
 - a I could invite friends to stay
 - b I'd have to speak the language
 - c I could always get a weekend flight
 - d I'd probably get some decent holidays
 - e I wouldn't need to use a car

Hi Jane,
How are you? Listen, I've been offered a job in Berlin, and I need your advice. If I went there, ¹ _____, but I already know a few words, and I could learn more. If I needed to come home because I felt lonely, ² _____. And then if I rented a flat, ³ _____.
At the moment, I drive to work, and it takes me hours to get there. But if I lived in Berlin, ⁴ _____. And there are some beautiful places to visit near the city, so ⁵ _____.
But I still don't know if it's a good idea! What do you think?
Ron

- 2 Put the words in order. Make sentences about hypothetical consequences.

The Day the Lights Went Out

Supposing there was an energy crisis and there was no more than one hour of electricity per day. What would happen?

- 1 use to fridges be we freezers or able wouldn't _____
- 2 business restaurants out go of would and bars _____
- 3 lights might be street at any wouldn't there _____
- 4 would overnight increase crime _____
- 5 properly be function able hospitals wouldn't to _____
- 6 down would computer all break systems the _____

- 3 Rewrite the sentences using the second conditional.



- 1 I haven't got money, so I can't buy a house.
If I had money, I'd be able to buy a house.
 - 2 I haven't got a house, so I don't need a mortgage.
If _____.
 - 3 I don't have a mortgage, so I don't have to pay money to the bank every month.
If _____.
 - 4 I don't have to pay back money, so I don't need a job.
If _____.
 - 5 I don't have a job, so I don't have to work hard.
If _____.
 - 6 I don't have to work hard, so I enjoy life.
If _____.
- 4 Put the verbs in brackets in the correct tense.
 - 1 Imagine you _____ (win) a holiday abroad, where _____ (you prefer) to go?
 - 2 Supposing you _____ (can take) two people with you, who _____ (you choose)?
 - 3 Let's say you _____ (be given) the choice of a foreign or domestic holiday, which one _____ (you take)?
 - 4 Imagine your luggage _____ (get lost) on the trip, what _____ (you do)?
 - 5 Let's say you _____ (be able to) go at any time of year, when _____ (you decide) to leave?

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

- 5 Underline the stress on the words in red.
 - 1 The export of clothes from Bangladesh is increasing.
 - 2 We export to six different countries.
 - 3 The time has come to protest, my friends.
 - 4 The violent protest lasted weeks.
 - 5 To record yourself, press the red button.
 - 6 And Smith has just set a new world record.

Unit 3 Skills Practice

A

Introducing Phil and Gavin's 2010 expedition to Machu Picchu! We're a couple of high-school teachers who came up with this idea after a school project on Peru. We're planning to fly there for up to a month, depending on how the budget goes. We'll be spending seven days in Lima to get used to the climate, before flying up to Cuzco in the interior, where we'll take another week to visit the city and the surroundings. The high point of the whole trip will be about five days after Cuzco, hiking on the Machu Picchu trail to reach the fabulous ruins. That's plan A, and we're hoping to get good weather for that, otherwise it could be pretty miserable. Supposing it got really bad, plan B would be to take a train along to Lake Titicaca and spend the same time there.

We'll be travelling on a budget of about £5,000 each, not including a plastic card with extra funds just in case we run out of money. Gavin's done an online course in Spanish, so we're hoping to communicate all right once we get there. By late May we'll have finished up in the mountains and aim to travel down to Nazca on the coast for the final week before flying back home. We're due to arrive in Lima on 4 May, meaning that in two days' time we'll be wandering around the city looking at the sights. Wish us luck!

B

We leave Cuzco tomorrow morning. It's been an incredible week, especially after Lima. Lima was fine with the colonial buildings and things, but the climate was difficult to get used to. There was high humidity with temperatures of around 35°C, so it was really sticky all the time. Cuzco, on the other hand, was a lot more manageable. There was much less humidity there, because it's so high up in the mountains. You do have to be careful with that though, as it's very easy to get altitude sickness from not having enough oxygen in the air. There are still colonial buildings of course, but there are Inca remains all over the place. We went down Hatun Rumioc street the other day to see the Inca stone walls. Absolutely incredible. Massive stone blocks all fitted together so closely that you can't get a knife blade between them (we tried and we couldn't!). The old Spanish cathedral has been damaged by several different earthquakes, but the Inca foundations have hardly budged. It makes you wonder how all the original knowledge and skills got lost.

Anyway, that's all behind us now. Like I said, we leave here tomorrow morning. We'll be taking the train as far as a place called Piscacucho, and then we hit the mountain trail. We've checked the weather forecast for the next week and it seems it'll be fine, though they are expecting a cold front sometime soon. Hopefully we'll have reached Machu Picchu before that sets in. In the meantime, we've got five days of serious hiking to do – not without a guide, of course, as we've been told the path can be quite dangerous in places. The second night out we'll be camping at an altitude of 4,000 metres. Neither of us has ever been so far up above sea level!

As you can imagine, we'll be taking lots of photos along the trail. We took advantage of the Internet café in Cuzco to upload all the pictures so far, empty the cameras and then recharge the batteries. If everything goes according to plan, we'll be in Machu Picchu in exactly five days' time. After that, we'll be spending a couple of days relaxing in the hot springs before continuing the trip down to Nazca. I imagine we'll have arrived there by about the 25th, so if you want to see the latest photos, you'll have to wait till then!

A Read for detail

- Read text A and choose the best title.
 - ☐ Halfway Through the Trip
 - ☐ Setting Out on the Trip
 - ☐ Preparing for the Trip.
- Complete the calendar with the places they intend to visit.

MAY	
4–11	
12–18	
19–23	
24–31	

- Read text B. Complete the notes.

- The weather in Lima: _____
- The weather in Cuzco: _____
- What impressed them in Cuzco: _____
- Where they're going in the next week: _____
- The preparations they made in Cuzco: _____
- The plans they have for the end of the month: _____

- Match the highlighted words with their definitions.

- easy to deal with _____
- moved _____
- restore to full power _____
- health problem often found in very high places _____
- hot and humid _____
- arrives and stays _____

B Read and respond

5 Answer the questions.

- 1 Would you spend £5,000 on a trip like this?
- 2 Why/Why not?
- 3 If yes, where would you go?
- 4 Who would you go with?
- 5 If no, what would you do instead?

C Listen for key ideas

6 **3S.1▶** Listen to the first part of a conversation between two friends. Tick ✓ the subjects Anita and Boris discuss.

- 1 ☐ employment levels
- 2 ☐ environmental problems
- 3 ☐ transport
- 4 ☐ the health service
- 5 ☐ nuclear power
- 6 ☐ public education

7 Match the phrases 1–4 with what they refer to a–d.

- 1 ☐ It's pretty gloomy.
 - 2 ☐ That sounds like fun!
 - 3 ☐ That's a utopia ...
 - 4 ☐ I'm more worried about this ...
- a the proposals on education in the article
b the future of secondary school learning
c Anita's newspaper article
d the consequences of this climate change

8 **3S.2▶** Listen to the second part of the conversation. Tick ✓ the two key points Anita mentions.

- 1 ☐ the social consequences of climate change
- 2 ☐ the search for alternative energy
- 3 ☐ the battle for oil in the Arctic
- 4 ☐ political opposition to global warming

9 **3S.3▶** Listen to the third part of the conversation. Put Boris' three issues in the order that they are mentioned.

- a ☐ there's a need for specific environmental education
- b ☐ a better educated population is more likely to influence the government
- c ☐ only a skilled workforce will sustain a country's economy

D Reading for pleasure Mystic Java

10 Read the text. Make notes on what you learn about Java.

Language: _____

Music: _____

Dance: _____



CHAPTER 3 Another World

Sonia sat at the desk in her room, writing an email to her parents. Outside, the rain lashed down as if it would never stop. This certainly wasn't her first mail home – she'd been in Java for about three months – but she'd expected things to get a bit easier, and wished she could talk face-to-face with her mother about it. Her Indonesian language was making progress, but people here were all bilingual. They spoke Javanese as well, which was like two different languages in one, Ruth had said.

Suddenly the doorbell rang, and there was Ruth with an American friend, Don. 'Have you forgotten we're going out?' Ruth cried. 'You can't miss a dance performance!' The streets were still full of water, so they decided to take a *becak*, a big tricycle with the driver at the back and a covered twin seat at the front.

'So how long have you been here?' Sonia asked Don, as the *becak* sent up sprays of water around them.

'About a year and a half now!' he said. 'I'm studying Javanese language and music. Basically the *gamelan*.'

'*Gamelan*?'

'Yes, the kind of metallic music you hear everywhere. It's mostly percussion. We'll see it just now with the dances. It's my teacher and his group who are playing here today.'

'Why don't you tell Sonia about your magic classes?' commented Ruth.

'Magic?' exclaimed Sonia.

'Yes! Don's doing his own particular Magical Mystery Tour!'

'It's more of a complementary thing really,' Don replied. 'We do meditation and fasting, and learn how to control pain.'

'And that's magic?'

'Well, my teacher can make things move without touching them!' said Don with a grin.

'Yeah, right! Well, when you reach that stage, you can give us a demonstration,' laughed Ruth.

The venue for the performance was a hotel function room, crowded with tourists and locals. Each dance told its own story. In one, a male dancer looked everywhere for his lost partner, but couldn't find her. Then, two male dancers performed a comic master-servant conflict. Finally, a male and female dancer represented the story of a royal couple. Sonia was astounded at the rich costumes, ornate headgear and strings of flowers in the woman's hair – and on the *keris* the man wore in his waistband.

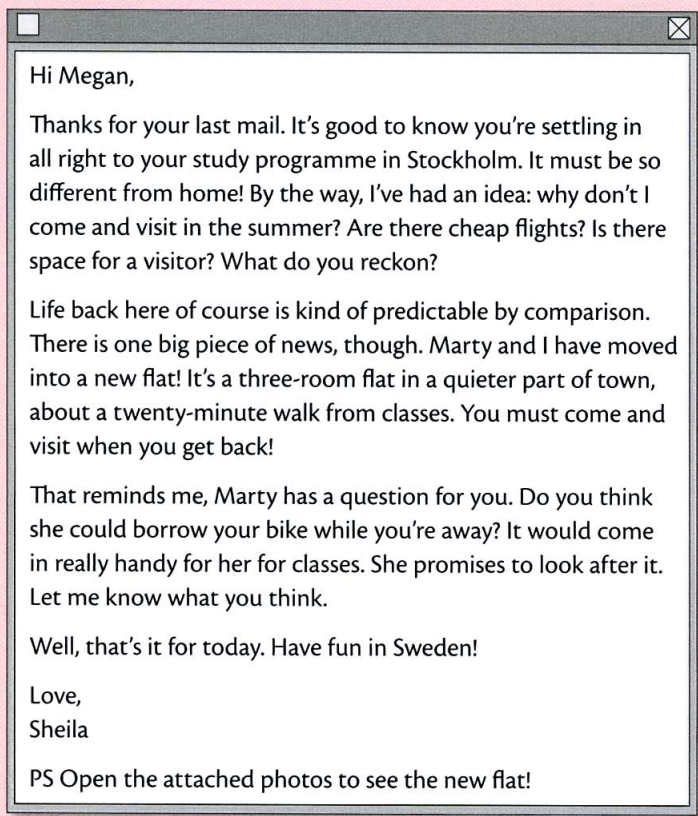
'So **that's** how they use *kerises*!' said Sonia. 'But I still don't see what's so special about them.'

'Well, I've heard they have their share of magic too,' said Don. 'But I don't really know much about them. I'll tell you what, though. If you're so interested, why not come along to our July 4 party? You know, to celebrate Independence Day in the USA,' said Don. 'I have a friend who knows a lot about those things, and she's coming too.'

3

Unit 3 Writing

A Write an informal email



- 1 Read the informal email. Write *true* or *false*.
- 1 Marty is in Sweden. _____
 - 2 Marty and Sheila share a flat. _____
 - 3 Marty wants to borrow Megan's bicycle. _____
 - 4 Megan has been to the new flat. _____
 - 5 Sheila isn't very interested in life in Stockholm. _____
 - 6 Sheila promises to send some photos of the flat. _____

- 2 Match sentences a–f with their paragraph function.
- 1 ☐ ☐ main topic
 - 2 ☐ ☐ additional detail
 - 3 ☐ ☐ closing sentence

- Paragraph 2**
- a You must come and visit when you get back!
 - b It's a three-room flat in a quieter part of town ...
 - c Marty and I have moved into a new flat!

- Paragraph 3**
- d It would come in really handy for her for classes.
 - e She promises to look after it.
 - f Do you think she could borrow your bike while you're away?

- 3 Imagine you answer the questions in paragraph 1 of Sheila's email. Put sentences a–d in the best order.
- a ☐ The flat's not very big, so you might feel a bit cramped.
 - b ☐ It would be great to see you in the summer!
 - c ☐ But I'm sure we can manage!
 - d ☐ I'm sure there are cheap flights up to Stockholm.
- 4 Put yourself in Megan's place. How would you feel about Sheila coming to visit? Write some notes in column two (Notes about the visit).

Paragraph	Notes about the visit	Notes about the bike
Introductory sentence	Good / Bad idea?	
Additional detail	Advantages / difficulties	
Closing sentence	Final comment	

- 5 Make similar notes in column three (Notes about the bike).
- 6 Now use your notes to write an email reply to Sheila. Write between 120–180 words. You can use the model text on page 91 to help you.

Unit 3 Self check

3

Grammar

- 1 Underline the best option.

Dear Uncle,

Tomorrow, I'm ¹going to/will leave on holiday. ²I will meet/I'm meeting my friend Pat at our favourite café. ³We're not going to/We won't go to the train station, ⁴we walk/we're walking on holiday. We'll ⁵be walking/have walked about 20 km every day. Every night ⁶we/we'll camp or find a small hotel. By the time we return home, ⁷we'll have walked/we're going to walk about 1,200 km.

- 2 Tick ✓ the correct sentence.

- 1 ☐ a You get better grades when you study every day.
☐ b You'd get better grades when you study every day.
- 2 ☐ a If my boss asks me to work late, I'd do it.
☐ b If my boss asked me to work late, I'd do it.
- 3 ☐ a Don't waste time surfing the Internet if you wanted to finish your work.
☐ b Don't waste time surfing the Internet if you want to finish your work.
- 4 ☐ a If your company wanted you to move to a new city, will you do it?
☐ b If your company wanted you to move to a new city, would you do it?

Vocabulary

- 3 Complete the sentences with a suitable expression.

- 1 One of t _ _ _ d _ _ I'll be able to play the guitar really well.
2 Anya's setting o _ _ t _ learn Japanese.
3 I'd like to visit Paris before t _ _ l _ _ .
4 Sooner o _ l _ _ _ Blanca will get tired of her job and leave.

- 4 Match the sentence halves.

- 1 ☐ My teacher is really easy to talk to. He's very
2 ☐ Her brother has a new pet kitten. It's
3 ☐ Joe says he had a good weekend. He said the trip to the beach was very
4 ☐ We need someone who will come to work every day. We need someone
5 ☐ I think your grades could be better. If you study, they're
a really adorable. b dependable. c improvable. d approachable. e enjoyable.

Pronunciation

- 5 Match each underlined word with the correct stress pattern, a or b.

- 1 ☐ There was a conflict over who should pay for dinner.
2 ☐ Thailand exports rice to other countries.
3 ☐ Did you sign the contract?
4 ☐ I made a transfer from my savings account to my cheque account.
5 ☐ I'm going to refuse the job offer.
a ●● b ●●

Check your answers on >> p.84

What are you going to do now?

- a Nothing. I'm happy.
b Revise grammar/vocabulary/pronunciation and try again.
c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.41 Grammar Bank >> p.136
Workbook >> pp.20–23 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.24 exercises 1–3

Workbook >> p.25 exercise 10

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.25 audio scripts 3S.1–3

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.26 exercise 6

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
b Ask my teacher for help.
c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.30–40

Workbook >> pp.24–26

MultiROM Listening section

www.oup.com/elt/result

How to talk about tastes and preferences

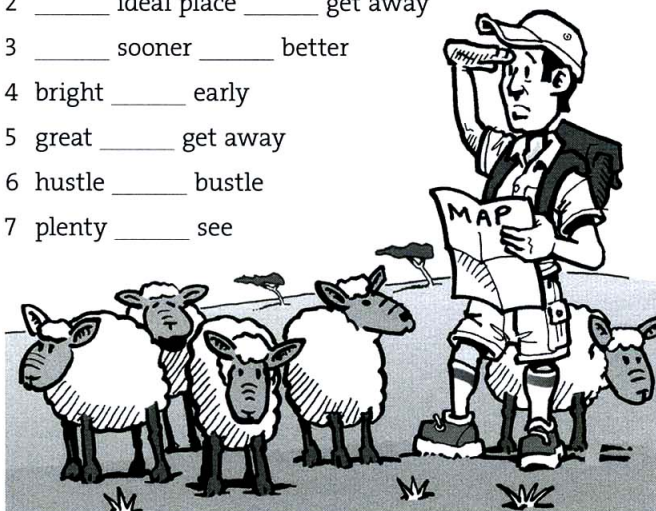
4A

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

A Vocabulary adjective patterns

1 Complete the expressions with *and*, *the*, or *to*.

- 1 _____ best time _____ visit
- 2 _____ ideal place _____ get away
- 3 _____ sooner _____ better
- 4 bright _____ early
- 5 great _____ get away
- 6 hustle _____ bustle
- 7 plenty _____ see



2 Complete the sentences with an expression from exercise 1.

- 1 It's _____ to a different environment from time to time.
- 2 Book now! _____, because New Year is the peak season.
- 3 She's always up _____ in the morning.
- 4 I love the _____ of a capital city.
- 5 _____ and do all through the year. Visit any time!
- 6 _____ is probably in May with the spring festivals.
- 7 The coast is _____ from the crowds for a while.

B Grammar gerund and infinitive

3 Tick ✓ or correct the sentences.

- 1 I didn't expect him leaving so early. X to leave so early.
- 2 Would you mind to carry my case? _____
- 3 I can't wait to hear from you! _____
- 4 Where do you fancy to go tonight? _____
- 5 We were invited to stay overnight. _____
- 6 She asked to be driven to the airport. _____

+ Grammar Plus What I like is ...

Put the sentences in the correct order.

- 1 holidays I public is loathe on travelling
What _____.
- 2 I really is meal enjoy special preparing a
What _____.
- 3 ironing stand I doing is can't the
What _____.
- 4 likes my films sister is romantic watching
What _____.
- 5 most is evenings on hates working Teresa Friday
What _____.
- 6 parents a reunion love having my really is family
What _____.

C Pronunciation contrastive stress

4 4A.1► Listen. Underline the stressed word(s) in the second part of the sentence.

- 1 John loves shopping, but what his wife prefers is driving.
- 2 We don't mind small children, but what we don't like is noisy children.
- 3 My friends quite like swimming, but what they really like is surfing.
- 4 I enjoy exotic food, but what I can't stand is spicy food.
- 5 Fran hates waiting in queues, and what he really hates is people jumping the queue!
- 6 I like foreign films, but what my son likes is horror films.

5 Listen again and repeat.

And you? Complete the sentences for yourself.

- 1 What I adore in life is _____.
- 2 What I can't stand is _____.
- 3 What I hate most about my town is _____.
- 4 What I love doing at the weekend is _____.

How to talk about a news story

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

4B

A Vocabulary phrases connected with crime

- 1 Match the sentence halves.
- 1 ☐ Police have appealed for
 - 2 ☐ Six people were arrested on
 - 3 ☐ The men were charged
 - 4 ☐ The city council has launched
 - 5 ☐ The rescued climber was declared
 - 6 ☐ The burglar received a
 - 7 ☐ The company faked
 - 8 ☐ The judge sentenced
- a with fraud.
b dead.
c an enquiry into the cause of the fire.
d help from the public.
e six-month sentence.
f the customer's signature.
g him to three weeks in jail.
h suspicion of theft.

- 2 Complete the newspaper report with these words.

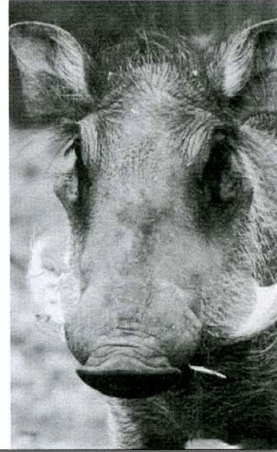
faked launched appealed arrested
charged received sentenced

A man was ¹_____ to twenty years in jail today. Events began last February when 42-year-old Janet Miller went missing. Neighbours raised the alarm when her car was found abandoned. Police ²_____ for information from the public when they found that her husband had disappeared. Three weeks later, a friend of the family came forward with an idea of the man's location. Police then ³_____ a search operation. Two weeks later the husband was ⁴_____ on suspicion of murder. Within 48 hours he was ⁵_____ with murder, after confessing to the crime. He claimed his wife had ⁶_____ his signature on a divorce agreement without his knowledge. The man ⁷_____ a long sentence as a result of the shocking nature of the crime.

B Grammar the passive

- 3 Underline the correct option: active or passive.

Six climbers ¹rescued / were rescued in the mountains late yesterday afternoon. Two of them ²had attacked / had been attacked by a wild boar, and one ³had broken / had been broken his leg in a fall. The alarm ⁴raised / was raised when they failed to arrive back at the appointed time. Bad weather ⁵made / was made the operation more difficult, and the rescue helicopter nearly ⁶crashed / was crashed because of the strong winds. The injured climber ⁷gave / was given emergency treatment on the way to hospital, but ⁸has allowed / has been allowed to go home this evening.



- 4 Rewrite the sentences using the passive.

1 Somebody attacked a shop owner early this morning.

2 An ambulance has taken the man to hospital.

3 An assistant had unlocked the door to the shop.

4 Two men pushed her inside the shop.

5 Video cameras recorded the attack.

6 Police have reviewed the recordings.

7 They are already hunting the criminals.

C Pronunciation unstressed auxiliary verbs

- 5 **4B.1** Tick ✓ the sentence you hear.

- | | |
|--|--|
| 1 a <input type="checkbox"/> A woman's been questioned. | b <input type="checkbox"/> A woman's being questioned. |
| 2 a <input type="checkbox"/> Jake's passport's been faked! | b <input type="checkbox"/> Jake's passport had been faked! |
| 3 a <input type="checkbox"/> The teenager is sent to jail. | b <input type="checkbox"/> The teenager was sent to jail. |
| 4 a <input type="checkbox"/> He's been held by police. | b <input type="checkbox"/> He's being held by police. |
| 5 a <input type="checkbox"/> They've been declared dead. | b <input type="checkbox"/> They'd been declared dead. |
| 6 a <input type="checkbox"/> The couple are being robbed! | b <input type="checkbox"/> The couple've been robbed! |

- 6 Listen again and repeat.

How to tell an anecdote

g past perfect continuous v driving p pronouncing vague expressions

4C

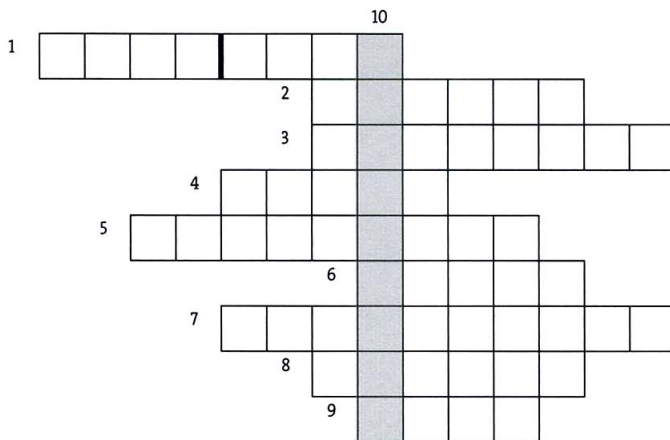
A Grammar past perfect continuous

1 Underline the correct option.

¹We'd travelled / We'd been travelling for three hours when the train stopped at a little station in the middle of nowhere. Everyone thought it ²had stopped / had been stopping in order to let the fast train go through. After twenty minutes, however, some of the passengers got off to see what was happening. Then Chencho came running in, saying that a new ticket inspector ³had got / had been getting on board. That was a different matter! I ⁴had hidden / had been hiding in the toilets for much of the journey, until Chencho ⁵had said / had been saying it was safe to come out. Now I tried the toilet door again, but somebody ⁶had locked / had been locking it. I ⁷had waited / had been waiting for something like this to happen, so I told Chencho not to worry, and climbed up on to the roof of the train. No ticket inspector was going to catch me! I ⁸had only lain / had only been lying there about ten minutes when I noticed a head appearing between two of the carriages. A head with a railway company cap on it!

B Vocabulary driving

2 Complete the word puzzle. Find the missing word at number 10.



- 1 Stop the car at the side of the road (4,4)
- 2 Car controls for your feet
- 3 Drive past another car in movement
- 4 Direct the movement of the car using your hands
- 5 Use this so the car doesn't move after you park it
- 6 Stop the car accidentally when you are driving
- 7 Showing other drivers you are turning left or right
- 8 The mechanical parts in the front or back of the car that allow it to move
- 9 You operate this with your hand to give the car more or less power
- 10 Driving backwards

3 Complete the conversation with these words.

switch on
reckless driving
release
wrong gear
reverse
turn into
stall
move off



- A Right, Mr Aitken! ¹_____ the engine first!
B Like this?
A That's right, good! Now ²_____ the handbrake and ³_____ slowly.
B All right! Er, what's that noise?
A You're driving in the ⁴_____!
B Oops!
A When we get to the lights, switch on the indicator and ⁵_____ the main road. That's fine! No, don't do that! You'll ⁶_____ the engine!
B OK!
A Er, just pull over here, ⁷_____ into the parking space and put the handbrake on. The parking space, not the vehicle behind you!
B Ah!
A Tell me, why was it you didn't pass your last test?
B They accused me of ⁸_____, which I must say I thought was a bit unfair!

C Pronunciation pronouncing vague expressions

4 Put these phrases into the correct column.

and all that
and all that stuff
or anything
or something
or whatever

• • •	• • • •
or something	

5 **4C.1▶** Listen and complete the blanks.

Last weekend we decided to go camping. We went to the shops to buy a tent ¹_____ and we finally got a cheap one. Eventually, we packed the camping equipment ²_____. By that time, the children were overexcited ³_____. But we did finally leave at nine ⁴_____. I should have known what would happen. I mean, the cars didn't break down ⁵_____, but we took a wrong turning somewhere, and got completely lost. We ended up in a cheap guesthouse in some forgotten town, so just don't talk to me about camping, will you?!

How well can you tell an anecdote now?

Go back to the Student's Book >> p.47 and tick ✓ the line again.

How to talk about the way things were

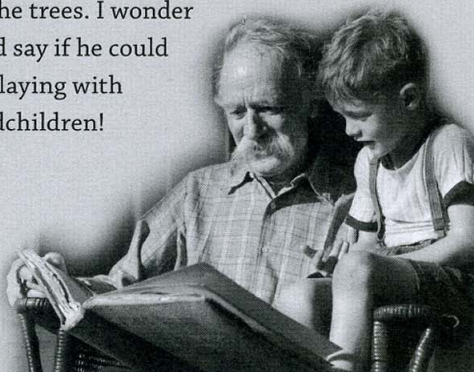


g used to and would **v** verb prefixes *dis-*, *mis-*, *re-*, *over-*

A Grammar *used to and would*

1 Rewrite the verbs using *would*, if possible.

At my age, I'm amazed to have such vivid memories of my grandfather, who died when I was only 7. We ¹*used to only see* _____ him three or four times a year, because he ²*used to live* _____ in a different town. I remember he also had a friend who was a train driver, who ³*used to show* _____ me the controls in the driver's cabin. I always ⁴*used to want* _____ to drive the train myself! We ⁵*also used to go* _____ boating in the park to see the birds there. He ⁶*used to have* _____ a garden as well, and he ⁷*used to walk* _____ around it, telling me about all his plants. And then there was the magic place in the woods. We ⁸*used to believe* _____ there were fairy people who lived in the trees. I wonder what he would say if he could see me now, playing with my own grandchildren!



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

2 ~~Cross out~~ the verb that does NOT match with the prefixes.

1 dis-	agree, like, take
2 mis-	behave, judge, claim, pronounce
3 over-	sleep, cycle, come
4 re-	cycle, behave, turn
5 dis-, re-	appear, claim, come
6 mis-, over-	hear, treat
7 mis-, re-	calculate, sleep
8 over-, re-	appear, turn
9 dis-, over-, re-	charge, pronounce
10 mis-, over-, re-	agree, take

3 Write a verb for definitions 1–7: add a prefix from exercise 2 to one of these words.

calculate charge claim cycle hear sleep take

- when you do an exam again because you failed it the first time retake
- when a shop/restaurant makes you pay more than the fixed price _____
- what happens when you don't pay attention to an alarm clock _____
- when you get your numbers wrong _____
- when your ears give you the wrong information _____
- when objects are used again instead of being thrown out _____
- when you reject responsibility for something _____

4 Complete the sentences with the correct form of these words.

discharge dislike misjudge mistake
overcome overturn reappear recalculate

- He went missing in 1980, but _____ at a friend's house six months later.
- The negotiators _____ their differences and reached an agreement.
- I _____ people who are lazy.
- 'Mr Kennedy has gone home. He was _____ from hospital at 9 a.m.'
- We need to _____ the figures for next year because we have less money than we expected.
- The boy tried to jump, _____ the distance, and fell into the water.
- The school _____ the teacher's decision and failed the student.
- I do apologize! I'm afraid I _____ you for someone else.

And you? Complete the paragraph about yourself.

When I was younger, I used to _____.

My parents would _____.

At school, I often used to _____.

When I left school, I used to _____.

Unit 4 Skills Practice

One of the most famous episodes in French history took place in the early 14th century. Isabella, the queen of England, was the daughter of Philippe IV, the king of France. She was lonely and displeased. What made her lonely was that her husband did not pay much attention to her. What displeased her was that she suspected that the wives of her three brothers had been having an affair. Her brothers were the crown princes of France, so this situation could cause serious problems for the monarchy when Louis, the eldest prince, became king.

The story goes that she plotted with her cousin Robert d'Artois to give proof to the king of what was happening. She sent Robert back to France with a present for each of her sisters-in-law: a valuable purse to wear on their belts. Months later, Robert found two young brothers wearing the same purses, and knew that he had discovered the sisters' lovers. What made matters worse was that the two men were of a low social class that was prohibited from having close relations with the aristocracy. Robert made sure that this news reached the king.

On 25 April 1314, a full report of the lovers' confession was read to the king, in the presence of his sons, the princes. Isabella was also there as she was visiting from England. The lovers and the sisters-in-law were declared guilty of illegal relations. The lovers were arrested and jailed. The women received a life sentence and were imprisoned in a castle. Two days after the king's judgment was announced, the lovers were executed in public.

But the story does not end there. King Philippe IV died in November of the same year, and Crown Prince Louis became king. But Louis' wife was in prison, and a lot of people had been saying that he was not the real father of his only daughter. What would happen to the monarchy now, if he had no male children?

What Louis couldn't stand was the idea of not having a son. None of the French kings in over 300 years had died without leaving a male heir. He talked to his advisors about what to do. They proposed that his wife Marguerite should sign a confession, saying that the child was not his. That way, Louis would be free to remarry and have a son.

Unfortunately, Marguerite refused to sign the letter, because she knew that if Louis died, their daughter would become queen, and Marguerite herself would be the queen mother. When he heard the news, Louis was overcome with anger, and sent a mission to Rome for his marriage to be annulled by the maximum religious authority, the Pope.

Meanwhile, Marguerite had changed her mind. She had no desire to stay in prison, and preferred to be moved to a convent. Life in such a religious centre would never be the same as life at court, but it would still be better than prison. So Marguerite wrote a letter of confession, but her tragedy was that it never got to the king, probably because of political intrigue.

At the same time, there was a long delay in electing a new pope, with the result that Louis became desperate for a solution to the problem of his existing marriage. Many versions of the story suggest that it was Louis' uncle Charles who gave him the idea of becoming a widower. Some say that Marguerite's mother appealed for mercy for her daughter. The truth is that Marguerite died mysteriously in her castle prison in 1315, at the age of only 25. Louis then remarried, and did have a son, but the infant lived only five days. Louis himself died the next year, probably poisoned. France had lost two kings in only two years, and the kingdom's problems were only just beginning ...

A Read for detail

- 1 Read the first page of the text and correct the errors in this summary.

Isabella, queen of France, was worried about her three brothers. She was sure that their wives were having an affair. To prove this, she sent her servant to her sisters-in-law. He took them some valuable jewellery as a present. Soon afterwards, two men were seen wearing the presents. These lovers were also members of the royal family and they were arrested and executed. The king died the following year and his son Louis became king. But the new king had a problem. He wasn't sure that his son was really his own child.

- 2 Read the second page and underline the correct option.

- 1 Louis ~~wanted~~ / ~~didn't want~~ a male child.
- 2 His wife ~~signed~~ / ~~didn't sign~~ the first letter.
- 3 His wife ~~became~~ / ~~didn't become~~ the queen mother.
- 4 Louis' marriage ~~was~~ / ~~wasn't~~ annulled.
- 5 Marguerite ~~signed~~ / ~~didn't sign~~ a second letter.
- 6 People said it was ~~Louis'~~ / ~~Charles'~~ idea to kill Marguerite.
- 7 It is ~~possible~~ / ~~certain~~ that Louis had his wife murdered.
- 8 Louis ~~finally had~~ / ~~never had~~ a male child.

- 3 Look at both pages again. Match the highlighted words with their definitions.

- 1 a statement that a person makes, admitting that they are guilty of a crime _____
- 2 a man whose wife has died and who has not married again _____
- 3 a baby or very young child _____
- 4 the decision of a court _____
- 5 a person who has the legal right to receive sb's property, money, or title when that person dies _____
- 6 made a secret plan to harm sb _____
- 7 officially cancelled a legal agreement _____

B Listen and understand preferences

- 4 **4S.1** Listen to speaker A. Answer the questions.

- 1 What type of boat does she prefer?
- 2 Why does she prefer to rent a boat?
- 3 Which challenge does she mention?
- 4 Name two places she likes to visit by boat.
- 5 Which other activity does she enjoy doing?

- 5 **4S.2** Listen to speaker B. Complete the notes.

- 1 Identify three things he likes: _____,
_____, _____
- 2 Identify two things he does not like: _____,

- 6 Listen to **4S.1** and **4S.2** again and put these phrases in the order you hear them.

- a ☐ What I really enjoy is ...
- b ☐ What I like about ... is ...
- c ☐ The ideal place for me ... is ...
- d ☐ What I also really love is ...
- e ☐ But what I can't stand is ...
- f ☐ There's nothing like ...

C Reading for pleasure Mystic Java

- 7 Read the text. Match these words to a–c in the picture of the *keris*.

handle ☐ sheath ☐ wavy blade ☐



Mystic Java

CHAPTER 4 Keris Power

At the July 4 party, Don introduced Sonia to Murwani, a slender woman of about 30 with a wide smile and playful brown eyes. She wore a modern batik top and a long white skirt. Her jet black hair was cut short at the neck but longer at the sides, so that it lengthened the look of her face a little.

'My uncle has *kerises* at home, so I've heard many stories about them,' she said in English, with very little accent. Sonia wished she could speak Indonesian as well as that. 'Do you think I could meet your uncle sometime?' she asked.

'I'm sure we can arrange that,' replied Murwani with a smile. 'What was it you wanted to know?'

Sonia told her how her grandfather had lived in Java for six years, before returning home with a mysterious *keris* that he often talked about. She did not mention the weird request for it to be taken back, partly because she'd only just met Murwani, and partly because she'd begun to think there was something odd about the whole story. After all, nobody in the family really knew what Henry Winters had been up to during his years abroad.

'I'd just like to know what's so special about them, I suppose,' said Sonia, as she came to the end of her tale.

'Well, typically,' said Murwani, 'a *keris* has a wooden handle and a long, wavy blade, representing a snake in motion. The *pusaka* or "heritage" *kerises* are each individual and made to perfection. They're handed down from generation to generation, and people believe that they have magical powers.'

'Why is that?' asked Sonia.

'Well, the story goes that they're made by master craftsmen called *empu* who fasted, meditated, and prayed while manufacturing the blades. This passes living energy into the blade, giving it magical powers.'

'And what kind of powers are we talking about?'

'The power of killing at a distance, simply by pointing the *keris* at an enemy. Or the warning of danger, when the *keris* rattles in its sheath.'

'That's very interesting,' Sonia said brightly, but noticed, with surprise, that she didn't feel quite as light-hearted as she sounded.

She was sceptical about the magical powers Murwani had mentioned, but after breakfast the next morning, she took out her grandfather's *keris* and examined it with more attention than before, feeling its weight, noticing the patterns on the blade. Then her mobile phone rang. It was a colleague to remind her of a meeting scheduled for 12.00. She placed the *keris* back in the cupboard, grabbed her things and ran out of the house.

Unit 4 Writing

A Write a short story

1 Choose the most suitable title 1–4 for the story.

- 1 ☐ Lost Medicine
- 2 ☐ Airport Arrest
- 3 ☐ Wrong Suitcase
- 4 ☐ A Kidnapping

‘What’s this? This isn’t my medicine!’ exclaimed Karl, as he looked anxiously at the contents of the suitcase. ‘I’ve got to have my medicine!’

Everything had been fine up to then. On board the aircraft, we’d run into some old friends, so we’d caught up on all their news. The flight had landed right on schedule. But the problem had started in the terminal building, with very long queues at passport control.

By the time we reached luggage reclaim, our flight’s suitcases were already going round and round. Karl pulled a grey one off the belt and put the key in the lock. He had to force it open, but he didn’t get his medicine. Out spilled bundles of banknotes. People pointed and shouted. Karl just stared.

Then things happened very fast. Somebody called the police and two officers came over to investigate. Two of the last passengers to arrive in the area stopped suddenly when they saw the suitcase, and ran off down the hall. The police ran after them. Five minutes later, Karl found the right suitcase and took his medicine.

2 Put the events a–f below in the order that they actually happened.

- a ☐ The couple went through passport control.
- b ☐ Karl needed his medicine.
- c ☐ The couple met some friends.
- d ☐ The police chased two people.
- e ☐ Karl forced a suitcase open.
- f ☐ The couple boarded a plane.

3 Match the summary sentences 1–4 with the four sections of the story a–d.

- 1 ☐ Karl waits a long time in passport control.
- 2 ☐ Karl discovers lots of money.
- 3 ☐ Karl finds the right suitcase.
- 4 ☐ The police run after some other people in the airport.

- a Attention hook
- b Flashback
- c Events after the key moment
- d Resolution of the story

4 Choose one of these key moments 1–3. Then complete the chart with some ideas for your story.

- 1 When I woke up, I discovered that the bus had stopped in the middle of the countryside and there was nobody else on board.
- 2 I turned round to leave the hotel, but the door I had come through had disappeared.
- 3 I sat down in the taxi, the doors locked automatically, and I couldn’t unlock them.

Attention hook:

Flashback:

Events after the key moment:

Resolution of the story:

5 Now write the complete story. Write between 120–180 words. You can use the model text on page 91 to help you.

Unit 4 Self check

4

Grammar

- 1 Complete the sentences with the correct form of the word in brackets.
 - 1 Dinner will _____ (serve) at 8 o'clock in the hotel dining room.
 - 2 I _____ (give) a trip to Cabo Polonio for my birthday.
 - 3 I can't wait _____ (show) around Punta del Este.
 - 4 Ricardo and Carmen _____ (take) across the river by boat.
 - 5 I don't mind _____ (be) away from the hustle and bustle of the city.
- 2 Correct the sentences. The mistake is underlined.
 - 1 Emil had been live in Japan so he would speak Japanese every day.
 - 2 I'd been eating dinner for ten minutes when Anya phoned to say she would be late. I ate dinner by the time she arrived.
 - 3 When I was a kid, sometimes my uncle would visit on Saturdays. He would live very near to us.
 - 4 Last year, I used to visit Hawaii for two weeks in June.

Vocabulary

- 3 Order the words to make sentences.
 - 1 and up let's go wake windsurfing and early bright

 - 2 money he insurance has obtaining been falsely with charged

 - 3 yourself and to allow unwind quiet in and cabin peace a the rent

 - 4 for man faking the sentenced own was years death five to his

- 4 Underline the correct words to complete the sentences.
 - 1 The police are looking for a man who has **misappeared**/disappeared.
 - 2 The car didn't move because the driver forgot to **release**/reverse the handbrake.
 - 3 I **reslept**/overslept this morning, so I was late for work.
 - 4 There was an accident because the driver didn't indicate before **turning**/returning.
 - 5 **Overtaking**/Overcoming on a corner is really dangerous.

Pronunciation

- 5 Match the sentence halves.
 - 1 ☐ I like snowboarding,
 - 2 ☐ I like snowboarding,
 - 3 ☐ I like snowboarding,
 - 4 ☐ I hate skiing,
 - a but Pia hates it.
 - b but Pia likes skiing.
 - c but Pia likes it.
 - d but Pia hates it.

Check your answers on >> p.84

What are you going to do now?

- a Nothing. I'm happy.
- b Revise grammar/vocabulary/pronunciation and try again.
- c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.53 Grammar Bank >> p.139
Workbook >> pp.28-31 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.32 exercises 1-2

Workbook >> p.33 exercise 7

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I read again
- ☐ everything

Listening

Listen to this audio again.

Workbook >> p.33 audio script 4S.1-3

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I listen again
- ☐ everything

Writing

Do this writing exercise again.

Workbook >> p.34 exercise 5

How confident are you?

I can write ...

- ☐ with help
- ☐ on my own
- ☐ with some mistakes
- ☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
- b Ask my teacher for help.
- c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.42-52

Workbook >> pp.32-34

MultiROM Listening section

www.oup.com/elt/result

How to use appropriate language

v polite and formal expressions

5A

A Vocabulary polite and formal expressions

1 Order the letters to make the words.
Complete the formal announcements.

- 1 Parents are _____ (klydin) _____ (dustqeree) to keep their children under control.
- 2 _____ (stesug) are _____ (rymwal) invited to leave their comments in the visitors' book.
- 3 All _____ (sortescum) are _____ (licorlady) invited to a party celebrating the company's one hundredth anniversary.

2 Match sentences 1–8 with the most suitable contexts a–c.

- a two close friends
- b two passengers on a train
- c public announcements

1 Passengers are warmly invited to a cocktail on the upper deck. ☐

2 Just to let you know, I'm not coming to the party tomorrow. ☐

3 Excuse me! Would you mind helping me with this case? ☐

4 Do you fancy going out tonight? ☐

5 Guests are kindly requested not to smoke in the building. ☐

6 Would you like to sit next to the window? ☐

7 Visitors are cordially reminded to look after their luggage. ☐

8 Pass me that newspaper, will you? ☐

3 Complete the requests/offers/invitations using the words in brackets.



- 1 (like) _____ to pour you some more water?
- 2 (wonder/mind) _____ taking a photo of the two of us?
- 3 (fancy) _____ some more cake?
- 4 (possibly) _____ pass me the salt?
- 5 (all right) _____ closed that curtain? The sun's in my eyes.
- 6 (mind/if) _____ dance with the bride?
- 7 (like) _____ to join me in proposing a toast?
- 8 (mind) _____ holding my glass for a moment?
- 9 I'll look after the baby (like) _____.
- 10 (mind) _____ I left after the speeches?

4 Read the comments 1–5 and choose the most suitable response a or b.

- 1 Would you like me to call a taxi for you?
a ☐ No, of course not. b ☐ No thanks, I'm fine.
- 2 Could you possibly help me put my bag in the top locker?
a ☐ Yes, of course. b ☐ Yes, please.
- 3 Do you fancy going for a drive in the country on Saturday?
a ☐ No thanks, I'm fine. b ☐ Sorry, I'm afraid I can't.
- 4 We're going to the beach. Would you like to join us?
a ☐ Yes, that would be great. b ☐ Yes, of course.
- 5 Would you mind looking after the kids for a couple of minutes? I just have to go to the shop.
a ☐ No, I'd rather not, thanks. b ☐ No, of course not.

How to report an encounter

G reported statements and questions P was



A Grammar reported statements and questions

- 1 Read the blog entry. Then complete the sentences to make the original comments 1–8.

In class today, Lorna asked me ¹where the word 'peach' comes from. I said ²it was probably from the French 'pêche'. But she wanted to know ³how it had got into Europe. I told her ⁴I didn't really know. Then Isabel suggested ⁵it could be from the Italian 'pesca'. Lorna said if that was Italian, ⁶then the original word had to be Latin. We asked Martha ⁷if she could check it on the Internet. The online dictionary explained that the word comes from the Latin 'persica', which apparently means 'Persian apple'. Lorna then declared ⁸that was what she'd thought in the first place!

- 1 'Where does the word peach come from?'
- 2 'It _____ probably from the French "pêche".'
- 3 'How _____ it _____ into Europe?'
- 4 'I _____ really _____.'
- 5 'It _____ be from the Italian "pesca".'
- 6 'The original word _____ be Latin.'
- 7 '_____ you _____ it on the Internet?'
- 8 'That's what I _____ in the first place!'

- 2 Rewrite the conversation in reported speech.

A Where does that word come from?

B I'm not sure.

A Is it from Dutch?

B I don't think so.

A Can you lend me a dictionary?

B Not now. I'm using it!

- 1 I asked her where the word came from.
- 2 She _____.
- 3 I _____.
- 4 She _____.
- 5 I _____.
- 6 She _____.

- 3 Tick ✓ or correct the sentences.

- 1 John wanted to know what did the word 'zeitgeist' meant.
- 2 Sheila told it was a German expression.
- 3 Brian said he'd heard of a film with the same name.
- 4 Suzy explained that 'zeit' does mean 'time' in German.
- 5 She said she couldn't remember what the other part of the word meant.
- 6 Jacky thought it sounded like a word from psychology.
- 7 Maria said her she was confusing 'geist' with 'gestalt'.
- 8 Sheila checked in the dictionary and discovered that 'zeitgeist' meaning 'spirit of the times'.

B Pronunciation was

- 4 Read the rhyme and predict the correct pronunciation.



It wəz/wɒz five when I heard the noise.
I couldn't think what it wəz/wɒz.
I thought it wəz/wɒz maybe the wind at the gate
but then a dark figure came in –
it wəznt/wɒznt the wind, you see.
It wəz/wɒz just my sister home late!

- 5 5B.1► Listen and check.

How to talk about foreign language habits

G verb plus infinitive patterns V do or make P linking before a vowel



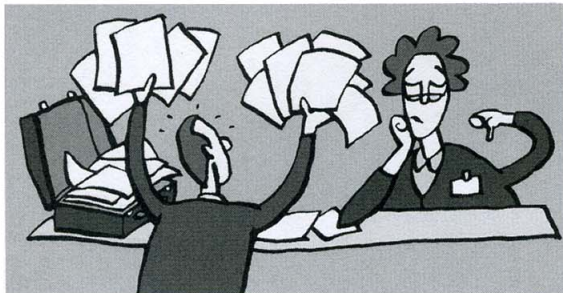
A Vocabulary *do or make*

- 1 Underline the correct option.

Dealing with bureaucracy can be a problem.

The best place to start is probably the information desk, where you can ¹make / do enquiries about what you need. If you need a work permit, for example, you might have to ²make / do an appointment for an interview. Don't forget to take all the papers you need when you do go to the corresponding office. Civil servants don't ³make / do favours. They can't give you what you haven't prepared. The usual reply to complaints is that they're just ⁴making / doing their duty'.

If you haven't got time to go to the office first, it ⁵doesn't make / doesn't do any harm to phone and check on exactly what you need. Just ⁶make / do sure you don't give away the original papers, so you can always get more copies. And remember: if at first you don't succeed, you can probably ⁷make / do better next time, even if it means ⁸making / doing arrangements for someone to go with you!



- 2 Complete the text with these words.

business educated guess effort mistakes
shopping well yourself understood

When you live abroad, part of the fun is making ¹ mistakes when you try to communicate. You won't do very ² _____ if you take things too seriously. When you do the ³ _____ at the supermarket, you don't need to make much of an ⁴ _____, because everything's there on the shelves. You might not know all the ingredients, but you can usually make an ⁵ _____ by reading the label carefully. The problems arise when you need to do ⁶ _____ abroad: when a company depends, for example, on how well you can make ⁷ _____. That can mean the difference between success or failure; that's when you really have to be prepared.

B Grammar *verb plus infinitive patterns*

- 3 Add *to* to the sentences where necessary.

- If you don't know the way, ask someone help you.
- If a friend has no money for a drink, you can offer pay.
- If you want to meet people, try to go out more often.
- If someone doesn't understand what to do, advise them be patient.
- When you have guests, tell them make themselves comfortable.
- If a policeman stops you, you'll need show your ID card.

- 4 Write full sentences from the prompts.

1 for / Christmas / I / advise / book / in / advance
For Christmas, I'd advise you to book in advance.

2 we / try / please / our / passengers

3 sorry / but you / need / wait / evening / flight

4 we / ask / hotel / send / us / a / confirmation / of / our / booking

5 taxi driver / offer / take / us / a / tour / of / city

6 the / airline / invite / passengers / have / meal / at / airport

C Pronunciation *linking before a vowel*

- 5 Add *u* or *w* to these phrases.

- Do a good job.
- Give an explanation.
- need to ask for information
- want to know about prices
- Make a fool of yourself.
- Go on! Don't stop now!

- 6 **5C.1▶** Listen and repeat.

How to talk about cultural differences

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



A Grammar reporting thoughts and beliefs

1 Add *that*, *what*, or *whether* to the sentences in red.

Last spring I went to visit Vietnam with my friend Adam, who spoke a bit of the language. I tried to communicate too, although I hadn't studied much. It's a fascinating place, and we met a lot of really hospitable people. But one day when we stopped to ask for directions in a village, the man I asked got very angry with me. ¹*I didn't know I should leave or stay.* ²*We quickly realized I had said something wrong* – the man had obviously understood something quite different from what I'd intended. ³*But we didn't understand I had really said.* Later we told the story to a Vietnamese friend, Ngoc, and ⁴*we discovered they have very different intonation patterns.* ⁵*I couldn't believe she told us,* because it sounded so complex. I'd made a fairly basic mistake when speaking to the man in the village: I'd meant to say 'sir', but had used the word for 'grandmother'. Discussing the situation later, ⁶*we wondered I should just have said nothing.* Adam ⁷*felt it would probably have been different in the towns,* where people are more used to foreigners. I definitely needed a lot more practice with the language. ⁸*That's when I learned can happen when you don't practise enough!*



B Vocabulary conversational acts

2 Match the sentence halves.

- | | |
|--|-----------------|
| 1 <input type="checkbox"/> While we waited for our food, we made | d small talk. |
| 2 <input type="checkbox"/> I noticed people at another table who were happily having | e his temper. |
| 3 <input type="checkbox"/> Then, suddenly, one of them raised | f a chat. |
| 4 <input type="checkbox"/> Brian said they were having | a an argument. |
| 5 <input type="checkbox"/> Another of them clearly lost | b at the floor. |
| 6 <input type="checkbox"/> The other people in the group just stared | c his voice. |

3 Complete the text with the correct form of these verbs.

enquire exchange have (x2) leave lose make raise stare

Two friends of mine were travelling across Asia when the bus broke down and they had to find somewhere to sleep. The village chief sent them to his brother's house. There, they ¹_____ greetings and ²_____ about everyone's health, as was the custom. They ³_____ small talk until bedtime. But in the middle of the night they woke up because of the mosquitoes, got irritated and ⁴_____ an argument. The woman ⁵_____ her voice and the man ⁶_____ his temper. The next morning at breakfast, one of the family's children asked them what had happened during the night. The question ⁷_____ an awkward silence, and the visitors just ⁸_____ at the floor. Embarrassed, they thanked the family for their hospitality, and left. Later they ⁹_____ a chat and decided to be more careful when staying with other people.

+ Grammar Plus It's widely thought that ...

Rewrite the sentences using a passive expression.

- People think that it's rude not to take your time with others.
It's thought that it's rude not to take your time with others.
- A lot of cultures think that it's bad manners to point at people.

- People think that it's offensive to start a conversation without the proper greetings.

- Most people believe that it's rude to use familiar language when talking to strangers.

- People here think that the best way to get attention is to speak louder than anyone else!

Unit 5 Skills Practice

A Read and follow explanations

- 1 Read the text. Choose the best title for part 1.
 - a ☐ The Geology of Uluru
 - b ☐ The History of Uluru
 - c ☐ The Climate of Uluru
- 2 Read part 1 again. Write *true*, *false*, or *doesn't say*.
 - 1 Uluru is an aboriginal name. _____
 - 2 Europeans arrived in the area in the early 19th century. _____
 - 3 The Europeans and aborigines got on well together. _____
 - 4 The first Europeans did not understand aboriginal culture. _____
 - 5 The Anangu are responsible for managing the Park. _____
 - 6 Visitors are not allowed to climb the Rock. _____
 - 7 Most tourists visit the site by organized coach trips. _____
 - 8 The Anangu are upset about access arrangements. _____
- 3 Match parts 2–4 with the descriptions a–c.
 - a ☐ The importance of these places today
 - b ☐ The significance of the Dreamtime
 - c ☐ The origins of Uluru
- 4 Complete the sentences with a **highlighted** word from the text. There are four extra words you do not need.
 - 1 Three _____ were involved in the battle at Uluru.
 - 2 Uluru commemorates the _____ of the people who died in battle.
 - 3 Early cultures _____ their food from the countryside.
 - 4 The views from the top are absolutely _____.
 - 5 If you take rocks from Uluru, local people may take _____.
 - 6 In the Dreamtime, _____ travelled over the earth.

1 Uluru – or Ayers Rock in its colonial name – is a **spectacular** rock formation in central Australia. It lies in the middle of a flat desert area, rising to a height of about 320 m. It was not discovered by Europeans until the 1870s, although archaeologists believe the area has been **inhabited** for as long as 10,000 years. (It is widely believed by modern anthropologists that aborigines have the oldest continuous culture of any people on earth.) The local aborigines told the Europeans that Uluru was the home of Tjukurpa, the Dreamtime, but aboriginal beliefs were beyond the **reach** of the newcomers.

The Rock quickly became a tourist attraction because of its uniqueness and the changing colours of its red sandstone. In 1958 it was declared part of a National Park, and in 1985 **ownership** and management of the Park were returned to the local aboriginal community, the Anangu. The Australian government initially agreed to prohibit people from climbing Uluru, which is held by the aborigines to be a sacred place. But the government broke its promise, and made free access to the Rock a condition for returning its management to the Anangu. This has produced **distress** in the aboriginal community. To understand why, we need to consider their cultural beliefs.

- 2 What the Anangu believe is that under Uluru there is an empty space, which is the home of Tjukurpa, the Dreamtime. This is the time when the ancestor **spirits** appeared out of the land. They **gathered** food, searched for water, made fires and fought each other just as the aborigines have always done. But they left their energy in all the places they inhabited. When these spirits had finished their work on the earth, they changed back into different forms, such as hills and rivers, plants and animals, where their energy is still alive today. A good example of these beliefs is the story of the origins of Uluru.
- 3 In the Dreamtime, a tribe of earth spirits invited two other **tribes** to an important feast. On the way there, the guest tribes encountered the Lizard Women, and decided to spend time with them instead. The fact that the guests did not appear for the feast was taken by the host tribe as an **offence**, and led to a great battle in which many tribesmen died. Stained red by the blood from the battle, Uluru rose from the earth in memory of so much **suffering**.
- 4 This story illustrates the sacred nature of the relation between the aborigines and their environment. Add to that the fact that their social organization in clans depends on how many sacred sites they control, and we can perhaps better understand the feelings of the Anangu for the Uluru rock.



B Listen and follow a conversation

5 **55.1▶** Listen. Match the people 1–5 with the references a–e.

- 1 ☐ Carla
- 2 ☐ Darren
- 3 ☐ Emma
- 4 ☐ the pretty girl
- 5 ☐ the boys in expensive suits
- a has a friend in the medical faculty
- b turned down three requests
- c was surprised at the language people used
- d didn't win any bets
- e overheard a conversation

6 **55.1▶** Listen again. Put these phrases from the story in the order you hear them. You do not hear one of the phrases.

- a ☐ Would you like to dance with me?
- b ☐ Do you fancy a dance?
- c ☐ I'll dance with you, if you like.
- d ☐ Do you think we could possibly have a dance?
- e ☐ I wonder if you'd mind having this dance?

C Listen for detail

7 **55.2▶** Listen. Write *true* or *false*. Correct the false sentences.

- 1 Helen is always telling travel stories. _____
- 2 The weather was very pleasant. _____
- 3 The clothes went missing inside the guesthouse. _____
- 4 The woman didn't want to offend the landlady. _____
- 5 This sort of event often happened at the guesthouse. _____
- 6 The landlady said she was unable to help them. _____

8 Who uses these phrases? Write *J* for Jonathan, or *H* for Helen.

- 1 ☐ ... a weird thing.
- 2 ☐ Get to the point!
- 3 ☐ That is a bit odd.
- 4 ☐ Lucky you!
- 5 ☐ Unlikely, isn't it?

9 Translate the phrases from exercise 8 into your language.

D Reading for pleasure Mystic Java

10 Read the text. Answer these questions.

- 1 What do we learn about Murwani's family?
- 2 What do we learn about Murwani's studies?
- 3 Why does Sonia become worried at the end?



CHAPTER 5 A Trip Inland

Sonia was woken up one Saturday morning by cocks crowing amid an unfamiliar silence. Looking out of the window of the village house, she saw the bamboo forest invaded by shafts of sunlight, further highlighted by smoke swirling up from domestic fires. Hens and chickens clucked around in the yard outside the house. It felt as if she had landed on another planet. It took her a few minutes to register exactly where she was.

Since their first meeting a month earlier, she and Murwani had got to know each other better. Murwani was the eldest of five children. Her family was originally from a village in the interior, but all the children had moved away. Murwani herself had studied pharmacology, and then travelled to Canada for a year to do a master's. She'd enjoyed the experience, but had decided to return to Java when her studies finished.

'Industrial medicine is fine,' she had explained, 'but I'm just as interested in local medicines. And you know we have our traditional *jamu*, the Javanese herbal medicines. It's fun to work with both.'

When Sonia explained that she'd been working mainly on the coast and hadn't been to an inland village yet, Murwani had invited her to come and visit her parents, who still lived at the original family home.

'Oh, and there's a *wayang kulit* performance that weekend too,' Murwani had added. 'You must have heard all about the "shadow puppets" – they're one of our most famous attractions.'

Sonia nodded excitedly. 'It's one of the reasons I wanted to come to Java,' she replied.

When she went to breakfast, Sonia was surprised to see a stranger eating with the rest of the family. Murwani grinned and introduced him as her uncle, the expert on *kerises*, who had come round on a surprise visit. He was delighted to meet Sonia and they chatted about the village, the family and the upcoming *wayang* performance. His English was impeccable.

'Murwani told me you had a *keris* yourself,' said the uncle.

'Yes! I have a photo of it, er, right here,' said Sonia, handing it to him. 'I was hoping you might be able to find out something about it,' said Sonia.

'I can certainly try!' he replied.

'Is it true they're magical?' asked Sonia.

Murwani's uncle smiled. 'Many people talk of these things, but few have seen anything happen, have they, Murwani?'

'I certainly haven't,' Murwani replied.

'*Kerises* become important when they form part of a family's identity,' her uncle explained. 'And because they're so valued, people have been known to steal them, fight over them, even kill for them! There are many popular tales about the famous ones.'

Sonia caught her breath. She hadn't thought in those terms before. What if her grandfather had stolen his? Was that why he wanted it to be given back? She felt herself turn red.

Unit 5 Writing

A Write a magazine article

1 Read the article and put paragraphs A–F in the correct order 1–6.

- A ☐ The third group that annoy me are the ones that are always in the wrong lane. When they need to turn right, they're always in the fourth lane to the left. And they hold up all the traffic until they reach the other side.
- B ☐ To all you driving specialists, I say just one thing: life would be a lot easier if you took the bus instead!
- C ☐ Finally, we have the indicator freaks. Take your choice. The ones who never use an indicator because they know where they're going. Or the ones who indicate left and promptly turn right, or vice versa.
- D ☐ First of all, the 'me first' maniacs. These are the ones who overtake you on the motorway and then drive just ten metres in front of you. If you then overtake them, they'll overtake again and repeat the exercise.
- E ☐ One of the most irritating features of modern life is surely inconsiderate car drivers. Nobody gets by without a car these days, but there are certain kinds of driver who put the life and health of the rest of us at serious risk. I can think of four different kinds.
- F ☐ Secondly, there are the 'lane hoppers'. In heavy traffic, they move left and right into any space they can find, in order to get forward.



2 Match the final questions a–e to these paragraphs 1–3 on 'Annoying people you find in queues'. There are two extra questions.

- 1 ☐ For me it's always annoying to hear people complaining when they're standing in a queue. I mean, it's just part of the system. And complaining about it only makes it worse for the rest of us.
- 2 ☐ Another type you find in queues are the ones that talk in a loud voice about all their personal problems. We've all got enough to think about without having to listen to them too!
- 3 ☐ But the worst types of all are the smart characters who walk straight to the front of the queue. They obviously think their time is much more important than ours. And people often don't react strongly enough!
- a Why don't they take a taxi instead?
- b Why can't they follow the same norms as everyone else?
- c Why don't they tell jokes instead?
- d Why can't they mind their own business?
- e Why can't they just keep their voices down?

3 You are going to write a magazine article with the title 'Annoying people you come across in the street'. Match the paragraph notes 1–5 with the examples a–c. Not all paragraphs have examples.

- 1 ☐ Skateboarders on the pavement.
- 2 ☐ People with open umbrellas.
- 3 ☐ People who walk in big groups and don't let other people walk past.
- 4 ☐ People who throw litter everywhere, especially chewing gum.
- 5 ☐ People with dogs on a lead.
- a especially the ones that chase each other around the pavement
- b the big golf ones, for example, can be really dangerous
- c particularly the ones that go very fast

4 Write your article using the notes from exercise 3. Write about 120–180 words. You can use the model text on page 92 to help you.

Unit 5 Self check

5

Grammar

- Complete the sentences. Use reported speech or direct speech.
 - 'I'm on the train!'
He said _____.
 - 'Could _____?'
I asked her if she could speak more quietly.
 - 'Are you going to Birmingham?'
She asked them _____.
 - 'Am I at the right station?'
I wondered whether _____.
 - 'I know I'm going to be late.'
He _____.

- Complete the text with these words.

advised asked believe offered said

I was ill yesterday, so I went to the doctor's. He ¹ _____ me some questions and looked at my throat. He told me I had a fever and ² _____ me to stay at home and rest. I ³ _____ my boss might not ⁴ _____ I was ill, so the doctor ⁵ _____ to write a note for my boss.

Vocabulary

- ~~Cross out~~ one extra word in each sentence.
 - I wonder if you'd mind to closing the door.
 - Would you like me for to help you?
 - I'll make an appointment for you if you like to.
 - Could you possibly wait me for five minutes?
 - Do you fancy the walking?
- Match the sentence halves.
 - ☐ Would you mind doing
 - ☐ Do you think it's easy to make
 - ☐ Did you and Mia have
 - ☐ Did Petra do
 - ☐ Would you mind if I used
 - a small talk in English?
 - an argument?
 - your pen?
 - me a favour?
 - a bit of work yesterday?

Pronunciation

- Underline /wəz/. Circle /wɒz/.
 - Who was working late at the office last night?
 - Joe was.
 - Was anyone else?
 - Yes, I was there, too. Was anyone late to work this morning?
 - Yes, I was.

Check your answers on >> p.84

What are you going to do now?

- Nothing. I'm happy.
- Revise grammar/vocabulary/pronunciation and try again.
- Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.65 Grammar Bank >> p.140
Workbook >> pp.36–39 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.40 exercises 1–3

Workbook >> p.41 exercise 10

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I read again
- ☐ everything

Listening

Listen to this audio again.

Workbook >> p.41 audio scripts **5S.1–2**

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I listen again
- ☐ everything

Writing

Do this writing exercise again.

Workbook >> p.42 exercise 4

How confident are you?

I can write ...

- ☐ with help
- ☐ on my own
- ☐ with some mistakes
- ☐ with no mistakes

What are you going to do now?

- Nothing. I'm happy.
- Ask my teacher for help.
- Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.54–64

Workbook >> pp.40–42

MultiROM Listening section

www.oup.com/elt/result

How to talk about health problems

g ability v disease p statement or question intonation

6A

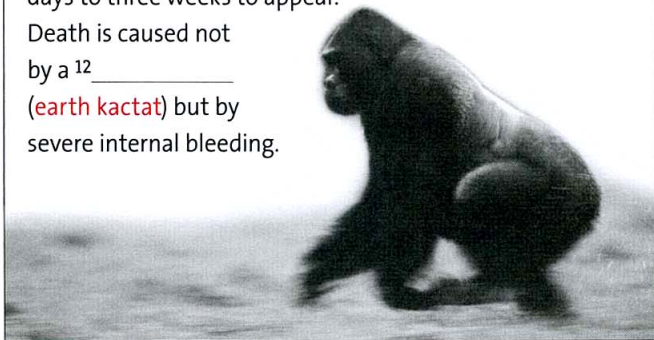
A Vocabulary disease

1 Order the letters to make the words.

Just like humans, many animals also ¹ _____ (refusf) from ² _____ (iscotefuni) diseases. In 2006, there were reports that a large number of gorillas had been ³ _____ (feedcint) by the deadly Ebola ⁴ _____ (sruvi). It had ⁵ _____ (parsed) through the forests of the Congo, causing an ⁶ _____ (decimpie). Very few animals make a ⁷ _____ (yvoceerr) after ⁸ _____ (cancight) a disease like this. It was also found that chimpanzees had been ⁹ _____ (feedfact) by the disease. Neither humans nor apes are ¹⁰ _____ (menuim) to Ebola, although scientists are working on a vaccine.

Ebola ¹¹ _____ (mystomps) take from two days to three weeks to appear.

Death is caused not by a ¹² _____ (earth kactat) but by severe internal bleeding.



2 Complete the text with some of the words from exercise 1, in the correct form.

Dengue fever is an ¹ _____ disease found in tropical countries. The virus is ² _____ by mosquito bites, so be careful! If a mosquito bites an ³ _____ person that you are looking after, and the same mosquito bites you, you will ⁴ _____ the disease too. As anyone who has ⁵ _____ from dengue will tell you, the ⁶ _____ are very unpleasant: high fever, loss of appetite, loss of energy. Depending on a person's general health, it can take a long time to make a complete ⁷ _____. And there are no guarantees if you've been ⁸ _____ by dengue that you will be ⁹ _____ to the disease in the future. As usual, prevention is the best cure: sleep with mosquito nets, and avoid travelling to areas with an ¹⁰ _____ of the disease.

B Grammar ability

3 Complete the sentences with one word in each gap.

- Eighteenth-century sailors who couldn't get vitamin C became sick.
- They were often _____ to find fresh fruit and vegetables because their ships spent a long time at sea.
- They sometimes managed _____ land and obtain fresh food.
- For a long time, ships' doctors weren't _____ to understand what caused the sickness.
- Investigators _____ find a cheap, practical solution. It seemed impossible.
- In 1793, a ship succeeded _____ reaching India without sailors falling sick.
- They had only been _____ to do that because they had taken lots of lemon juice with them.
- Several doctors _____ help noticing that the same thing happened on other ships.
- A doctor called Blane finally _____ to convince the authorities of the cure.
- Ever since then, sailors have been able _____ prevent this disease, called scurvy.

C Pronunciation statement or question intonation

4 **6A.1▶** Listen and write a question mark (?) if the voice goes up at the end. Write a full stop (.) if the voice goes down.

- A Something wrong then
B Got terrible pains in my stomach
A Been to the doctor's yet
B Haven't really had time
A Better get an appointment then
B Got her number on you

How to talk about living conditions



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

A Vocabulary adjectives with affixes

- 1 Correct the sentences. One is already correct.
 - 1 Electric cars are far more ~~planet-efficient~~ than conventional petrol models! planet-friendly
 - 2 More and more accidents are caused by inexperienced drivers using low-powered cars. _____
 - 3 His heart condition means he must keep to a strict high-fat diet. _____
 - 4 We make sure our heating system is fuel-friendly, otherwise it would be too expensive to maintain. _____
 - 5 I feel that all public lighting should use high-energy light bulbs. _____
 - 6 If you can't avoid fast food during the day, at least make sure you have a high-fibre breakfast. _____

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

- 2 Underline the correct option.

Andrea Hello, Elena! I haven't seen you for a long time! You're looking very healthy for 78!

Elena Thank you dear! Yes, I haven't seen you for a while. How's the family?

A We're all fine thanks. Did you know my sister is studying abroad for three months?

E Oh, that ¹must/can't be nice! Where is she?

A Southern Germany.

E Wow! They ²must/can't have much better weather there, I should think!

A She says it's a lot colder in winter, you know.

E Really? And it ³must/can't be easy for your family without her around. Such a lively girl!

A Yeah, well we all miss her. But she ⁴must/can't be very worried by the distance, though.

E Why is that?

A Because she's staying on for an extra month.

E So what kind of accommodation has she got?

A She shares a flat with three other girls.

E That ⁵must/can't be a bit noisy!

A Yes, well, she ⁶must/can't be studying very much, with all the parties she talks about!

E I'm sure!

A And another thing! She ⁷must/can't have much free time either!

E Why not?

A She's been there for two months, and we've only had three emails and one phone call!

- 3 What do you suppose a sailor's life is like? Write sentences using *must* or *can't*.



- 1 I imagine their routine is pretty repetitive.
They must get bored. It can't be very exciting on a ship.
- 2 I suppose it's difficult to find fresh food.

- 3 I wonder what they do to keep fit.

- 4 They probably don't see their families very often.

- 5 I'd imagine entertainment is a bit limited.

C Pronunciation final *-t* in *must* and *can't*

- 4 Tick ✓ if the *-t* of *must*/*can't* is pronounced.
 - 1 ☐ He must be an office worker.
 - 2 ☐ He can't enjoy working so many hours!
 - 3 ☐ He must finish work about 7.00.
 - 4 ☐ He must answer about a hundred calls a day!
 - 5 ☐ He can't complain about his office!
 - 6 ☐ He can't earn much more than me!
- 5 **6B.1▶** Listen and check.

And you? What do you think it would be like to live in a very hot or a very cold country?

- 1 It must be hard to sleep when the temperature's very high.
- 2 It can't be easy _____.
- 3 It must be difficult _____.
- 4 It can't be very comfortable _____.

How to talk about your diet



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

A Vocabulary food labels

1 Find ten food-label words in the puzzle.

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

2 Complete each sentence with a word from the puzzle in exercise 1.

- Two metals: _____, _____.
- Fish, meat, and eggs have lots of _____.
- Rice, potatoes, and pasta are good sources of _____.
- Fresh fruit and vegetables provide us with _____.
- Too much _____ could give you heart problems.
- Too many _____ will make you put on weight.
- Brown bread has plenty of _____, while white bread has very little.
- A person who does not eat meat is a _____.
- An _____ is a medical condition often caused by contact with nuts, pollen, or animal hair, for example.

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

3 Underline the correct option. Sometimes both answers are possible.

NUTRITION FACTS

Quantities in grams per 100 grams of food

	Maize	Rice	Apples	Cherries	Strawberries
Protein	3.2	2.5	0.3	0.6	0.6
Carbohydrates	20.5	25.5	14	11.9	6.2
Fibre	0.8	0.3	1	1.7	2.2
Fat	1.2	0.6	0.4	—	—
Energy (kilocalories)	90	119	55	47	26
Vitamins found	A, C	B	B6	A	C

- Each of the cereals has/have some protein.
 - Both cereals contains/contain a lot of carbohydrates.
 - Neither cereal has/have much fibre.
 - Either cereal is/are a good source of energy.
 - Each cereal contains/contain a little fat.
 - All of the fruits has/have under 15 grams of carbohydrates.
 - Each fruit contains/contain some kind of fibre.
 - None of the fruits has/have much energy.
 - Most of the fruits doesn't contain/don't contain fat.
- 4 Complete the sentences with *all, both, each, either, every, most, neither, or none*.

	Ingredients	Total sugar content	Sodium	Sell-by date
Honey	fructose, glucose, water	1.6 g	0.14 g	21.11.2012
Jam	raspberries, sugar, pectin, citric acid	42 g/100 g	—	12.9.2013
Marmalade	lime, lemon, sugar, pectin, citric acid	55 g/100 g	—	1.10.2012
Vegetable pickle	mixed vegetables, pectin, vinegar, salt, sugar, dates, citric acid	10 g/100 g	1.6 g	11.8.2014

- _____ the honey and the pickle contain sodium.
- _____ the jam nor the marmalade has sodium.
- _____ of the foods contain sugar.
- _____ of the foods has a different sugar content.
- _____ of the foods contain pectin.
- _____ of the foods contain potassium.
- _____ product has a different sell-by date.

How well can you talk about your diet now?

Go back to the **Student's Book** >> p.71 and tick ✓ the line again.

How to speculate about the past

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



A Grammar modals of deduction in the past

- 1 Complete the archaeologists' conclusions using modals of deduction.

EXCAVATION FACT FILE

- 1 Body: male, 1.80 metres, strong bones
- 2 Age: not more than 45
- 3 Condition: broken left leg possible cause of death
- 4 Status: clearly an important chief
- 5 Date of death: 550 BCE

Objects found:

- 6 gold cup and plate next to the body
- 7 Chinese cloth under the head
- 8 gold neck ring and belt, similar to many others in the area
- 9 two Persian coins near the entrance



- 1 He must have had (have) a good diet.
- 2 He _____ (live) longer than 45.
- 3 He _____ (die) from a leg injury.
- 4 He _____ (be) a peasant.
- 5 He _____ (bury) about 550 BCE.
- 6 His tribe _____ (believe) in an afterlife.
- 7 His tribe _____ (import) goods from China.
- 8 His tribe _____ (know) how to work gold.
- 9 The people _____ (trade) with Persia.

B Vocabulary dates and times in history

- 2 Match the dates with the historical events. There are three extra dates.

1899–1901 1550–1650 1903 1980 1992 2000
2002 2005 2008

- 1 The quantum theory was developed by physicist Max Planck in _____.
- 2 In _____, the 'I Love You' virus invaded computers worldwide.
- 3 The Wright brothers flew the first aeroplane in December _____.
- 4 The World Wide Web was launched in _____.
- 5 The Beijing Olympic Games were held in _____.
- 6 The single European currency, the euro (€), was launched in _____.

- 3 **6D.1▶** Now listen and check your answers.

+ Grammar Plus *She's likely to have ...*

Answer the questions using the prompts.

- 1 Why has she been promoted?
(work hard) She's likely to have worked very hard.
- 2 Where did she get that painting from?
(buy / Italy) _____
- 3 Do you think he made up the recipe himself?
(get / it / from his grandmother) _____
- 4 What is she doing in the Alps?
(go skiing) _____
- 5 Where do you think Barry has put my DVD?
(leave / it / in the DVD player) _____

C Pronunciation rhythm

- 4 **6D.2▶** Listen and underline the stressed syllables.

- 1 They can't have bought
- 2 They may have imported
- 3 They might have made
- 4 He may have died
- 5 He will have traded
- 6 He won't have survived

- 5 Listen again and repeat.

Unit 6 Skills Practice

A

- 1 Let me check I've got this clear. Coal, gas and oil from underground sources cause problems because of carbon emissions. So we should replace these fossil fuels by alternative fuels derived from plants above ground. But are such biofuels really a sustainable solution?
- 2 I mean, we must all have heard the arguments against fossil fuels by now: burning them increases the carbon dioxide in the atmosphere and leads directly to global warming. They are non-renewable. The price of oil fluctuates wildly, causing all sorts of economic trouble. And oil derivatives such as plastics are considered a threat to the environment because of the difficulties involved in recycling them. This all makes sense.
- 3 And then there are the arguments in favour of biofuels. They release far less carbon dioxide into the atmosphere. Because they are plant-based, they are environmentally-friendly and

renewable. Most countries could produce some kind of energy-efficient crop, so that there would be less dependence on imported oil. And in certain countries, agriculture aimed at biofuels could well revive rural economies and their communities. This also makes sense.

But for me, all this raises a number of absolutely crucial issues. If we can't feed the world population with existing resources, how on earth are we to grow biofuel crops as well? If we cut down even more rainforest, surely we end up with more carbon dioxide because the trees no longer absorb it? And if biofuel crops force up the price of basic cereals like soybean and maize, poor people starve. None of that makes any sense at all. I'm afraid I can't find any sustainability there. Quite the opposite: this would only use up our resources at twice the speed. How about solar, wind, and tidal energies instead?

B

- 1 All right! I'll admit it: I use plastic bags. I can't help using them. They're convenient, and they don't cost me anything – but I do recycle them via domestic rubbish. There you are: I've said it, and the world hasn't fallen apart. So what's the problem?
- 2 Well, the problem is this. Firstly, that the UK produces about 50,000 tonnes of waste every year from plastic bags alone. (Think about what Europe must produce, and then the USA ...) Secondly, that there are nationwide moves to ban the use of plastic bags: they may be low-cost, but they cannot be considered eco-friendly. Thirdly, that early in 2008, newspapers reported on a plastics epidemic in the oceans. The symptoms? Two vast 'garbage patches', each about the size of France, floating around in the North Pacific. The patches were discovered in 1997, but must have built up over decades. Ninety percent of them is

thought to be plastic. One estimate is that one million seabirds and 100,000 mammals die every year from swallowing plastic. The fourth thing to consider is that the vast majority of plastics are not biodegradable: they break down into little particles that are transported by water, enter the food chain when consumed by animals – and may well end up on your or my dinner table.

Conclusions? I could definitely manage to do my shopping with cloth bags, a shopping trolley, boxes if I'm using the car, or even an old-fashioned fibre shopping basket. All of these are biodegradable, relatively cheap and could be imported from developing countries to help their economies along. And that would be a lot more sustainable than tonnes of plastic waste. So what are we waiting for?

A Read for gist

- 1 Read text A. Write the paragraph numbers 1–4 next to the headings. One of the headings is not needed.
 - a ☐ Advantages of biofuels
 - b ☐ Disadvantages of fossil fuels
 - c ☐ Advantages for farmers
 - d ☐ The dilemma
 - e ☐ Writer's opinion on biofuels
- 2 Read text B. Put the text sections a–c in order 1–3.
 - a ☐ Advantages of using non-plastic bags
 - b ☐ Advantages of plastic bags
 - c ☐ Disadvantages of plastic materials in general

B Read for author opinion

- 3 Underline the correct options for both texts.
 - 1 The author **accepts**/**rejects** the use of fossil fuels.
 - 2 The author **recognizes**/**denies** certain advantages of biofuels.
 - 3 The author questions the **technical and agricultural**/**social and environmental** aspects of biofuels.
 - 4 The final question in text A suggests that the author thinks the **advantages**/**disadvantages** of biofuels are more important.
 - 5 Initially, the author **agrees**/**disagrees** with the utility of plastic bags.
 - 6 The author subsequently **admits**/**denies** the environmental impact of plastics.
 - 7 In the end, the author **defends**/**attacks** the continuing use of plastic bags.

- 4 Look again at text B. Correct the sentences.
- 50,000 tonnes is the total amount of plastic waste in the UK.
 - Plastic bags are already banned in the UK.
 - Garbage patches have existed since 1997.
 - The garbage patches have been found near France.
 - Marine wildlife is immune to plastics.
 - Plastics eventually disintegrate into the environment.
 - It's impossible to find plastics in our food.

C Listen to informal conversations

- 5 **6S.1** Listen to Sheena and Bern. The speakers are ____.
- ☐ parent and child
 - ☐ doctor and patient
 - ☐ two close friends
- 6 Tick ✓ the symptoms Sheena identifies in Bern.
- | | |
|--|---|
| 1 <input type="checkbox"/> not enough sleep | 5 <input type="checkbox"/> spots on the body |
| 2 <input type="checkbox"/> high temperature | 6 <input type="checkbox"/> sore neck |
| 3 <input type="checkbox"/> sore arms and legs | 7 <input type="checkbox"/> problems with eyesight |
| 4 <input type="checkbox"/> doesn't want to eat | |
- 7 Match the expressions with a similar meaning.
- | | |
|--|----------------------|
| 1 <input type="checkbox"/> See?! | a Did that hurt? |
| 2 <input type="checkbox"/> Don't feel like food. | b That's impossible. |
| 3 <input type="checkbox"/> Hang on a minute! | c I'm not hungry. |
| 4 <input type="checkbox"/> That painful? | d Isn't that right? |
| 5 <input type="checkbox"/> Can't be that! | e Just a moment. |
- 8 **6S.2** Listen to two friends, Iris and Jared. Write *true* or *false*.
- Jared has never eaten meat. _____
 - Jared explains the reasons for his decision. _____
 - Iris agrees that only meat can cause problems. _____
 - Iris thinks fruit and vegetables are safer than fish and meat. _____
 - Iris makes fun of Jared about his decision. _____
- 9 Listen again and put the colloquial phrases in the order you hear them. Translate them into your own language.
- | | |
|---|--|
| a <input type="checkbox"/> You've what? | d <input type="checkbox"/> ... a lot of 'don't knows'! |
| b <input type="checkbox"/> Very funny! | e <input type="checkbox"/> ... as they say! |
| c <input type="checkbox"/> I suppose not. | f <input type="checkbox"/> You do that! |

D Reading for pleasure Mystic Java

- 10 Read the text. Answer these questions.

- Who is the *dalang*? What does he do?
- Do the hero puppets and villain puppets look the same or different?
- What kind of story does Sonia see in the *wayang kulit* performance?



CHAPTER 6

Wayang Kulit – The Shadow Puppets

'And is it possible to distinguish one *keris* from another?' continued Sonia, hoping nobody would notice her change of colour.

'That's more difficult,' said the uncle. 'They're not made now like they used to be. But with the older, classical ones, experts can tell them apart by the marks at the top end of the blade, near the handle.'

Sonia struggled to make sense of it all. Couldn't her grandfather just have bought the *keris*? But then why ask for it to be returned? That was the sticking point! If his *keris* was old enough, it could probably be identified, which might help her decide what to do with it. Or not. Maybe not, if it had been stolen. Why on earth had she ever agreed to bring it?

'How would a family feel if they lost their *keris*?' she asked Murwani, suddenly.

'Incomplete,' came the reply. Her uncle nodded his agreement, and then moved onto other topics.

That evening, Murwani and Sonia set off for the *wayang* performance. As they walked, Sonia was lost in thought.

'Are you still thinking of the *keris*?' Murwani asked, gently. 'My uncle says he'll find out what he can about it.'

'No, no!' she answered. 'Tell me more about the puppets.'

Murwani tactfully noted the change of subject. 'Well, as you know, the puppets perform on one side of a screen, and on the other side you can watch their shadows,' she said. 'The *dalang* is the master storyteller. He knows all the episodes from the Hindu epics and from the Javanese story cycles. He uses at least three different languages, and produces different voices for all the characters. He manipulates the puppets with his hands, leads the *gamelan* orchestra with his feet, and doesn't change position all night.'

'Incredible!' gasped Sonia.

When they reached the open-air event, people were eating snacks, chatting, and moving in and out of the audience. There were rows of chairs to the left and to the right of the white cloth screen. Murwani and Sonia went first to the side of the puppets, which were bathed in glaring white light. They saw fierce-looking villains with red faces and bulging eyes. Some of them even had fangs. By contrast, the heroes had almond eyes, black faces and fine features.

Suddenly, a middle-sized puppet gesticulated at a group. It spoke in a high-pitched wheedling voice. Other puppets listened and made comments. Sonia and Murwani moved across to watch the performance from the land of the shadows. The music changed and a battle started. Puppets flew in from one side or the other, and fought epic battles. A magic arrow was fired, a hero died, the winners celebrated and the losers plotted revenge.

Sonia was entranced. She didn't understand a word, but it didn't matter. The experience was magical, and helped her to forget her worries – at least for a while.

Unit 6 Writing

A Write a review

- 1 Complete the text with these words. Use a dictionary to help you if necessary.
 Africa child soldier escapes extraordinary story
 shy but clever to survive the planet's tremendously

BOOK REVIEW

Chronicles of the Winds

A recent book I enjoyed very much was 'Chronicles of the Winds'. Written by Henning Mankell, it's the
 1 _____ of a group of street children
 in 2 _____.

All the action takes place in south-east Africa, between rural areas and a large city. The main character is a boy called Nelio, who is 3 _____, and independent but sociable.

When Nelio 4 _____ from guerrilla fighters who want him to be a 5 _____, he reaches the capital and leads a group of street children in their struggle 6 _____. And he lives just long enough to tell the remarkable story to the bakery worker who is the book's narrator.

This is a 7 _____ humane book that takes us into a world that few of us have experienced. At the same time, it raises questions about the fate of 8 _____ future: its children.

- 2 Imagine you have just read a detective story about solving a murder, and want to write a review of it. Match the review sections 1–4 with the words and phrases you might use a–j.

- 1 the book _____
 2 the main character _____
 3 the setting _____
 4 your opinion _____
 a smart residential areas
 b hard-working
 c interesting plot
 d full of action
 e five-star hotels
 f underpaid
 g easy to read
 h deprived neighbourhoods
 i a thriller
 j gripping

- 3 Think of a book you read or film you watched recently. Brainstorm words and phrases you could use to describe it. Complete the paragraph plan.

paragraph 1	title, type of book / film, author / director, general opinion
paragraph 2	setting, description of main character
paragraph 3	the plot
paragraph 4	your opinion and recommendation

- 4 Write your own book or film review using your notes from exercise 3. Write about 120–180 words. You can use the model text on page 92 to help you.

Unit 6 Self check

6

Grammar

- 1 Underline the correct words.
 - 1 As soon as she started laughing, she was **able to** / **managed** leave the room and stop herself.
 - 2 It spread like an epidemic, so it **must** / **won't** have been an infectious disease.
 - 3 Most people **couldn't** / **were unable** to stop laughing.
 - 4 Nobody **might have** / **has been able** to explain what caused the epidemic.
- 2 Complete the sentences.
 - 1 N_____ of my thirty classmates have visited Tanzania.
 - 2 He said b_____ of his hands were hurt.
 - 3 N_____ of my parents is at home today.
 - 4 I would like to eat e_____ pizza or a sandwich.
 - 5 Did a_____ of your good friends come to the party?

Vocabulary

- 3 Complete the text with these words.
diseases efficient eco-friendly infected late low-energy viruses
In the 1_____ twentieth century, home computers became common. The early models were big and were not 2_____ in their use of energy. But the technology improved quickly, and today's 3_____ home computers are more 4_____ – they do less harm to the environment. Some say computers are becoming more like people. They are learning to speak, and they even have their own 5_____. 6_____ can spread over the Internet. When a computer is 7_____, it doesn't work very well – a bit like a person who's not feeling well.
- 4 Tick ✓ or correct the sentences.
 - 1 ☐ People who have suffered from a heart attack usually avoid high-fat food.
 - 2 ☐ My son was born at the turn of the twenty-one century.
 - 3 ☐ Most of the village was affected by the virus.
 - 4 ☐ I drank a packet of juice every day while I was doing a recovery from flu.

Pronunciation

- 5 Underline the word with a different vowel sound.
 - 1 can can't man
 - 2 cough off laugh
 - 3 cause wrong stop
 - 4 people eat it
 - 5 guess these mess

Check your answers on >> p.85

What are you going to do now?

- a Nothing. I'm happy.
- b Revise grammar/vocabulary/pronunciation and try again.
- c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.77 **Grammar Bank** >> p.141
Workbook >> pp.44–47 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.48 exercises 1–2

Workbook >> p.49 exercise 10

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I read again
- ☐ everything

Listening

Listen to this audio again.

Workbook >> p.49 audio scripts **6S.1–2**

How confident are you?

I can understand ...

- ☐ some words
- ☐ with help
- ☐ when I listen again
- ☐ everything

Writing

Do this writing exercise again.

Workbook >> p.50 exercise 4

How confident are you?

I can write ...

- ☐ with help
- ☐ on my own
- ☐ with some mistakes
- ☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
- b Ask my teacher for help.
- c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.66–76

Workbook >> pp.48–50

MultiROM Listening section

www.oup.com/elt/result

How to describe remarkable places

g ways of comparing v adjective prefixes un-, im-, and in- p stress for emphasis g+ There can be few ...



A Grammar ways of comparing

- 1 Complete the text with the correct form of these adjectives. You will need to use some words more than once.

big cold dark deep famous long

Visiting the UK: British lakes			
lake	surface area	depth	length
Lough Neagh	313 km ²	30 m	30 km
Loch Ness	56.4 km ²	250 m	39 km
Windermere	16 km ²	67 m	17 km

■ **Lough Neagh** By surface area, Lough Neagh is the 1 _____ lake in the UK, about twenty times 2 _____ than Windermere. But if we consider its depth, Lough Neagh is only about half 3 _____ as Windermere, and not nearly 4 _____ Loch Ness. At 39 km, Loch Ness is also the 5 _____ lake in the UK. For visitors from abroad, no UK lake is as 6 _____ Loch Ness, since nearly everyone has heard of the monster.

Swimming of course is possible in most of the lakes, although normally only in summer. As with all lakes, the 7 _____ you stay in the water, the 8 _____ you get, so care must always be taken. And just in case you're thinking of looking for the monster, diving is not recommended: as you go down, the water gets 9 _____, until you can hardly see anything at all. It's much easier to check the underwater radar screen on the cruise boats!

+ Grammar Plus There can be few ...

Rewrite the sentences.

- Antarctica is perhaps one of the most inhospitable places in the world. *There can be few places in the world quite as inhospitable as Antarctica.*
- The Torre Galatea in Spain is one of the most unusual buildings. _____
- The Cirque du Soleil is perhaps one of the most spectacular live entertainment shows. _____
- A helicopter tour of the Grand Canyon is perhaps the most unforgettable tourist activity. _____

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

- 2 Complete the text with un-, im- or in-.

A real adventurer's holiday is 1 _____ complete without a trip to a distant 2 _____ spoiled destination, preferably 3 _____ touched by the hand of man. If you're feeling adventurous, you might like to try the St Kilda islands. They're 4 _____ accessible for most of the year because of the weather. And they're practically 5 _____ discovered, because fewer than 2,000 people a year visit them.

You'll find the islands in the middle of the Atlantic, 65 km west of the UK. People will tell you they're 6 _____ hospitable – 'There's nothing there!' – but summer excursions offer the chance to see dramatic scenery and vast bird colonies. One of the more 7 _____ usual traditions of the original island community was to climb the sea cliffs barefoot in order to catch the birds. The birds defended themselves by spitting an 8 _____ pleasant liquid over the people. Nowadays however, such things are 9 _____ possible because the islands are a UNESCO World Heritage Site. So remember, for a truly 10 _____ forgettable trip, try a sea cruise to St Kilda!



C Pronunciation stress for emphasis

- 3 Which of the two words in red is stressed? Underline it.
- a Brazil is **by far** the largest country in South America.
b None of the other countries is **nearly as** big as Brazil.
 - a Maracaibo is **easily the** biggest lake in South America.
b Titicaca is **nowhere near** as big.
 - a Angel Falls is **slightly higher than** the Three Sisters waterfall.
b The Three Sisters is **almost as high as** Angel Falls.
 - a The Amazon river is **far longer than** the Orinoco.
b The Orinoco is **nowhere near** as long as the Amazon.
- 4 **7A.1▶** Listen, check, and repeat.

How to talk about your attitude to travel

g be used to doing or used to do v attitude adjectives p stress for contrast



A Vocabulary attitude adjectives

- 1 Add a, e, i, o, or u to complete the words.

Travel mate wanted.

35-year-old man planning two-month trip in tropical rainforest is looking for company. Must be ¹cc st m d to tropical conditions, ²w ry of wild animals. Should not be ³v rs to sleeping rough or to strange food. Must be fit, as we'll be ⁴r l nt on local transport and our own legs. ⁵M t c l s preparation required. ⁶L d b ck travelling habits not helpful. Not suited to someone always ⁷ngr ss d in their books! If ⁸pr f c nt at speaking a local language, a definite advantage. All costs shared.

Replies with details to: Box 397

- 2 Complete the conversation with these prepositions. The prepositions may be used more than once.

about at in of on to

A Well, thanks for answering my magazine advert. What is it you think you can bring to the expedition?

B Well, I'm good ¹ map reading for one thing, and I'm also OK ² sleeping in tents, living rough, that kind of thing, after three years in the army.

A So you have army training?

B Absolutely. That's why I'm so meticulous ³ travel preparations. And I'm always wary ⁴ the wildlife, ever since I lost two fingers to a wildcat. Look!

A I see. And what else?

B Well, I'm not reliant ⁵ other people, so I wouldn't need any looking after! And I'm proficient ⁶ driving anything with an engine.

A Yes, that's always useful! Is there anything you do have problems with?

B Not really. I'm not averse ⁷ foreign food, although I won't eat any very weird stuff!

A I'm sure that can be avoided! And do you have any special reasons for making the trip?

B Basically because I'm interested ⁸ nature photography, and keen ⁹ ancient ruins. And I've heard there are a lot in the area you want to visit.

A Excellent! Perhaps we can talk about specific dates then ...

B Grammar be used to doing or used to do

- 3 Write sentences using the information given and the forms *be used to* + noun phrase / *doing*, or *used to do*.

1 Manfred's new here. The language is difficult for him.
He's *not used to the language yet*.

2 Tamsin only passed her driving test last week.
She's _____.

3 He goes abroad every year.
He's _____.

4 She has to make the decision by herself. She's never done this before.
She's _____.

5 When she was small, her family often went sailing.
She _____.

6 He never flew because he couldn't afford it – not like now!
He _____.

7 Her friend's family always stayed in hotels.
Her friend's family _____.

8 That's his fifth business trip this month!
He's _____.

C Pronunciation stress for contrast

- 4 **7B.1** Listen. Underline the stressed word in the question and the answer.

1 A Are you worried about your trip?
B No, I'm really excited about it, actually.

2 A Are you keen on travelling by train?
B No, I'm a bit bored of it, to be honest.

3 A Are you good at working and travelling across different time zones?
B No, because I'm very bad at sleeping on planes!

4 A Are you afraid of flying?
B Yes! I'm terrified of it!

5 A Are they fond of diving?
B Yeah, they're really enthusiastic about it, actually.

6 A Are you good at driving old cars?
B Yes, I'm OK at it, really.

- 5 Listen again and repeat.

How to describe maps and diagrams



g the, a, an, or no article **v** describing maps and diagrams

A Vocabulary describing maps and diagrams

- 1 Complete the sentences with these words. Use the map to help you.

in the bottom left	to the west
halfway up	in the south
to the south	in the north
from north to south	from the north-east to the south
in the north-west	from side to side



- Hungary lies _____ of Slovakia.
- Budapest, the capital, is _____ of the country.
- The River Danube flows _____, through the centre of Hungary.
- The Danube divides Budapest in two. If you look _____ of the river, you will see Buda to the west and Pest to the east.
- Lake Balaton lies _____ of the Danube.
- The city of Gyor lies _____ corner of the country.
- The River Tisza flows _____ of the country.
- The city of Szeged lies on the River Tisza, _____, near the border.
- The town of Nagykanizsa can be seen _____ of the picture.
- Balatonboglár is on the banks of Lake Balaton, about _____.

B Grammar the, a, an, or no article

- 2 Underline the correct option (Ø = no article).

¹The / Ø Lake Titicaca lies in the middle of ²the / Ø Andes, between ³a / Ø Bolivia and ⁴a / Ø Peru, at an altitude of 3,800 m. Puno is ⁵a / Ø town on the Peruvian side, with ⁶a / Ø famous cathedral.

⁷An / The Island of the Sun is the biggest island on the lake, and has many Inca ruins. The curious thing about the lake is that more than twenty rivers feed it, while only one small river, ⁸the / Ø Desaguadero, drains it.



- 3 Complete the details with *a, an, the*, or *Ø* (no article).
- The water that separates Europe from Africa is called the Mediterranean.
 - The longest river in the world is _____ Nile.
 - An early European name for North and South America was _____ New World.
 - The highest mountain in Africa is _____ Kilimanjaro.
 - An island in Spain famous for holidays: _____ Ibiza.
 - _____ Antarctic is _____ continent.
 - _____ southern India is _____ region famous for its spices.
 - _____ Rhine Valley produces a lot of good wines.
 - _____ Pyrenees are the mountains between _____ Spain and _____ France.
 - _____ Lake Titicaca is the highest lake in _____ South America.

How well can you describe maps and diagrams now?
Go back to the **Student's Book** >> p.83 and tick ✓ the line again.

How to talk about changes

g time adverbs v climate problems



A Vocabulary climate problems

1 Complete the conversation with these words.

shortages (x2)	harvests
global warming	heatwaves
intense rainfall	powerful cyclones
unpredictable	sea levels
malnutrition	soil erosion
ice caps	banks



Teacher Apart from a lack of rain, what else can cause a drought?

Aisha ¹ _____ like the one we had last summer.
I got sunburnt!

Enda And that means we also get water ² _____,
so my dad can't wash the car!

T OK. Then what if we get ³ _____?

Jamal You mean too much rain?

T That's right!

A Floods! Rivers burst their ⁴ _____ and things
like that! And in some countries, they get
⁵ _____ because people have cut
down too many trees.

T What else do you get as well as the rainfall?

E Extreme weather! You can also get ⁶ _____,
which look a bit like hurricanes!

T Excellent! And these storms are an example of –

J ⁷ _____ weather, because we never know when
they're going to happen!

T And the consequences?

A Poor ⁸ _____, because the crops can't grow
properly.

T So what does that create?

E Food ⁹ _____, when people suffer from hunger
because there isn't enough food.

J What's the name for what happens when people don't
get enough of the right kind of food?

T You mean ¹⁰ _____. OK, and where else do we
get too much water from?

J Melting ¹¹ _____ because of
higher temperatures at the poles.

A And rising ¹² _____, because
there's more and more water in the oceans!

T So finally all these things together are the effects of –

A, E, J ¹³ _____!

T Well done! No homework for the rest of the week!

B Grammar time adverbs

2 Underline the correct option.

- Industry still/yet refuses to change its ways.
- We've still/already seen too much damage to the environment.
- Is change still/yet possible?
- The council promised us new recycling bins but so far/yet we haven't got any.
- Has the government reduced carbon emissions still/yet?
- The campaign for habitat protection hasn't started yet/no longer.
- The tuna can no longer/so far recover from overfishing.
- It's shocking that tigers are already/yet on the point of extinction in many countries.

3 Tick ✓ or correct the sentences.

- They haven't still adapted to the rising temperatures.
- Has yet the river burst its banks?
- We've already had 10cm of snow, and they say there's more on the way!
- It's no longer reasonable to practise industrial agriculture.
- Still are they using chemical fertilizers?
- Have they changed already their fishing habits?

And you? Have you adapted to climate change yet?

- I no longer _____.
- But I still _____.
- I haven't _____ yet.
- I still don't _____.
- So far, I've _____.
- I've already _____.

How well can you talk about changes now?

Go back to the Student's Book >> p.85 and tick ✓ the line again.

Unit 7 Skills Practice

A Read for detail

- 1 Read paragraph 1 from the text and then complete the sentence below.

The introduction tells you that you are going to read _____ Central Asia.

- four stories from
 - about four popular tourist resorts in
 - about four different types of geographical area in
- 2 Correct the following details from the main text.
- The Tien Shan Mountains lie west of the Himalayas.
 - The Tien Shan Mountains belong to Kyrgyzstan.
 - Kashi is a city at the eastern end of the mountains.
 - There isn't much wildlife in the Tien Shan Mountains.
 - Issyk-Kul Lake is five degrees below sea level.
 - The water in the lake is very salty.
 - The Taklimakan Desert gets 10 cm of rain per year.
 - The Silk Road runs through China, and goes out as far as the Mediterranean in the north east.

- 3 Match the highlighted words with these definitions.

- hot _____
- dealing _____
- mountains _____
- tones _____
- unwelcoming _____
- without change from people _____

- 4 Match the effects with the causes from paragraphs 4 and 5.

- ☐ The desert gets no rain because
 - ☐ Plants don't grow there because
 - ☐ The Silk Road ran this way because
 - ☐ Townspeople can grow food because
- they get meltwater from the mountains.
 - the mountains act as a barrier.
 - travellers could find food and rest in the oasis towns.
 - the sand keeps moving.

- 1 If you want to travel to remote and untouched destinations, there are few to compare with the regions of Central Asia. Let us look at four of these in more detail.

- 2 We know that the Himalayas have the highest peaks on earth, but what do we know about the Tien Shan Mountains further north? These mountains (the Celestial Mountains) run from east to west for 2,500 km, about the same distance as from Paris to Moscow, with the Kyrgyz-Chinese border running across them. This is a land of extremes, from the glaciers of snow-covered peaks of over 7,000 metres to the Turpan Pendi to the east, at 154 metres below sea level. Temperatures are similarly extreme because of the distance from the sea. In the city of Kashi, at the western end of the mountains, average temperatures range from -10°C in winter to over 30°C in summer. This is unspoiled territory, home to many important birds of prey and wild animals, including the famous snow leopard.



- 3 One of the better-known features of the Tien Shan Mountains is the Issyk-Kul Lake (the Warm Lake), on the northern side, in Kyrgyzstan. This is the second highest mountain lake in the world, after Lake Titicaca in South America. Despite an altitude of 1,600 metres above sea level and winter temperatures of around -5°C , it never freezes, partly because of thermal springs in the area, partly because of its unique microclimate. The lake is slightly saline due to a high mineral content, and its waters are said to change to different shades of blue



and turquoise depending on the time of day and position of the sun. This and the hot springs around its shores make it a popular tourist resort for visitors from Kazakhstan to the north.

- 4 Another extreme environment is the Taklimakan Desert, one of the most inhospitable places on earth, which lies immediately south of the mountains. The name itself means something like 'the land of no return'. The Tien Shan range blocks rainfall from the Arctic, leaving the desert with an average of 10 mm per year. Shifting sands mean that plant life is restricted to the outer edges of the desert.



- 5 Curiously, it seems that human beings are used to coping with such extremes, as there are clearly population centres on the map – along the line from Kashi to Turpan in the east and Urumqi to the north east, for example. This line corresponds to one of the northern routes of the legendary Silk Road, the ancient trade route connecting China in the east to the Mediterranean in the west. Travellers used to go this way in order to avoid the mountains and the desert. People in these oasis towns still practise the agriculture made possible by the glacial meltwater from the Tien Shan mountains.

- 6 If you are interested in visiting the area, there are flights to Urumqi International Airport from many Chinese cities.

B Listen and follow a conversation

- 5 **75.1▶** Listen to Piet and Megan. Tick ✓ the best summary of their conversation.
- a ☐ Piet gives Megan advice on visiting his country.
 - b ☐ Megan gives Piet advice on visiting her country.
 - c ☐ Piet and Megan compare their countries.
- 6 Underline the correct option.
- 1 Piet **has been** / **has not been** longer in the UK than Megan in Holland.
 - 2 There **is** / **is not** a lot of difference in the weather.
 - 3 Megan thinks cycling in the UK is **more** / **less** dangerous than in Holland.
 - 4 Piet **has climbed** / **intends to climb** Ben Nevis.
 - 5 Megan explains that the British are **not proficient** / **not really interested** in foreign languages.
 - 6 Megan **agrees** / **disagrees** with Piet's opinion about a second language.

C Listen for detail

- 7 **75.2▶** Listen. Tick ✓ the best summary of the second conversation.
- a ☐ Piet gives Megan an update on flood barriers.
 - b ☐ Piet and Megan compare the effects of global warming on London and Amsterdam.
 - c ☐ Piet and Megan exchange opinions on recent man-made disasters.
- 8 Tick ✓ the best answer.
- 1 The newspaper article says that London's Thames Barrier _____.
 - a ☐ is a new form of flood defence
 - b ☐ will be built to provide flood defence
 - c ☐ may soon be out of date as a form of flood defence
 - 2 Piet thinks the data in Megan's article is _____.
 - a ☐ accurate
 - b ☐ overstated
 - c ☐ understated
 - 3 In Holland in 1953 there was _____.
 - a ☐ the best weather of the century
 - b ☐ a natural disaster
 - c ☐ a man-made disaster
 - 4 'Sea dykes' are a kind of _____.
 - a ☐ boat
 - b ☐ canal
 - c ☐ wall
 - 5 In 2002 there was serious flooding in _____.
 - a ☐ Holland
 - b ☐ the UK
 - c ☐ Central Europe

D Reading for pleasure Mystic Java

- 9 Read the text. Think of the photo. Where was it taken? Who was in it? What made the grandmother remember it?



CHAPTER 7 The Photograph

The morning after the puppet show, Sonia and Murwani walked five kilometres to the next village, where Murwani's grandparents lived. The volcanic cone of Mount Merapi rose up behind the fields.

'Tell me more about what women do,' said Sonia.

'That's a long story!' Murwani replied. 'A lot depends on the financial situation of the family. The better-off the family, the less physical work they need to do – and vice versa. They may plant rice, sell produce at the market, cook and sell food at the roadside stalls. Or they run the home, seeing to the children and any extended family staying with them.'

'Extended family?'

'Nieces and nephews whose parents could be ill or working away from home.'

'And marriages? Are they arranged?'

'Traditionally, a lot were arranged, but nowadays most people are free to marry who they want. And also to leave the relationship if it doesn't work out!'

'So they have quite a lot of freedom, then?'

'I would say so,' replied Murwani.

On their arrival at the grandparents' house, the women were made very welcome. They were quickly served coffee in glasses with little metal lids on them. 'To make sure the ceiling lizards don't drop in!' laughed Murwani.

The conversation centred on Sonia, her work, and stay in the country. When talk turned to the kind of work people in the village did, Murwani's grandfather explained that after the war many people had worked in the tea plantations.

'Of course!' said Sonia. 'Java green tea! That's a favourite with my family, back in England.' Just at that moment, Murwani's grandmother disappeared into another room.

When she came back, she was waving a small photograph album. 'Tea plantation, Englishman!' She beamed, and opened it up on the table.

There in the album was an old black-and-white photo, a little formal, showing a group of men in traditional dress ... and a European sitting at the left end of the middle row. Sonia's gaze settled on that European, so familiar ... a younger form of a man she had known well as a child. Unmistakably, it was her grandfather, Henry Winters.

Henry had died in 2001 when Sonia was only 13, and family stories only mentioned that he'd lived in Java, but no other details that Sonia could remember. Murwani's grandmother explained that the group in the photo were friends and workers of Widyawan, a tea plantation owner. And that she had been given the photo by relatives who had also worked on the plantation, over fifty years ago.

'Sounds like your grandfather was quite famous!' smiled Murwani.

'I have no idea of what he actually did here,' said Sonia, and promptly wondered what else she might be about to find out.

Back in the city, she quickly emailed her father.

Unit 7 Writing

A Write a report

Task 1

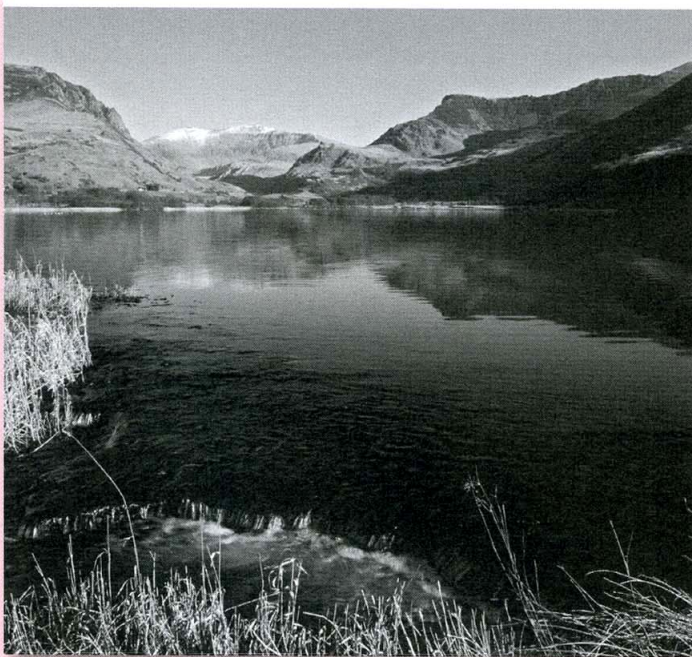
A foreign school is organizing a one-week trip to practise outdoor sports in your country. You have been asked to prepare a report with a recommendation. Decide which place they should go to, give a basic description, and explain why you think it would be a good option.

Task 2

A group of retired people would like to visit a city in your country to see famous historical monuments. They're also interested in trying out the local cuisine. Suggest where to go, what is special about the place, and how to get there.

Task 3

A university group is interested in studying the microclimate near a lake in your country. They want to look at wild animals and plant life in particular. Write a report giving them advice and practical information.



- 1 Read the tasks. Decide which information a–f is appropriate to which task. Write the task number 1–3.
- a ☐ numbers of squirrels, foxes, and birds of prey
 - b ☐ castles and palaces
 - c ☐ forest trails for hiking
 - d ☐ traditional local dishes
 - e ☐ local trees and shrubs
 - f ☐ mountains for climbing and hang-gliding

- 2 For Task 1, match the sentences a–f to the report sections 1–3.

- 1 ☐ Background
- 2 ☐ Attractions
- 3 ☐ Practical information
- a Roads are often blocked by snow in winter.
- b The area became popular with climbers in the 1990s.
- c The mountains reach a height of 2,800 metres.
- d The main river is suitable for rafts and canoes.
- e It's a one-hour drive from the nearest town.
- f Major paths are popular for groups riding mountain bikes.

- 3 For Task 2, tick ✓ which details 1–6 would be appropriate as practical information.

- 1 ☐ A day pass is available for the three main monuments.
- 2 ☐ Special menus can be negotiated at many restaurants.
- 3 ☐ The old palace is very popular for groups on school trips.
- 4 ☐ The castle is closed on Mondays.
- 5 ☐ The old bridge was repaired last year.
- 6 ☐ Group discounts are available at most hotels.

- 4 Choose one of the tasks. Write your notes in the chart. Then write your own report on the area. Write about 120–180 words. You can use the model text on page 93 to help you.

Introduction

Background

Attractions for the group

Practical information

Unit 7 Self check

7

Grammar

- 1 Correct the sentences.
 - 1 When I was a teenager, I'm used to dream of visiting a place like Kamchatka.
 - 2 The most beautiful thing I've ever seen was moon rising over the tundra.
 - 3 The more the mosquitoes come out, more you want to stay in.
 - 4 Last year, we flew from Moscow to Kamchatka by the aeroplane.
 - 5 Klyuchevskaya Sopka is twice as tall than Pilatus in Switzerland.
- 2 Put the words in brackets in the correct place.
 - 1 Has Roberto arrived? (yet)
 - 2 It's nine o'clock and Naomi hasn't arrived. (still)
 - 3 She works here. (no longer)
 - 4 It isn't raining, but it's going to rain soon. (yet)
 - 5 They're living here, are they? (no longer)

Vocabulary

- 3 Complete the conversation.
 - A How was your holiday?
 - B Unforgettable. I've always been wary ¹_____ travelling with my brother. I'm meticulous ²_____ planning, but he's really laid back ³_____ everything.
 - A So did you argue?
 - B No. He's so laid back, he let me make all the plans!
 - A Where did you go?
 - B We went to the south west ⁴_____ the US. The best part was Bryce Canyon, ⁵_____ the south of the state of Utah.
- 4 Match the sentence halves.

1 <input type="checkbox"/> Unpredictable	a undamaged by the cyclone.
2 <input type="checkbox"/> I was engrossed	b in reading when the phone rang.
3 <input type="checkbox"/> Floods have made the village	c weather may lead to poor harvests.
4 <input type="checkbox"/> We're becoming accustomed	d inaccessible.
5 <input type="checkbox"/> Fortunately, our house was	e to food shortages.

Pronunciation

- 5 Underline the stressed syllable.

1 meticulous	3 actually	5 nearly
2 reliant	4 nowhere	6 almost

Check your answers on >> p.85

What are you going to do now?

- a Nothing. I'm happy.
- b Revise grammar/vocabulary/pronunciation and try again.
- c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.89 Grammar Bank >> p.142
Workbook >> pp.52-55 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.56 exercises 1-4

Workbook >> p.57 exercise 9

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.57 audio scripts 7S.1-2

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.58 exercise 4

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
- b Ask my teacher for help.
- c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.78-88

Workbook >> pp.56-58

MultiROM Listening section

www.oup.com/elt/result

How to give detailed descriptions

g adjective order v toiletries; colours p stress-timed rhythm



A Vocabulary toiletries; colours

1 Match 1–9 with a–k. More than one combination is possible.

- | | |
|--|------------|
| 1 <input type="checkbox"/> after | a balls |
| 2 <input type="checkbox"/> cotton wool | b brush |
| 3 <input type="checkbox"/> disposable | c dye |
| 4 <input type="checkbox"/> face | d clippers |
| 5 <input type="checkbox"/> hair | e cream |
| 6 <input type="checkbox"/> lip | f foam |
| 7 <input type="checkbox"/> make-up | g razor |
| 8 <input type="checkbox"/> nail | h remover |
| 9 <input type="checkbox"/> shaving | i stick |
| | j shave |
| | k varnish |

2 ~~Cross out~~ the option that does not fit in the sentence.

1 When you go to the shops, can you get some _____ for your father?

- a nail varnish
- b shaving foam
- c disposable razors

2 To take off her mascara, she borrowed some _____.

- a cotton wool balls
- b make-up remover
- c nail clippers

3 For Mother's Day, we're going to buy _____.

- a aftershave
- b lipstick
- c mascara

4 You really ought to fix your hair! Here, you can borrow my _____.

- a brush
- b disposable razor
- c comb

5 Put some colour into your look! Why not try _____?

- a hair dye
- b nail varnish
- c make-up remover

6 To combat body odour, we recommend _____.

- a cotton wool balls
- b deodorant
- c perfume

3 Put the adjective in brackets in the correct place in the sentence.

- 1 She was wearing a dark red jacket. (silk)
- 2 Don't tell me you're going to wear that silly party dress! (orange)
- 3 Where did he get his fancy new camera? (digital)
- 4 I think you should throw that old iron bicycle away! (horrible)
- 5 Did you see her with that trendy leather handbag? (Italian)
- 6 That's him showing off his pale blue sports car! (amazing)

B Grammar adjective order

4 Put the adjectives in the correct order.



- 1 a silk green Korean _____ tie
- 2 yellow canvas trendy _____ shoes
- 3 a plastic cheap little _____ razor
- 4 the Japanese floral latest _____ perfume
- 5 a wedding tiny antique _____ ring
- 6 a summer loose cotton _____ suit

C Pronunciation stress-timed rhythm

5 **8A.1▶** Listen to the answers to exercise 4 and repeat. Copy the rhythm.

How well can you give detailed descriptions now?

Go back to the Student's Book >> p.91 and tick ✓ the line again.

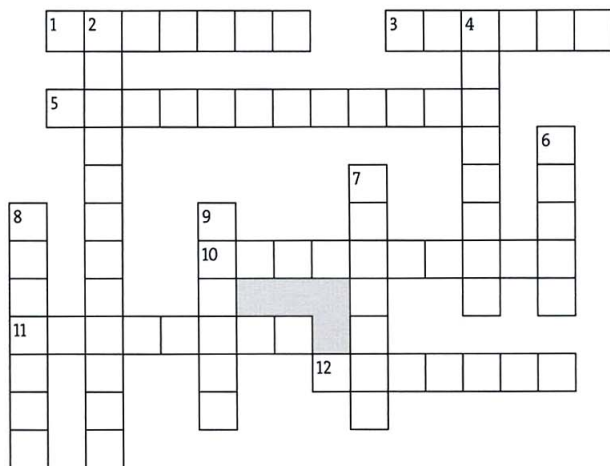
How to talk about your attitude to appearance

g to have / get something done v clothes and appearance



A Vocabulary clothes and appearance

1 Complete the crossword.



Across

- 1 He didn't get the job because he looked so _____! He was wearing old jeans and a T-shirt
- 3 I'm afraid rings in the nose don't _____ to me!
- 5 You can't have long hair in the army. It's completely _____
- 10 What a person or thing looks like
- 11 A word that means *very surprising* or *offensive*
- 12 He's got snake _____ on both arms!

Down

- 2 It's part of being young to react against _____ behaviour
- 4 I think a _____ in the tongue is just unhygienic
- 6 Dark jeans are out; old _____ jeans are much more popular
- 7 There was a real _____ when the lead singer of the band was arrested
- 8 Uncommon; not ordinary
- 9 In the 1960s, it was quite _____ for a man to wear an earring

B Grammar to have / get something done

2 Who performs the actions? Write *S* for self or *SE* for someone else.

- 1 Have you shaved off your beard, then, Brian? _____
- 2 She got her eyes tested on Monday. _____
- 3 I'm having my shoulder tattooed next week. _____
- 4 He massaged his head to try and stay awake. _____
- 5 Have you ever cut your own hair? _____
- 6 I don't seriously think I could shave my head! _____
- 7 Would you like to get your tongue pierced? _____

3 Two friends discuss a celebrity's changes of look. Write out the comments they make using the words in brackets.

Tania Hey Jeff! What are **you** doing here?

Jeff I've got my driving test in a couple of weeks so I need to

¹ get my eyes tested (**get/eyes/test**). How about you?

T I'm ² _____ (**get/some new contact lenses/make**).

J Oh right! So what's that magazine you're reading?

T One of the gossip weeklies. There's a story about that rock singer – Chuck Taylor – and all his makeovers. He's had about six! Look at this one: he's ³ _____ (**have/nose/straighten**).

J So he has! And in this one it says he ⁴ _____ (**have/chest/shave**) that summer.

T And look at that tattoo! It says 'Love eternal'! Apparently he ⁵ _____ (**get/tattoo/do/stomach**) after meeting a new girlfriend.

J I bet the tattoo lasted longer than the relationship! But it's difficult to recognize him sometimes. Look at that one where he ⁶ _____ (**have/hair/dye**).

T Yeah. Purple doesn't exactly suit him, does it?

J Neither does that look in the other photo there.

T What, the one where he ⁷ _____ (**have/nose/pierce**)?

J Yes. If I had that kind of money, I ⁸ _____ (**get/teeth/whiten**). But that's all!

T I know what you mean!

And you? If you had €5,000 to spend on a new look, what would you do? Use these words.

- 1 I'd definitely have _____.
- 2 I might get _____.
- 3 I wouldn't have _____.
- 4 I don't think I'd get _____.

How well can you talk about your attitude to appearance now?
Go back to the **Student's Book** >> p.93 and tick ✓ the line again.

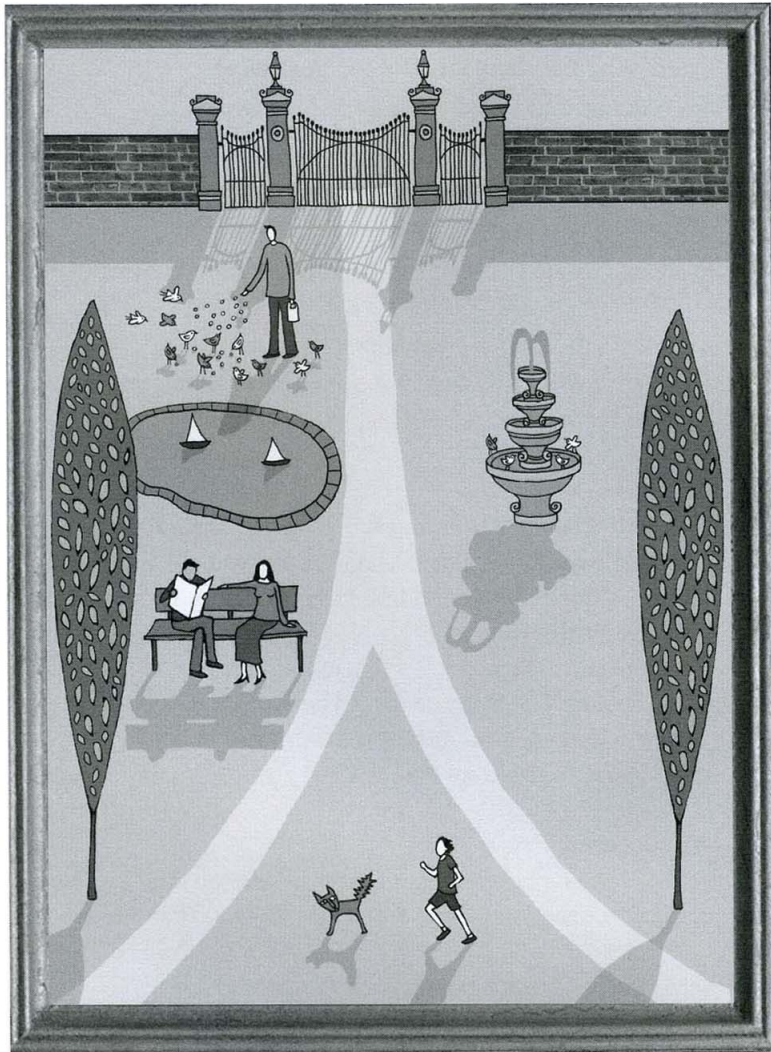
How to say what's going on in a picture

G relative clauses P pronouncing commas



A Grammar relative clauses

1 Match the sentence halves to say what is going on in the picture.



- 1 ☐ The pond on the left is the place
 - 2 ☐ On the right you can see the fountain
 - 3 ☐ The man feeding the birds is the one
 - 4 ☐ The boy at the front is the one
 - 5 ☐ You immediately notice the cat
 - 6 ☐ The long shadows tell you it was late afternoon
 - 7 ☐ I don't really understand the reason
- a who is said to represent the artist.
 - b when the picture was painted.
 - c whose parents are sitting on the bench.
 - d which is a popular meeting place for friends.
 - e that the boy is chasing.
 - f why the artist chose such an ordinary subject.
 - g where people sail their model boats.

2 Complete the description with these words.
Some of the words may be used more than once.
when where which that who why whose

Right! This photo was taken in the garden of the house ¹ _____ your grandparents used to live. The man in front of the greenhouse is your granddad, ² _____ would spend all his free time in there. And that's your grandmother sitting in the old bamboo chair ³ _____ we now have downstairs. On the right there, yes, near the gate: that's Buster, the dog ⁴ _____ we used to play with. Over at the back you can see the apple tree ⁵ _____ your uncle Pat fell out of one day! And that's him on the grass playing with his sister, your aunt Beth, ⁶ _____ birthday party we went to last weekend. What year? Er, it must have been 1974 ⁷ _____ the photo was taken, I'd say. The reason ⁸ _____ I remember is that the dog died a few weeks later, and that's the last photo of him ⁹ _____ we have.

3 Which of the gaps in exercise 2 could you leave empty?

B Pronunciation pronouncing commas

4 **8C.1▶** Listen and add commas where you hear them. Some of the sentences have no commas.

- 1 The boy who caused the accident is sitting over there.
 - 2 The woman in the blue coat who saw the accident has spoken to the police.
 - 3 The truck which swerved to avoid the boy hit a wall.
 - 4 The pigs which escaped from the truck are in the park.
 - 5 The driver's assistant who was not injured in the crash is chasing the pigs.
 - 6 The garden wall which was hit by the truck will have to be rebuilt.
- 5 Listen again and repeat.

How well can you say what's going on in a picture now?

Go back to the Student's Book >> p.95 and tick ✓ the line again.

How to express attitudes and opinions

g participle clauses v opinion adverbs p intonation in opinion adverbs g+ I feel sad when they...



A Vocabulary opinion adverbs

1 Order the letters to make the words.

- a collective word for all people who watch TV _____ (ecadenui)
- a selection of the best parts of a programme or event _____ (glghhhiist)
- another word for a famous person _____ (icytreble)
- a person who introduces a TV programme _____ (serptreen)
- programmes, usually for children, and made from a lot of drawings _____ (toroscan)
- a programme with lots of episodes, usually about personal relationships _____ (paso apore)
- a programme with lots of questions and prizes _____ (zuiq wosh)

2 Match the adverbs 1-7 with the sentences they begin. More than one answer is possible.

- ☐ Admittedly,
 - ☐ Basically,
 - ☐ Frankly,
 - ☐ Fortunately,
 - ☐ Naturally,
 - ☐ Personally,
 - ☐ Obviously,
- a the hero kills the villain and rescues the pretty woman.
- b I don't know how you can watch those interminable soaps.
- c the detective finds the criminal and puts him in jail.
- d I can't stand celebrity gossip.
- e children's programmes are shown in the afternoon after school.
- f they're repeating the programme tomorrow so I won't miss it after all!
- g there are a few good programmes on Channel 7.

B Grammar participle clauses

3 Reduce the relative clauses in red to participle clauses.

I saw a very interesting programme recently. It was a documentary ¹which was shown on Channel 7 last week. It was about an expedition ²which was organized in a desert, with some Americans ³who were looking for dinosaur fossils. The two men and two women ⁴who were hunting for fossils were all specialists. They lived in tents, ⁵which were put up by other members of the team, and their water supplies, ⁶which were brought in by truck, had to be renewed every few days. Many of the bones they found were very ordinary, but one day one of the team ⁷who was digging near the camp found a different bone. They all started digging in the same place, till they uncovered a whole piece of rock. Six months later, the woman ⁸who was cleaning the rock explained that they'd found a mother dinosaur ⁹which was lying on a nest of about ten eggs. And that the discovery helps explain how modern birds are descended from dinosaurs!

4 Expand the participle clauses into full sentences.

- I don't like it when TV programmes show animals which are kept in small cages.
- It's offensive to see so many ex-prisoners being interviewed on TV.
- I get upset about all the adverts aimed at young children.
- It's fascinating to watch young people learning a skill.
- Why can't we have foreign films broadcast in the original language?
- The interviewer will be speaking to experts doing medical research.

+ Grammar Plus I feel sad when they ...

Write full sentences.

- feel sad / when / see / people / beg / street
I feel sad when I see people begging on the street.
- happy / when / show people / win / competitions
- bored / when / show / adverts / pay for / by / political parties
- feel angry / when / see / people / drop / litter

C Pronunciation intonation in opinion adverbs

5 **8D.1▶** Listen and repeat the intonation of the words in red.

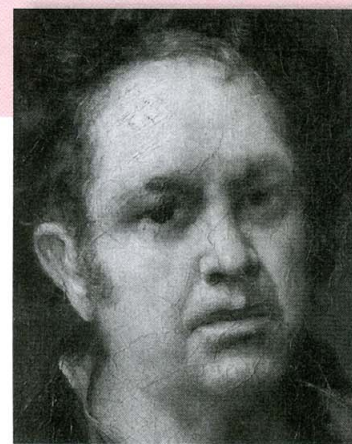
- Admittedly, the film was a bit unreal.
- Naturally, he explained the whole situation.
- Obviously, the film was designed for children rather than adults.
- Basically, the film was about a mysterious disappearance.
- Personally, I feel it was an excellent film!
- Frankly, I don't think we've ever seen anything better.

Unit 8 Skills Practice

A Read for general meaning

- 1 Read the first paragraph of a text about a painter and put the events a–f in order.
 - a ☐ He became ill for the second time.
 - b ☐ He went to live abroad permanently.
 - c ☐ He got further promotion at court.
 - d ☐ He worked for his first king.
 - e ☐ He lost his hearing.
 - f ☐ He settled in Madrid.
- 2 Read the second paragraph. Tick ✓ the different subjects Goya used in his painting.
 - 1 ☐ common people
 - 2 ☐ human conflict
 - 3 ☐ church-related
 - 4 ☐ famous buildings
 - 5 ☐ nightmare creatures
 - 6 ☐ landscapes
- 3 Match the expressions a–f with gaps 1–6 in the text.
 - a ☐ caused by the French invasion of 1808
 - b ☐ dressed in very fancy clothes
 - c ☐ holding a bright green parasol
 - d ☐ showing its family tree
 - e ☐ which were conventional at that time
 - f ☐ who painted their own versions
- 4 Match the highlighted words with their definitions.
 - a ordered and paid for something to be done _____
 - b pictures that, typically, depict just the head and shoulders of a single person _____
 - c a process of large, fast change _____
 - d a funny drawing of someone that exaggerates some of their features _____
 - e making you feel nervous and upset _____
 - f pictures that are cut into metal, and then printed _____

Which famous European painter worked for three different kings, became totally deaf at 46, and died in exile at 82? Can you guess? The answer is Francisco de Goya, one of the great Spanish masters of painting. Goya lived in times of great social and political upheaval in Europe. Born in 1746 in a small town in Aragon, he studied painting locally before moving to Madrid in 1774. There he made contacts and painted portraits of the aristocracy. At 40, he became painter to King Carlos III, meaning that he earned an annual salary for his work. In 1789 the new King Carlos IV commissioned a portrait of the whole royal family, and Goya's career took off. Ten years later he was made first painter to the king. Not everything in Goya's life, however, was success and good fortune. In 1792 he became permanently deaf as a result of a serious illness. In 1808 Spain was invaded by Napoleon, who occupied the country for six whole years. In 1819 he suffered another serious illness and retired from public life. Five years later, for political reasons, he abandoned Spain and settled in south-west France, where he died at the age of 82, still active and still exploring new ways of painting.



One of the most interesting aspects of Goya's work is the number of subjects and styles he used. To begin with, he painted the kind of religious subjects ¹_____. After moving to Madrid, however, he started painting scenes from popular life as well, like the famous painting of a young man ²_____ over a young woman in a bright yellow dress. It was in 1799 that he began to break with tradition and form his own style. The Caprichos was a series of etchings which expressed social, political, and religious satire, making good use of his skills in the art of caricature. The drawings are powerful and disturbing, even today. Take the drawing of a donkey wearing clothes, sitting at a desk and ³_____ – Goya criticizing the aristocracy. After these etchings, Goya returned to more conventional paintings, although he was now more proficient at representing the character of the people he portrayed. 'The Family of Carlos IV' shows the king and his family as very ordinary people ⁴_____. Another change in style and subject came with the war ⁵_____. 'The Execution of the Defenders of Madrid' of 1814 shows a squad of soldiers shooting a man in a white shirt with his arms raised, and other victims on the ground. This picture later inspired other artists such as Manet and Picasso, ⁶_____. The final stage in Goya's choice of subjects came with the 'dark drawings', full of weird, frightening figures from the depths of his imagination. It was Goya who gave expression to violent change – a full hundred years before the Great War.

B Listen for detail

- 5 **85.1▶** Listen to a father and his daughter, Yasmin. Write *true* or *false*.
- Yasmin complains that her father doesn't listen to her. _____
 - Her father gives her permission to come home late. _____
 - The piercing is no surprise for her father. _____
 - Yasmin refuses to get the piercing changed. _____
 - Her father was not very fashionable when he was young. _____
 - Yasmin suggests her father has a very poor memory. _____
- 6 Who uses these phrases? Write *F* for Father or *Y* for Yasmin.
- ☐ No, you wouldn't, would you?
 - ☐ And another thing!
 - ☐ What's the point of that?
 - ☐ When did you get that done?
 - ☐ Obviously not.
 - ☐ I'm off!
- 7 Translate the phrases from exercise 6 into your language.

C Listen and follow a conversation

- 8 **85.2▶** Listen to two friends, Brendan and Jill. Correct the summary of the conversation.
- Brendan and Jill discuss television programmes. Brendan talks about one for cars and Jill describes one for mosquito repellent. Brendan thinks that they all work really well. Finally Brendan gives his opinion of the best kind: ones for face cream and things like that. Brendan admits that he has seen the product in Jill's handbag.
- 9 Listen again. Match the conversation topics 1–5 with the opinions expressed a–e.
- | | |
|---|---------------|
| 1 <input type="checkbox"/> car advert | a suspicious |
| 2 <input type="checkbox"/> sauce advert | b persuasive |
| 3 <input type="checkbox"/> TV advert timing | c funny |
| 4 <input type="checkbox"/> face creams advert | d predictable |
| 5 <input type="checkbox"/> television voices | e daring |
- 10 Who uses these phrases? Write *B* for Brendan or *J* for Jill next to the opinion phrases they use.
- | | |
|---|---|
| 1 <input type="checkbox"/> Personally, I like ... | 4 <input type="checkbox"/> Strangely enough ... |
| 2 <input type="checkbox"/> Basically I like ... | 5 <input type="checkbox"/> That naturally ... |
| 3 <input type="checkbox"/> Frankly ... I just ... | 6 <input type="checkbox"/> Admittedly they do ... |

D Reading for pleasure Mystic Java

- 11 Read the text. Then make a few notes on what you know about Sonia's grandfather.

Family: _____

Career: _____

Places lived in: _____



CHAPTER 8 Henry Winters

'Dad! This is a surprise!' exclaimed Sonia when she saw her father on the webcam.

'Well your mail sounded a bit urgent, so I got your brother to fix this up so that we could talk face-to-face!'

'Maybe that'll encourage you to use it more often! Anyway, did you find out anything more about Granddad?'

'We did, actually – and I'm glad you asked about it, because we came across a bundle of old letters from him to his parents that I don't remember having seen before. There are some letters from India. He seems to have spent a couple of years there as some sort of agronomist with a big tea company. Then there are a handful of letters from Java, always one at Christmas, and other ones at odd times.'

'And what did he write about?'

'Just the usual things – his work, the people, the weather. He certainly didn't miss the British weather!'

'Didn't he say anything about that *keris* he brought back?'

'Well, the only reference we could find was something in a letter to his brother.' Sonia's father waved a small page, blotted with old ink, at the webcam.

'And what was that?'

'Well, your grandfather said he was sending his "treasure-knife" back home in one of his boxes, and asked his brother to check that it got there safe and sound. He was being transferred to Ceylon – that's modern Sri Lanka – for a year.'

'When did he send the letter?'

'Just a minute ...' Sonia's father squinted at the page in his hand. 'Here it is. February 1953.'

Later, Sonia met Murwani for coffee. Murwani's uncle had come too, because he had more news for Sonia.

'I've talked to a woman who worked in the plantation kitchens when she was younger,' he explained. 'She was able to tell me that the European in the photo was a close friend of the tea plantation owner, Widyawan, and often stayed there over the years, until he left the country in the early nineteen fifties.'

Sonia nodded. 'He left because he was transferred.'

'Well, this woman had a friend who worked for the European man. Apparently, the friend did a lot of the packing for him when he left, and was surprised to see him pack a *keris* that she had seen in Widyawan's family home,' said the uncle.

Sonia turned pale at the thought of its having been stolen. But Murwani just shrugged at her uncle's story.

'Right,' she said. 'It must have been a present after all!'

'Sure,' said Sonia. 'But I'd still like to double-check it's the same *keris*, if that's possible.'

'I'm sure we can settle any doubts, if you could let my uncle have some more photos of the *keris*,' said Murwani.

'With close-ups of both sides,' added her uncle.

'OK. I'll do that. That would be wonderful,' said Sonia. 'Thanks.'

Unit 8 Writing

A Write a letter of complaint

1 Read the letter. Underline the correct options.

Dear Channel 27,

I watched your programme 'A Conflict of Two Worlds', broadcast on Thursday 27 April at 10.15 p.m. I am writing to say I was surprised to find ¹it/this both unbalanced and misleading.

If a programme is advertised as a documentary, viewers expect ²it/this to be informative. However, we were given the point of view of only one of the 'worlds'. For me, ³it/this means that your coverage of the issue was seriously biased.

In addition, the reports and interpretations offered during the programme came from only one sector of the population: the people who won the conflict. ⁴It/This was quite misleading, since nothing was said of how the conflict affected the other groups involved.

Documentary programmes are one of the few reasons I still watch television. Unfortunately, distortions such as the one I saw last Thursday night will not encourage me to continue watching it. I am sure I am not the only viewer who feels this way. For that reason, I would like to suggest more discipline and balance in future documentaries.

Yours faithfully,

Tamara Grant

Tamara Grant



2 Match paragraphs 1–4 with the main points of the letter a–f. There are two extra points.

- 1 ☐ reason for writing
- 2 ☐ first concern
- 3 ☐ second concern
- 4 ☐ action points

- a you should make more documentaries
- b there are too many adverts between programmes
- c the comments in the programme represented only a minority of society
- d the programme did not represent the views of both sides
- e you should improve the documentaries you make
- f a documentary gave an unfair account of a conflict

3 Find words in the text which match these definitions.

- 1 shown (on TV) (paragraph 1) _____
- 2 something that gives people the wrong idea (paragraph 1) _____
- 3 unfairly favouring one position over another (paragraph 2) _____
- 4 a part (of) (paragraph 3) _____
- 5 changes that affect the accuracy of a fact (paragraph 4) _____
- 6 give sb confidence (paragraph 4) _____

- 4 Think of a TV programme or newspaper article that made you angry for some reason, perhaps because it:
- carried inappropriate content?
 - was violent or offensive?
 - was stupid in some way?
 - gave a misleading impression of something you care about?

Write your notes in the box. Then write a letter of complaint. Write about 120–180 words. You can use the model text on page 93 to help you.

Reason for writing:

First concern:

Second concern:

Action points:

Unit 8 Self check

8

Grammar

- Order the words to make sentences.
 - breakthrough amazing an is this medical
_____?
 - revitalized skin ever have had you your
_____?
 - hair get you would ever your dyed
_____?
 - use we Egyptian ancient extracts herb
_____?
- Tick ✓ the correct sentence.
 - ☐ a This book is for people travelling in India.
☐ b This book is for people who travelling in India.
 - ☐ a Have you ever get your eyes tested?
☐ b Have you ever had your eyes tested?
 - ☐ a Video games which made for kids shouldn't be too violent.
☐ b Video games made for kids shouldn't be too violent.
 - ☐ a Would you ever have your nose pierce?
☐ b Would you ever have your nose pierced?
 - ☐ a I didn't see the man who ran out of the bank.
☐ b I didn't see the man ran out of the bank.

Vocabulary

- Underline the correct words.
 - I really like wearing these faded jeans / earrings.
 - Can I borrow your nail varnish / clippers to cut my nails?
 - You don't look very conventional wearing that scruffy / smart jacket.
 - I need to buy some shaving remover / foam.
- What is it? Write the words for each of these descriptions.
 - You shave with a **d** _____ **r** _____ a few times and then throw it away.
 - Seeing my father on TV was **s** _____ because I didn't expect it.
 - F** _____ – and this really is my honest opinion – I don't like the new office.
 - It's normal to see a man with a shaved head, but not so **c** _____ to see a woman with one.

Pronunciation

- Say the phrases aloud and match them with the stress patterns.

1 <input type="checkbox"/> lovely new red shoes	a ●●● ● ●●● ●●
2 <input type="checkbox"/> scruffy black leather jacket	b ●● ● ●● ●●
3 <input type="checkbox"/> colourful old Mexican jacket	c ●● ● ●● ●●

Check your answers on >> p.85

What are you going to do now?

- Nothing. I'm happy.
- Revise grammar/vocabulary/pronunciation and try again.
- Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.101 Grammar Bank >> p.143
Workbook >> pp.60–63 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.64 exercises 1–2

Workbook >> p.65 exercise 11

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.65 audio scripts **8S.1–2**

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.66 exercise 4

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- Nothing. I'm happy.
- Ask my teacher for help.
- Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.90–100

Workbook >> pp.64–66

MultiROM Listening section

www.oup.com/elt/result

How to talk about people's character

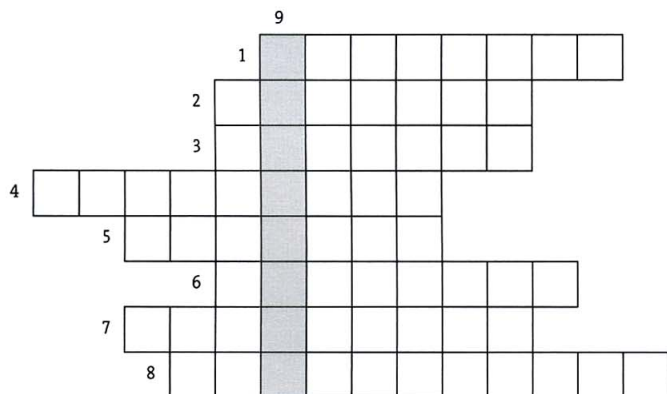


G -ever; whatever, whenever, etc **V** personality adjectives and expressions **P** stress in long words

A Vocabulary personality adjectives and expressions

- Complete the word endings.
 - You shouldn't have laughed at John's bad exam results. You should be more **support**_____.
 - We would definitely recommend her for the job – she's so **conscient**_____.
 - I'm **confid**_____ that we can win this contract!
 - Nobody believes that the government's predictions are **real**_____.
 - They made Eija the manager because she's so **deci**_____. She never spends a long time worrying about what to do.
 - We invited him to join our action group, but he wasn't very **sympath**_____.
 - This book is the most **imagin**_____ work I've read in ages!
 - Doctors have been very **caut**_____ in their assessment of the new vaccine.

- Complete the word puzzle. Find the missing word at number 9.



People ...

- with a lot of new ideas
- who are sensitive to others' feelings
- who always want to know what's going on
- who adore conversation
- who make rational rather than emotional decisions
- who enjoy other people's company
- who do things without thinking much first
- who make sure that things are done correctly
- who don't like to rush into things

B Grammar -ever; whatever, whenever, etc

- Complete the conversations with these phrases.

whatever you fancy whenever I get the time
 whoever you want whatever the weather's like
 wherever you like whenever she can
 wherever he goes whoever it is

- A Is it OK if Jayne comes to the party with me?
 B Yes, bring _____.
- A Do you go jogging in the rain?
 B Yes, I go _____.
- A There's someone on the phone for you.
 B Tell them I'm busy, will you? _____.
- A What would you like for supper?
 B I don't mind. _____!
- A Don't forget to invite Tom!
 B Sure! He makes people laugh _____.
- A Shall I put the luggage in the hallway?
 B Put it _____, dear.
- A Does Shannon often visit you?
 B No, but she comes down _____.
- A Do you play much tennis?
 B It depends. _____, really.

C Pronunciation stress in long words

- 9A.1** Listen to ten words. Write them in the column with the correct stress pattern.

••	•••	••••	•••••
	curious		realistic

How well can you talk about people's character now?

Go back to the **Student's Book** >> p.103 and tick ✓ the line again.

How to talk about surprising events

g 3rd conditional v phrases about unlikely events p stress and linking in 3rd conditional



A Grammar 3rd conditional

- 1 Read the story. Then complete the third conditional sentences with the correct form of the verb in brackets.

Burglar stole my brother's heart!

You'll never guess how my brother Tim met the woman who is now his wife! You see, one day at work he wasn't feeling very well, so he went home early. And guess what? In his flat, he ran into a burglar with a mask on! Can you believe it? I'd have panicked immediately, but not him. He looked at the face, and noticed the eyes. Incredible green eyes, he told me later. He promised not to call the police, but he wanted to know why this person was there. When the burglar answered, he realized it was a woman! Tim was fascinated, and asked her to stay and talk. Understandably, she was very nervous, but he persuaded her not to run out, and they started talking. Do you know, they ended up talking for the rest of the day! Eventually it got so late that he invited her to have dinner, she accepted, and they started going out together! Have you ever heard anything so weird?!

- 1 If he hadn't felt sick at the office, he wouldn't have gone home early. (go)
- 2 If he hadn't gone home early, he _____ a burglar in a mask. (run into)
- 3 If he hadn't looked at her face, he _____ her eyes. (notice)
- 4 If he hadn't been so curious, he _____ to her. (talk)
- 5 If he _____ to her, he wouldn't have realized it was a female burglar. (talk)
- 6 If he _____, she would probably have run out. (panic)
- 7 If she _____, they wouldn't have chatted. (run out)
- 8 If he hadn't invited her to dinner, they _____ going out together. (start)

B Vocabulary phrases about unlikely events

- 2 Complete the story with these words. More than one answer may be possible.

chance chances coincidence happened odds turned

Dustin was travelling in Thailand when he saw this European girl on a bus. Three days later, quite by 1 _____, he saw her again at a market. Her name was Nora and she was Irish. Four days after that, they met again on a train. It just so 2 _____ that they were both travelling down to Kuala Lumpur. They started talking and discovered they were both from the same city, Limerick. What a 3 _____! At the end of the journey, they went their separate ways. Until the following Christmas, when against all the 4 _____, they ran into each other again. In the centre of Limerick, no less. And each with their parents. You wouldn't believe it, but Nora's parents 5 _____ out to be the people who'd bought Dustin's parents' house years earlier. Just think of it! What are the 6 _____ of travelling to the other side of the world and meeting someone who lived in the same house as yourself?!



C Pronunciation stress and linking in 3rd conditional

- 3 9B.1▶ Listen and write the missing words.

- 1 I _____ that.
- 2 I definitely _____ there!
- 3 I think I _____.
- 4 I imagine she _____ the job.
- 5 I certainly _____ it myself.
- 6 I expect she _____ why.

How well can you talk about surprising events now?

Go back to the Student's Book >> p.105 and tick ✓ the line again.

How to talk about annoying behaviour

g wish, if only v informal expressions with exaggeration p 'd



A Vocabulary informal expressions with exaggeration

1 Complete the text with these words.

mind die of slap forever wall dying for sick split

So how are things back home? I must say, I'm glad I left. I was just ¹ _____ to death of all that academic stuff, essays and tutorials and all that. Having to sit there and listen to this guy going on about what he knows and what you don't! That just used to drive me up the ² _____. Hannah said the same – she was ³ _____ a change of atmosphere. Well, we certainly got that when we travelled to this place! It took ⁴ _____ to get here, because we had decided not to fly but to travel overland. With the non-stop radio on some of the buses along the way, though, I thought I'd go out of my ⁵ _____. But we made it in the end. It's a wonderful place, yet so very different. There are days when I nearly ⁶ _____ despair because of the language problems, and then there are others when I ⁷ _____ my sides laughing at the misunderstandings and the look on people's faces! But I couldn't go back now. I don't have much of a flat, but it's better than a ⁸ _____ in the face. So, all in all, I'm quite happy – for the moment!

3 Write out Ryan's regrets.

Ryan Rogers, 38, was jailed for ten years today. His gang boss, Omar 'The Bullet' MacIver was given a twenty-five-year sentence. When she heard the news, Rogers' girlfriend Tamsin said, 'I told him this would happen. He gets jail and I get his credit cards.'



- 1 I wish / never met / Omar
- 2 If only / never listen / Omar
- 3 I wish / Tamsin / visit me more often
- 4 I wish / not open / joint bank account
- 5 If only / put / money / safe place
- 6 If only / know / good lawyer
- 7 If only / can get out of here!

B Grammar wish, if only

2 Complete the sentences so that they have the same meaning.

- 1 I didn't tell her the truth, and now I regret it.
I wish I _____.
- 2 He never tells me the truth! It really makes me angry.
I wish he _____.
- 3 She always repeats the same arguments. It's very annoying.
If only she _____.
- 4 He flirted with my best friend! What a nerve!
If only he _____.
- 5 I can't tell her how I feel. It's very frustrating.
I wish I _____.
- 6 He was never able to talk openly to me. That was a pity.
If only he _____.

C Pronunciation 'd

- 4 **9C.1▶** Listen and underline the words you hear.
 - 1 I wish I had a ticket / I'd had a ticket.
 - 2 If only she'd listen / she'd listened to me.
 - 3 I wish they worked here too / they'd worked here too.
 - 4 If only they'd take action / they'd taken action.
 - 5 I wish he trusted us / he'd trusted us.
 - 6 If only you'd try to understand / you'd tried to understand.
- 5 Listen again, check, and repeat.

How to explain people's actions

g verbs followed by both gerund and infinitive v adjectives of feelings g+ I was astounded to find ...



A Vocabulary adjectives of feelings

1 Order the letters to make the words.

Dear Janice,

I was ¹ _____ (thededgil) to hear from you. I'm quite ² _____ (hedamas) that I haven't been in touch either, but life hasn't been very easy lately. I lost my job, couldn't pay the mortgage, and the bank repossessed my home. As you can imagine, I was ³ _____ (deadsavett). Initially, I was ⁴ _____ (dastudone) that the company should go bankrupt overnight, although you do hear reports of those things in the press. The bank's attitude, however, when I hadn't missed a single payment in twelve years, left me ⁵ _____ (suntend). I must admit I was ⁶ _____ (deepttm) by the idea of throwing a brick through their window! Anyway, that's quite enough about me. I was ⁷ _____ (vedom) by your story of adopting a child – not something I would ever have the courage to do myself ...

2 Complete the sentences with these words.

ashamed delighted devastated moved
stunned tempted

- 'Have you heard? Rachel's house has burnt down in a fire. She's absolutely _____.'
- A I've just become a grandmother!
B Congratulations! I'm _____ for you!
- A Have you seen this suit I got in the sales?
B Yes, I saw the same one! I was _____ to buy it, but they didn't have my size.
- A Tom's been fined for speeding!
B Ouch! How did he react to that?
A You could say he was _____ by the news, especially as he doesn't even have a car!
- The police took away Barry's driving licence three months ago, but he was too _____ to tell anyone.
- Her students sent Sasha a huge bunch of flowers when she was in hospital for an operation. She was so _____ she could hardly speak.

B Grammar verbs followed by both gerund and infinitive

3 Complete the sentences with the correct form of the verb in brackets: gerund or infinitive.

- After ten years in business, he went on _____ (become) a government advisor.
- The computer crashed, but the presenter went on _____ (talk) as if nothing had happened.
- We'll be away for six weeks, so I hope you remembered _____ (cancel) the newspapers!
- Now, sir. Do you remember _____ (see) anything unusual last night?
- We had stopped _____ (have) dinner, and the car was stolen while we were in the restaurant.
- The film was so sad we couldn't stop _____ (cry) all the way through it!

+ Grammar Plus I was astounded to find ...

Complete the reactions to the news headlines.

- GOVERNMENT RE-ELECTED**
I was astounded to hear that _____.
- Unemployment rises to 18%**
We were astounded to _____.
- Local team wins national championship**
I was delighted to _____.
- Malaria vaccine discovered**
She was delighted that _____.

And you? Describe the last time you felt:

- stunned _____
- ashamed _____
- moved _____
- devastated _____
- delighted _____
- tempted _____

Unit 9 Skills Practice

A Read letters to a magazine

- 1 Read letters A and B quickly. Choose the best heading (1–3) for each one. There is one heading that you do not need to use.
 - 1 ☐ How to keep a relationship going
 - 2 ☐ An unfortunate sail
 - 3 ☐ The ups and downs of living together
- 2 Read letter A again. Write *true*, *false* or *doesn't say*.
 - 1 The writer didn't ask lots of questions about her husband's friends and contacts.

 - 2 The writer's husband had been in trouble with the law. _____
 - 3 The writer loved yachting. _____
 - 4 The women switched on the TV to see the yacht race. _____
 - 5 The writer's reaction was unusually fast.

 - 6 Lorna was astonished by the writer's reaction.

- 3 Read letter B again and answer the questions.
 - 1 Why is the photo not an accurate reflection of her husband?
 - 2 Who had most influence on the husband?
 - 3 Why did the wife feel ashamed?
 - 4 What annoyed her most about him?
 - 5 What trick did she once play on him?
 - 6 Why was the wife surprised about her husband's will?
- 4 Match the highlighted words from letters A and B with their meanings.
 - 1 very surprised and very angry _____
 - 2 very clean _____
 - 3 died _____
 - 4 was not interested in _____
 - 5 document expressing a person's last wishes

 - 6 take revenge _____
 - 7 enjoyable, usually in a carefree way

A Well, some of my friends used to tell me I was too confident, suggesting I should be more cautious about who my husband mixed with. But I had heard stories of the damage that jealousy can do to a relationship, and didn't pay much attention. So when Toby signed up for the yacht race over on the east coast, I wasn't especially worried. If I had known then of course what I know now, it would have been a very different matter.

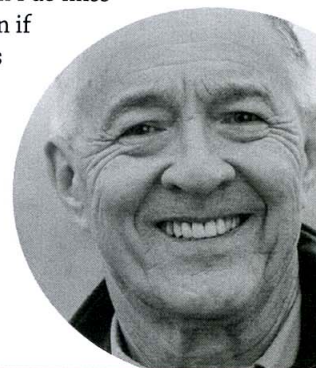
Anyway, I'm not a yachting fan myself, and I couldn't be bothered with the trip, so I told him I'd just stay at home. On the day of the race though, quite by chance, I was at my friend Lorna's house, and she had the TV on. I remember we were chatting when she suddenly just stopped talking and pointed at the TV. I looked round to see images of a yachting event, and there was my Toby with his arms round this red-haired woman I'd never seen before. At first I was too stunned for words. Then my brain cells started reacting. I just felt **outraged**. And I did something I didn't know I was capable of.

I borrowed Lorna's computer, got on the Internet, found an online sales site, and within ten minutes I'd sold the yacht. The yacht, you see, had been a wedding present from his father. It was supposed to be for both of us, but like I said, I'm not really into yachting. Although I'm not impulsive by nature, I did it because I was so angry. I simply had to get my own back on him. There was no way I could tolerate that kind of behaviour.

B I've sent in a photograph so you can see him. But he looks so quiet and friendly in that picture – you'd think he'd never raised his voice in his whole life. Just goes to show you how little a photo can sometimes tell about a person. I remember when that one was taken: on Carol's twentieth birthday, just six months before he **passed away**. Whenever she appeared, he'd become livelier, less defensive. If only he hadn't left us so soon! He hadn't even lived to be a grandfather. Both the children were devastated, of course, especially Carol. She still misses him.

And me? Somebody asked me the other day if I miss him, and I was a bit ashamed to think that sometimes I do and sometimes I don't. I suppose that's what marriage does for you. It's **all fun and games** at the beginning, until reality sets in. We all have our little manias, and Ben was no exception. He used to talk all through the TV programmes. He never cleaned the washbasin after shaving. That was the worst for me, as I had grown up in a house that was absolutely **spotless**, and I never could stand dirt in the home. He would never tidy his clothes away either. I got so sick of that one day that I took his dirty clothes from the wash basket and put them back in his wardrobe. He didn't even notice until a friend at the office made some comment! Ben got very upset about that, he did.

And then of course there are times when I do miss him. I couldn't have brought up the children if he hadn't been there to help. He was always good with the kids. And then look what he'd done in his **will**. I was astounded to see what kind of investments he'd made. The children were surprised and pleased too. He had really looked after us for the future. If I had known, I would never have criticized him so much. I do wish he were here again.



B Listen for general meaning

- 5 **95.1▶** Listen to Santos and Keiko. Tick ✓ the sentence that best summarizes the dialogue.
- a ☐ Santos has split up with Maria and wants to go out with Keiko.
 - b ☐ Santos has a problem with Maria and talks to Keiko about it.
 - c ☐ Santos is upset because Maria has lost her job and it's Keiko's fault.
- 6 Listen again. Put the topics in the order that they are first mentioned.
- a ☐ Santos' character
 - b ☒ Maria's character
 - c ☐ Keiko's offer of help
 - d ☐ Maria's complaints about Santos' behaviour
 - e ☐ Santos' complaints about Maria's behaviour
 - f ☐ What Santos did wrong with the trip
- 7 Write who the phrases refer to: *S* for Santos, *M* for Maria, or *B* for both.
- 1 ☐ Whatever happened?
 - 2 ☐ ... get over it then ...
 - 3 ☐ ... handle all the arrangements ...
 - 4 ☐ ... a bit more practical!
 - 5 ☐ ... come up with an alternative ...
 - 6 ☐ ... the only opinion that matters!
- 8 **95.2▶** Now listen to Keiko talking to Maria. Write *true* or *false*.
- 1 Maria is finding life a bit stressful. _____
 - 2 Maria thinks Santos is fun to be with. _____
 - 3 Keiko agrees about Santos' character. _____
 - 4 Maria wants to end her relationship with Santos. _____
 - 5 Santos has made this kind of mistake before. _____
 - 6 Maria refuses to talk to Santos. _____
- 9 Listen to both conversations again. Write *M* for Maria or *S* for Santos next to these words or phrases.
- | | | |
|------------------------------------|---|--------------------------------------|
| <input type="checkbox"/> lively | <input type="checkbox"/> flexible | <input type="checkbox"/> no-nonsense |
| <input type="checkbox"/> decisive | <input type="checkbox"/> sociable | <input type="checkbox"/> impatient |
| <input type="checkbox"/> efficient | <input type="checkbox"/> head in the clouds | <input type="checkbox"/> easy-going |

C Reading for pleasure Mystic Java

- 10 Read the text. Answer these questions.
- 1 Who is Suryono? How did Sonia find him?
 - 2 How is Sonia feeling? Why?
 - 3 What kind of landscape do they drive through?
 - 4 Is Sonia keen to give up the knife? Why / Why not?



CHAPTER 9 Doubts and Disaffection

The room was filled with the chorus of the frogs in the paddy fields. As she listened, Sonia's thoughts again settled on the question she couldn't answer. Just what had motivated Henry Winters to send the *keris* to the other side of the world?

Tomorrow would be a long day. Murwani's grandparents had traced Widyawan's son, Suryono, to Malang in the eastern part of the island. It was a 400-km drive away. Murwani and her uncle had offered to drive her there, and Sonia hadn't thought twice before accepting. She was impatient for the morning – for the answers to her questions. Her sleeplessness just made the night longer. She settled into a new position and tried again to focus on the call of the frogs.

She dreamed a dozen serpents were coiled round a volcano. A sword slashed through them and the mountain itself disappeared into nothing. Henry Winters' *keris* lay gleaming on the ground. It flew up into an open suitcase. The suitcase slammed shut. The *keris* rattled and banged inside. Sonia woke up with a start, tired and irritated. The sensations of the dream were so real and haunting, that she checked her suitcase to see if the *keris* was still inside.

Sonia and Murwani chatted as they drove round the northern flank of Mount Lawu.

'So it's the same *keris*?'

'Well,' said Murwani, 'the details match perfectly.'

'So what do we do now?' asked Sonia, suddenly realizing that the thought of giving up the *keris* was difficult to bear. After all, it had been in the family for over fifty years. Was she beginning to feel the 'pull' of the 'treasure-knife'?

They broke the journey in the town of Ngawi for a light lunch. The road after Jombang began to climb up between another two volcanoes.

'There's still no explanation of how my grandfather came to have the *keris*,' said Sonia.

'No,' said Murwani. 'But I'm sure Suryono can help.'

'I certainly hope so!' said Sonia irritably. 'Sorry, I'm a bit nervous,' she said.

Murwani smiled. 'That's understandable. In Java we say life is difficult when it's not *rukun*.'

'*Rukun*?'

'*Rukun* is when things are as they should be, in harmony. When you are at peace with the world, as you say in English.'

'Yes, I know what you mean,' said Sonia.

In Malang, they pulled up at an attractive house in a quiet street where tall trees filtered the light. The temperature was much more pleasant than down on the coast. The man who opened the door was about the age of Sonia's father, but looked younger. The face was a little stern, Sonia thought.

'So you are Henry Winters' granddaughter!' exclaimed Suryono. 'Life is indeed full of surprises!'

9 Unit 9 Writing

A Write a polite email

Hi Bethany,

I read your text message, thanks, to say that you had got back all right. I was glad to hear that the weekend trip to the mountains and back in my car went smoothly. Thanks also for the box of local specialities that I found on the driver's seat! That was very kind of you.

Having said that, there are a couple of things I wondered if you might know about. The front right tyre on the car was flat when I went down to the garage yesterday morning. Did you have any trouble with that on the way back? Mountain roads can be very tricky.

The other thing was the car keys I left with you. I couldn't seem to find them anywhere, and had to use my spare keys. Have you got any idea of what might have happened there?

Anyway, have to go now. Maybe have a coffee next week if you're not busy?

Speak soon,
Justin

1 Read the polite email. Complete the summary of the text.

Bethany borrowed Justin's ¹ _____ to go away for a ² _____. By way of a thank you, she left a ³ _____ in the car for Justin when she returned it. She also sent him a ⁴ _____ to say that the trip had been successful. Justin however, discovered that the car had a ⁵ _____, and that the ⁶ _____ had gone missing. This is why he writes the email.

- 2 Rewrite each sentence so that it sounds more polite, using the words in brackets.
- 1 Sorry I sent you the wrong book. (like/apologize)
I'd like to apologize for sending you the wrong book.
 - 2 Did you borrow my camera? (seem/find)

 - 3 My laptop's gone crazy! (worried)

 - 4 Did you leave that door open? (wondering)

 - 5 Have you checked those flight times yet? (have/chance)

 - 6 Come and stay with us. (it/wonderful)

- 3 Imagine you are Bethany. You decide to write a reply to Justin. Tick ✓ the information 1–8 that you should include in the email. Add one idea of your own.
- 1 ☐ car was full of rubbish!
 - 2 ☐ glad you liked the present
 - 3 ☐ flat tyre was accidental
 - 4 ☐ no time to replace tyre as had to get last train home
 - 5 ☐ left the keys with your neighbour, as arranged
 - 6 ☐ left full tank of petrol for you
 - 7 ☐ car radio doesn't work!
 - 8 ☐ got lost on the way back home
- 4 Plan your reply to Justin. Write your notes in the box. Then write a polite email. Write about 120–180 words. You can use the model text on page 94 to help you.

1 Thank Justin for the loan of the car. Remind him of the petrol in the tank:
2 Explain the first problem:
3 Explain the second problem:
4 Respond to his closing suggestion:

Grammar

1 Complete the text with these words.

gone hadn't whatever whenever wouldn't

I'm a thorough planner and I like to be organized. ¹_____ I leave the house, I take my mobile phone with me. But yesterday, I left it at home because I was in a rush. But that was good. If I ²_____ left my phone at home, I wouldn't have gone back to get it. And if I hadn't ³_____ back to get it, I ⁴_____ have discovered that I'd left the cooker on. The kitchen was full of smoke – there could have been a fire! Now, I'm more careful. If, for ⁵_____ reason, I'm in a rush to leave the house, I stop and think first.

2 Tick ✓ the true sentences.

- 1 If only he had come.
a ☐ He didn't come. b ☐ He came.
- 2 She didn't remember phoning home, but she had.
a ☐ She phoned home. b ☐ She didn't phone home.
- 3 I wish I hadn't left early.
a ☐ I didn't leave early. b ☐ I did leave early.
- 4 Errol and Guiseppe stopped to talk.
a ☐ They started a conversation. b ☐ Their conversation ended.

Vocabulary

3 Complete the sentences with the adjective form of the word in brackets.

- 1 I felt _____ when I saw how much work they had done. (astonish)
- 2 My girlfriend is a writer. She's very _____. (create)
- 3 The storm was _____. The village was nearly destroyed. (devastate)
- 4 If you want to be a good manager, you need to be _____. (sympathy)

4 Underline the correct words.

- 1 She was very pleased/delighted with her students' work.
- 2 I was attracted/touched that he gave me flowers.
- 3 To be successful, a company needs to be responsible/responsive to changes in the market.
- 4 I felt ashamed/moved of my bad performance in the race.

Pronunciation

5 Match each word to the correct stress pattern.

- | | | | |
|--------------------------------------|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> apologizing | <input type="checkbox"/> apology | <input type="checkbox"/> coincidence | <input type="checkbox"/> conscientious |
| <input type="checkbox"/> decide | <input type="checkbox"/> imaginative | <input type="checkbox"/> invent | <input type="checkbox"/> sympathetic |

a ●●●● b ●●●●● c ●●●● d ●●

Check your answers on >> p.85

What are you going to do now?

- a Nothing. I'm happy.
- b Revise grammar/vocabulary/pronunciation and try again.
- c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.113 Grammar Bank >> p.144
Workbook >> pp.68–71 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.72 exercise 1

Workbook >> p.73 exercise 10

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.73 audio scripts 9S.1–2

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.74 exercise 4

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
- b Ask my teacher for help.
- c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.102–112

Workbook >> pp.72–74

MultiROM Listening section

www.oup.com/elt/result

How to present an argument

g tag questions v uses of get p intonation in tag questions

10A

A Vocabulary uses of get

1 Replace the words in red with these words.

- | | | |
|-------------------------------------|-------------------------------|---|
| <input type="checkbox"/> arrived in | <input type="checkbox"/> have | <input type="checkbox"/> became |
| <input type="checkbox"/> received | <input type="checkbox"/> was | <input checked="" type="checkbox"/> survive |

Dear Fran,

Sorry we haven't written before now, but life here has been a bit hectic so far! I don't know how we'll ¹get through the rest of the holiday if it carries on like this! We ²got to Paris on Sunday all right. Nice hotel, rooms OK. But the first trip Monday morning and Michael nearly ³got arrested on the Metro. He'd left his small backpack at the ticket office, and somebody raised a security alert. Ulrike ⁴got really angry, since he's always causing problems like that. Anyway, we told the security guards that the bag was Michael's and they let him go – although he ⁵got a warning about being more careful with his possessions. Well, ⁶got to rush now – it's time to go out to the theatre!

Best wishes,
Lenny & Ulrike

3 Complete the cyclists' sentences with a suitable tag.



- 1 We'll all look like policemen then, _____?
- 2 There are a lot of workers that wear them too, _____?
- 3 The City Council should pay for them out of our taxes, _____?
- 4 The councillors can set an example first then, _____?
- 5 We wouldn't have anywhere to put them after parking the bikes, _____?
- 6 The police couldn't really enforce the law, _____?
- 7 They really haven't thought this through, _____?
- 8 It's just not practical, _____?

B Grammar tag questions

2 Complete the conversation with these question tags.

aren't they can you are they haven't they
isn't it shouldn't they will they wouldn't they

Nigel What's this about stopping people from eating in the street then?

Anya It's just the new City Council trying to make a good impression, ¹_____?

N Yeah, well the local police have got more important things to do, ²_____? I mean muggings and burglaries and things are a lot more important, ³_____?

A Oh sure! I mean you can't imagine them fining a mother just for feeding her baby, ⁴_____?

N Absolutely not! But they won't think twice about young people with their fast food takeaways, ⁵_____?

A Probably not. Like they're the only ones making a mess!

N Hey, what about picnics in the park? Would they still allow them?

A Well, parks aren't the same as 'the open street', ⁶_____?

N Maybe not. Anyway, they should worry about proper crime, ⁷_____? I mean if people didn't drop litter, street cleaners would be out of a job, ⁸_____?

C Pronunciation intonation in tag questions

4 **10A.1▶** Listen to the intonation of the question tags. Write Q if it sounds like a question, or S if it sounds like a statement.

- 1a That's not a serious idea, is it? ____
- 1b That's not a serious idea, is it? ____
- 2a It would just cost too much, wouldn't it? ____
- 2b It would just cost too much, wouldn't it? ____
- 3a They can't put cameras everywhere, can they? ____
- 3b They can't put cameras everywhere, can they? ____

5 Listen again, check, and repeat.

How well can you present an argument now?

Go back to the Student's Book >> p.115 and tick ✓ the line again.

How to talk about problems and solutions

10B

G should, should have, ought to, had better **P** ough **G+** The idea of going ...

A Grammar *should, should have, ought to, had better*

1 Complete the sentences using the words in brackets.

- 1 A I've forgotten Tom's phone number!
B Well, you _____ (should / write down).
- 2 A I feel a bit dizzy.
B I think you _____ (better / see / doctor).
- 3 A I've twisted my ankle! I fell halfway through the race!
B It's your own fault! I told you the weather was awful. You _____ (ought / not / go out).
- 4 A I hear Jack failed his driving test!
B He _____ (to / practise more)!
- 5 A I just didn't understand what that film was about!
B You _____ (should not / fall asleep) in the middle!
- 6 A I'm really sorry. I put your white shirts in the washing machine with my red trousers, and now everything is pink!
B Well, I forgive you this time, but you _____ (should / check) the laundry more carefully in future!
- 7 A I missed the match because the car wouldn't start this morning!
B You _____ (to / check it / last night).
- 8 A How do you cook lamb, anyway?
B I don't know! You _____ (had / ask / your mother). She's the expert!

2 When do the answers in exercise 1 refer to? Write *RN* for 'right now', *P* for 'past' or *AT* for 'all the time'.

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

+ Grammar Plus *The idea of going ...*

Dylan is being sent on a corporate team building exercise to a remote island, where he'll practise survival techniques. He is scared of what awaits him on the course. Write sentences using the words in brackets.

- 1 *The idea of being far from civilization scares me.*
(far from civilization)
- 2 _____
(camp in the wilderness)
- 3 _____
(have to hunt for food)
- 4 _____
(sleep in a tent)
- 5 _____
(around wild animals)

B Pronunciation *ough*

3 **10B.1▶** Listen and complete the rhyme.

We don't care what you _____,
Through's no rhyme for *though*,
While *ought*'s the same as _____,
And _____'s the same as *know*.
Even *rough*'s the same as *stuff*,
And also rhymes with _____:
But what will thoroughly put you off
Is that none of them will rhyme with _____.

4 Listen again, check, and repeat.

And you? Write your own solutions.

1 The last problem I had at home / work / school:

I shouldn't _____.
I ought _____.

2 A problem that you have RIGHT NOW:

I'd better _____.
I'd better not _____.

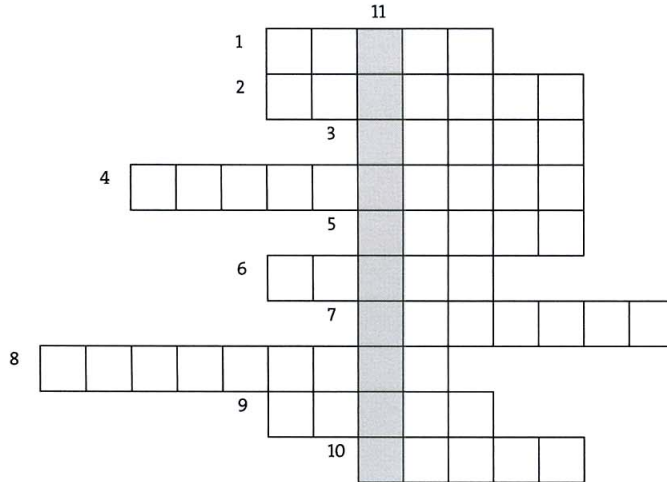
How to talk about medical treatment

v injuries and treatments P main sentence stress

10c

A Vocabulary injuries and treatments

1 Complete the puzzle. Find the missing word at number 11.



- 1 Burn your skin with steam or very hot liquid
- 2 A long piece of cloth you tie round an injury to protect it
- 3 Provide medical care
- 4 A kind of medicine that reduces the feeling of being hurt
- 5 What wasps, bees and some plants can do to you
- 6 This will happen if you cut yourself
- 7 A small sticky thing for protecting cuts; also hard white stuff for protecting broken bones
- 8 Die because of a lack of air to breathe
- 9 Lose consciousness
- 10 Be unable to breathe, usually because of an obstacle in the throat
- 11 Something that prevents infections by killing bacteria

2 Underline the correct option.

- 1 He tripped and sprained his **ankle/back/nose**.
- 2 The boys got into a fight. Each of them ended up with a **bruised/broken/sprained** face.
- 3 Don't let the cat play with that plastic bag. If it gets caught inside, it might **scald/choke/suffocate**.
- 4 He pressed the wrong button on the coffee maker and **bled/choked/scalded** his hand on the steam.
- 5 Thousands of seabirds **choke/scald/suffocate** every month after swallowing plastic bottle tops.
- 6 She was unused to the intense heat and **bled/fainted/healed**.
- 7 If you want the wound to **bleed/heal/treat** properly, keep it clean and dry.
- 8 She broke her leg in a skiing accident and had it in **bandage/plaster/stitches** for six weeks.
- 9 He suffered a bad leg wound that needed fifteen **bandages/plasters/stitches**.

3 Complete the sentences with the correct form of the word in brackets.

- 1 Call a doctor, quick! This man's lost a lot of _____! (**bleed**)
- 2 She can't get her shoes on – her ankle's all _____! (**swell**)
- 3 After his fall on the rocks, the boy's legs were covered in _____. (**bruise**)
- 4 If you're allergic and get _____ by a bee, get to a doctor fast. (**sting**)
- 5 When they came home from the excursion, they were covered in mosquito _____. (**bite**)
- 6 A What's that _____ on your arm? (**swell**)
B I've just had an injection, so maybe it's an allergic reaction or something.
- 7 Tom's not coming: he fell sideways when he was skiing and _____ his knee. (**sprain**)
- 8 Don't go camping near a lake in summer! We were _____ all over! (**bite**)

B Pronunciation main sentence stress

4 **10C.1▶** Listen and underline the main stress in the sentences.

- 1 I'm afraid that cut's become infected.
- 2 You'll have to stay in bed for a while.
- 3 Do you want an aspirin or something?
- 4 He fell out of a tree, you see.
- 5 You could use a crutch if you like.
- 6 We'll need to put a good bandage round it.

5 Listen again, check, and repeat.

How well can you talk about medical treatment now?

Go back to the **Student's Book >> p.119** and tick ✓ the line again.

How to talk about cause and consequence

10D

so / such ... that v accidents in the home

A Vocabulary accidents in the home

1 Phrases 1–6 are often seen on labels. Write sentences explaining them in full.

1 **KEEP DRY**

You should keep this product dry.

2 **Shake before use**

3 **Harmful to skin and eyes**

4 **PROFESSIONAL USE ONLY**

5 **HIGHLY INFLAMMABLE**

6 **Best before 10 Aug**

B Grammar so / such ... that

2 Match the sentence halves.

- 1 ☐ Prices have risen so much that
 - 2 ☐ I had such a good time on holiday that
 - 3 ☐ I'm so tired that
 - 4 ☐ I was so excited about the flight that
 - 5 ☐ I met so many people that
 - 6 ☐ There was so much food at the wedding that
 - 7 ☐ The room felt so hot that
 - 8 ☐ They were such good musicians that
- a I hardly slept all night.
 - b I think I'll go straight to bed.
 - c nobody really felt like dancing afterwards.
 - d I thought I was going to suffocate.
 - e I've stopped eating out completely.
 - f we've booked them for our own party next month.
 - g I couldn't remember even half of their names.
 - h I'm thinking of going back there next year.

3 Complete the letter with these words. You can use each phrase as many times as you like.

so such such a such an so much so many



Dear Meryl,

You'd love it here! It's ¹ _____ exclusive place that it's not even in the guidebooks. Having said that, ² _____ people recommend it that we had to book a year in advance. It's ³ _____ distance from the town that people get lost on the way. It still has ⁴ _____ of its original interior that it has won a number of prizes. It's ⁵ _____ old that Charles I. stayed here. It's also got ⁶ _____ good restaurant that nobody eats anywhere else! And there are ⁷ _____ things to do that you never notice how time passes! Best of all is that it's got ⁸ _____ reasonable prices that you feel as if you could stay here for ever!

Why don't you come and join us? Make a note of the address from this notepaper!

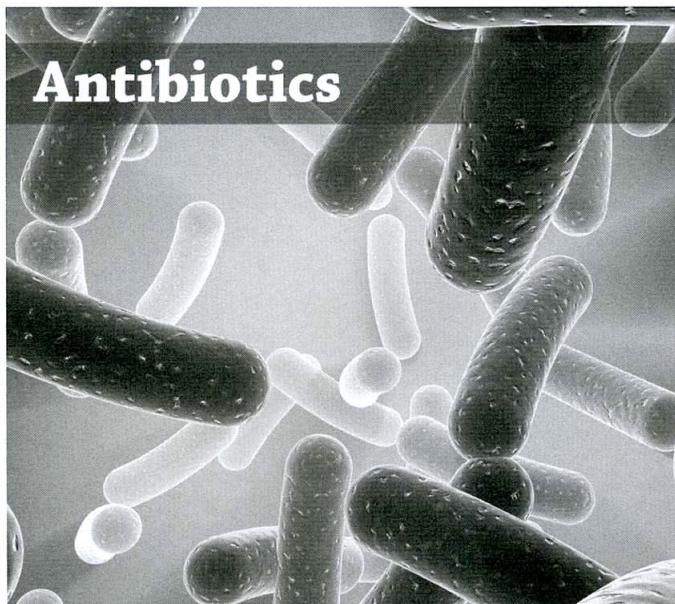
Love,
Beryl

4 Complete the sentences with your own ideas.

- 1 It was so cold that _____.
- 2 He had so much luggage that _____.
- 3 There were so many people waiting that _____.
- 4 It was such a nice day that _____.
- 5 They had such low prices that _____.
- 6 He ate so much that _____.

10

Unit 10 Skills Practice



A We've all used antibiotics at some point, haven't we? And at school we probably heard about Fleming's 1928 discovery of penicillin, the very first antibiotic. Recently however, there has been extensive debate concerning the incorrect use of these drugs. We at *Healthwise* magazine feel that this is such an important issue that we should also contribute to the debate, so that readers can decide for themselves.

B Just to remind us, an antibiotic is a substance that attacks harmful bacteria, and if properly used, will eliminate different types of infection such as tuberculosis, salmonella, pneumonia or typhoid. Antibiotics are the most effective treatment you can get for these kinds of illness. Like any other drug however, they come with certain conditions attached.

C The first of these is probably the correct use of the drug. The antibiotic a patient gets prescribed is for a specific kind of bacterium, and so should not be used to treat viral infections such as common colds and fevers. Another condition is that they ought to be used in a suitable concentration. Too little of the drug will not successfully eliminate the bacteria. But if the concentration is so high that it kills off practically all the bacteria it comes across, then it will only make things worse, as it leaves patients with fewer defences than they had to begin with. A third, related condition is that antibiotics must be taken over the complete period indicated by the doctor. Only in this way can we be sure that the harmful bacteria have been properly eradicated. If people stop taking the drugs before the right time, the bacteria can become resistant to the antibiotic and turn into 'super bugs', which are far more difficult to treat. Clearly then, inadequate use of the drugs can be seriously counterproductive.

D In addition to all this, there are several secondary factors that should not be forgotten. Firstly, not all bacteria are bad. Many of the bacteria that live with us are positive, helpful organisms. Some of them make the digestion of food much easier, like the famous lactobacillus or bifidus from the yogurt adverts on TV. Some support our immune system, while others help us resist allergies. This explains why it is so important not to eliminate them, as they form part of the body's natural defences. Secondly, we ought not to forget that there are recorded cases of allergy to certain kinds of antibiotic, especially penicillin. Common symptoms in this case are a swollen face or tongue, or diarrhoea. If this happens, the patient should inform their doctor immediately. Thirdly, as with all medicines, antibiotics should never be used beyond the date on the packaging, so it's worth checking your medicine cabinet periodically, and getting rid of all those packages that are out of date.

A Read for detail

1 Tick ✓ the information included in paragraph A.

- 1 ☐ Antibiotics have been around for over eighty years.
- 2 ☐ They are highly effective medicines.
- 3 ☐ They are often misused.
- 4 ☐ They are currently a subject of discussion.
- 5 ☐ The article will describe the history of penicillin.

2 Match the summary sentences 1–3 with paragraphs B–D.

- 1 ☐ Things to bear in mind when using antibiotics.
- 2 ☐ Definition of antibiotics.
- 3 ☐ The risks of using antibiotics in the wrong way.

3 Complete the sentences with information from paragraph C.

- 1 Colds and fevers are caused by _____.
- 2 An antibiotic can provide effective treatment only for _____.
- 3 Bacteria can contribute to _____.
- 4 Bacteria develop resistance to antibiotics if _____.

4 Correct the details for paragraph D.

- 1 Bacteria in the body pose a general health risk.
- 2 All patients tolerate antibiotics.
- 3 Antibiotics have a longer life than other drugs.

B Listen for attitudes

5 **10S.1▶** Listen to a husband and wife, Katya and Phil, discuss a news story. Underline the correct options in the summary of the conversation.

¹Two/Four people got lost on a ²one-day/weekend trip in the mountains. One of them ³died/got hurt in an accident. The others tried to call for help but ⁴nobody answered/their phones weren't working. They had to spend the night outdoors but they ⁵had/didn't have enough supplies with them. Eventually, they were rescued ⁶within/after more than 24 hours, because it was ⁷easy/difficult to locate them. When finally brought to safety, one of them ⁸complained about/complimented the rescuers on TV.

6 Write K for Katya or P for Phil to reflect their attitudes.

- 1 _____ is critical of the excursionists from the start.
- 2 _____ gets a little impatient for the details of the story.
- 3 _____ is surprised that mobile phones didn't help solve the problem.
- 4 _____ criticizes some mobile phone companies.
- 5 _____ criticizes the decisions made by the excursionists.
- 6 _____ is amazed at the excursionists' comments to the rescuers.
- 7 _____ is indignant and feels the excursionists should pay for the rescue.
- 8 _____ is not really interested in the outcome of the incident.

7 Match the phrases 1–8 with the details they refer to a–h.

- 1 ☐ What does **it** say?
- 2 ☐ They must be **the same ones**.
- 3 ☐ What's wrong with **that**?
- 4 ☐ It says here they had **two**.
- 5 ☐ **That's** a bit more unusual.
- 6 ☐ I keep hearing **things like that**.
- 7 ☐ Don't bet on **it**!
- 8 ☐ **It** must have cost a fortune!

- a a day's excursion
- b the rescue operation
- c an excursion without supplies
- d the idea that the rescued people might feel embarrassed
- e the newspaper article
- f the people in the TV report
- g mobile phones
- h rescues that take a long time

C Reading for pleasure **Mystic Java**

8 Read the text. Answer these questions.

- 1 What do you think Sonia will do with the *keris*?
- 2 Do you think Sonia will stay in Java for a long time after the events of the story?



CHAPTER 10 **Sonia Divided**

Suryono began his story as the four people sat in a sunlit room, sipping tea. 'This all takes me back to when I was a boy,' he said. 'You see, my mother became very ill with her heart, and needed treatment. My father said the only chance in those days was to take her to Australia for an operation, but he didn't have enough money. Those were difficult times, when our country was still very young, and business was not very well organized. My father could not obtain a loan. Your grandfather offered to help, but when he asked for the *keris* as security, my father held back. It's difficult for outsiders to understand what a *keris* means to the Javanese! But my mother's condition had become so bad, that he agreed to your grandfather's request.'

'So did your mother go to Australia?'

'Yes! There were complications after the operation, but she survived. The only problem was that, by the time my parents came back from Sydney, your grandfather had left the country. That would be around ... I don't know? 1950? 1955?'

'That's right. His company sent him to Sri Lanka. We know the year is 1953. But didn't he leave an address, or write to your parents?' asked Sonia.

'I really don't know. My father was so grateful that my mother was well again. But he missed the *keris* a great deal, and wondered what had become of it.' Suryono paused and looked around the room. Then, he asked, 'Do you have the *keris* here with you?'

Suryono's eyes lit up as Sonia brought it carefully out of her bag. It was wrapped in a silk cloth. Suryono's hands trembled slightly as he unwrapped it. Then he held the knife reverently in his hands. Nobody spoke. Finally, he handed it back to Sonia.

'Thank you,' he said.

She didn't put it back in her bag immediately, but kept it resting on her knees.

Out of a folder on the table, Suryono took a yellowing paper and passed it to Sonia and Murwani.

'What is it?' asked Sonia.

'This looks like two signatures at the bottom,' Murwani observed. 'Is it a sort of contract?'

Here, then, was the proof that the *keris* hadn't been stolen. Sonia knew that she should feel relieved. But had Henry taken advantage of Widyawan's dilemma? Was the note in his will an act of remorse?

Sonia thanked Suryono profusely. As he left the room to prepare a meal for his guests, Murwani turned to Sonia.

'What are you going to do?' she asked.

'I just don't know. When I thought it was stolen, I only wanted to give it back. But now I'm not sure. What would be the most *rukun* thing to do?'

'I think you'll have to answer that question yourself,' said Murwani with her smile.

'Yes, I suppose I will,' answered Sonia, as she looked at the *keris*, glinting in the sunlight.

Unit 10 Writing

A Write an opinion composition

'Schools should have compulsory classes on food and cooking. Discuss.'

1 _____, I would say that food and cooking are absolutely indispensable for a high quality of life. A poor diet can cause terrible health problems. If families no longer have the time to show children how to prepare food properly, then perhaps schools could compensate.

2 _____, I wonder whether all schools have the facilities available to do this.³ _____, special classrooms would have to be built or converted. This would clearly require a huge investment.

4 _____, it's unfair to ask schools to take on this kind of activity because they already have quite enough work. For example, a parent probably can't teach science or foreign languages, but they can certainly cook.⁵ _____, I don't see the need for schools to have to do that.

6 _____, although schools may not have time or resources to teach cooking, an alternative might be after-school clubs where children can learn about cooking, diet, and nutrition. These could be set up as a fun activity, and perhaps involve parents on a voluntary basis.



- Complete the text with these words a–f.
 - As a result
 - In my own view
 - In conclusion
 - For instance
 - To begin with
 - Having said that
- Put these sentences in order to make a paragraph.
 - ☐ As a result, parents often give children whatever food they ask for.
 - ☒ It is important to teach children about a healthy diet.
 - ☐ For instance, breakfast cereals that contain lots of sugar or chocolate.
 - ☒ For that reason, they would benefit from education on food at school, so they too would know why some foods are good for them and others are bad.
 - ☐ In many families today, both parents are working and they have very little time to cook.
 - ☐ But children, especially younger children, frequently want only what they see advertised on TV.
- Look again at the sentences in exercise 2. Match them with the functions 1–3.
 - state a fact _____
 - give an example _____
 - state implications of the fact or argument _____
- Prepare an opinion composition on the topic '**Every schoolchild should have their own laptop**'. Make notes in the chart. Then write an opinion composition. Write about 120–180 words. You can use the model text on page 94 to help you.

Every schoolchild should have their own laptop	
Agree because ...	Disagree because ...
computers are essential for studying nowadays	this would be too expensive for the schools

Unit 10 Self check

10

Grammar

- 1 Match the sentence halves.

1 <input type="checkbox"/> You don't have an iPod,	a should you?
2 <input type="checkbox"/> It isn't illegal to use one,	b do you?
3 <input type="checkbox"/> It's dangerous to use your phone in traffic,	c is it?
4 <input type="checkbox"/> You shouldn't have seen those papers,	d are you?
5 <input type="checkbox"/> You're not paying attention to the cars,	e isn't it?
- 2 Complete the sentences with these words.
better ought should so such
 - 1 You _____ to check your contract very carefully.
 - 2 I was _____ busy at work that I didn't spend any time with my friends.
 - 3 You _____ have tried to phone earlier.
 - 4 The house was in _____ a big mess that we needed to hire professional cleaners.
 - 5 I'd _____ hurry because it's already six o'clock!

Vocabulary

- 3 Complete the sentences with suitable words.
 - 1 I got _____ at midnight and went straight to bed.
 - 2 Simon got a _____ for dropping litter in the park.
 - 3 The weeds in the garden got _____ a real problem last year.
 - 4 I can't believe the thieves got _____ with a million euros!
 - 5 Sadly, three people got _____ in a car accident yesterday.
- 4 Match the sentence halves.

1 <input type="checkbox"/> A mosquito	a broke Stan's leg.
2 <input type="checkbox"/> A bee	b bit Jen.
3 <input type="checkbox"/> The falling tree	c scalded Elaine.
4 <input type="checkbox"/> The hot water	d stung Larry.
5 <input type="checkbox"/> A lot of blood	e was coming from Adam's cut forehead.

Pronunciation

- 5 Underline the word with different pronunciation of the letters in **bold**.
 - 1 **bought** although sport
 - 2 **cough** rough stuff
 - 3 **through** shoe **enough**
 - 4 **thorough** summer **ought**

Check your answers on >> p.85

What are you going to do now?

- a Nothing. I'm happy.
- b Revise grammar/vocabulary/pronunciation and try again.
- c Ask another student/my teacher for help.

To revise, go to:

Student's Book Review >> p.125 **Grammar Bank** >> p.145
Workbook >> pp.76–79 www.oup.com/elt/result

Reading

Read these texts again.

Workbook >> p.80 exercises 1–2

Workbook >> p.81 exercise 8

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I read again
☐ everything

Listening

Listen to this audio again.

Workbook >> p.81 audio script **10S.1**

How confident are you?

I can understand ...

- ☐ some words
☐ with help
☐ when I listen again
☐ everything

Writing

Do this writing exercise again.

Workbook >> p.82 exercise 4

How confident are you?

I can write ...

- ☐ with help
☐ on my own
☐ with some mistakes
☐ with no mistakes

What are you going to do now?

- a Nothing. I'm happy.
- b Ask my teacher for help.
- c Practise my reading/listening/writing.

To practise go to ...

Student's Book >> pp.114–124

Workbook >> pp.80–82

MultiROM Listening section

www.oup.com/elt/result

Self checks answer key

Unit 1

Grammar

- 1 1 's coming
2 've been waiting
3 has always
4 never takes
- 2 1 e
2 b
3 d
4 a
5 c

Vocabulary

- 3 1 make
2 taking
3 take
4 having
5 give
- 4 1 We had a big **celebration** when my sister returned home.
2 ✓
3 It's my **responsibility** to make sure the office is clean.
4 Every year, they have a big **festival** to celebrate the end of winter.
5 ✓

Pronunciation

- 5 1 responsibility
2 immigration
3 national
4 tradition
5 ceremonial
6 celebrity

Unit 2

Grammar

- 1 1 When I returned from the toilet, I saw that my dinner **had** been taken away.
2 David bought **his** girlfriend an expensive meal out.
3 **While** I was waiting for my main course, I noticed the waiter smoking a cigarette outside.
4 The waiter charged **me** €200 for two small steaks!
- 2 1 c
2 d
3 a
4 b
5 e

Vocabulary

- 3 1 occupied
2 charge
3 waited
4 expected

- 4 1 out
2 with
3 out
4 off

Pronunciation

5

duty /ˈdʒuːti/	guard /ɡɑːd/	hurt /hɜːt/
costume	guess	turn
uniform	biscuit	purse
	disguise	surly

Unit 3

Grammar

- 1 1 going to
2 I'm meeting
3 We're not going to
4 we're walking
5 be walking
6 we'll
7 we'll have walked
- 2 1 a
2 b
3 b
4 b

Vocabulary

- 3 1 these days
2 out to
3 too long
4 or later
- 4 1 d
2 a
3 e
4 b
5 c

Pronunciation

5

a ●●	b ●●
exports refuse	conflict contract transfer

Unit 4

Grammar

- 1 1 be served
2 was given
3 to be shown
4 were taken
5 being
- 2 1 Emil **used to** live in Japan so he would speak Japanese every day.
2 I'd been eating dinner for ten minutes when Anya phoned to say she would be late. I **had eaten** dinner by the time she arrived.

- 3 When I was a kid, sometimes my uncle would visit on Saturdays. He **used to** live very near to us.
4 Last year, I **visited** Hawaii for two weeks in June.

Vocabulary

- 3 1 Let's wake up bright and early and go windsurfing.
2 He has been charged with falsely obtaining insurance money.
3 Rent a cabin and allow yourself to unwind in the peace and quiet.
4 The man was sentenced to five years for faking his own death.
- 4 1 disappeared
2 release
3 overslept
4 turning
5 Overtaking

Pronunciation

- 5 1 b
2 d
3 a
4 c

Unit 5

Grammar

- 1 1 he was on the train
2 you speak more quietly
3 if they were going to Birmingham
4 I was at the right station
5 knew he was going to be late
- 2 1 asked
2 advised
3 said
4 believe
5 offered

Vocabulary

- 3 1 I wonder if you'd mind ~~to~~ closing the door.
2 Would you like me ~~for~~ to help you?
3 I'll make an appointment for you if you like ~~to~~.
4 Could you possibly wait ~~me~~ for five minutes?
5 Do you fancy ~~the~~ walking?
- 4 1 d
2 a
3 b
4 e
5 c

Pronunciation

- 5 A Who was working late at the office last night?
B Joe (was)
A Was anyone else?
B Yes, I was there, too. Was anyone late to work this morning?
A Yes, I (was)

Unit 6

Grammar

- 1 1 able to
2 must
3 were unable
4 has been able
- 2 1 None
2 both
3 Neither
4 either
5 all

Vocabulary

- 3 1 late
2 efficient
3 low-energy
4 eco-friendly
5 diseases
6 Viruses
7 infected

- 4 1 ✓
2 My son was born at the turn of the twenty-first century.
3 ✓
4 I drank a packet of juice every day while I was **making** a recovery from flu.

Pronunciation

- 5 1 can't
2 laugh
3 cause
4 it
5 these

Unit 7

Grammar

- 1 1 When I was a teenager, I ~~am~~ used to dream of visiting a place like Kamchatka.
2 The most beautiful thing I've ever seen was **the** moon rising over the tundra.
3 The more the mosquitoes come out, **the** more you want to stay in.
4 Last year, we flew from Moscow to Kamchatka by ~~the~~ aeroplane.
5 Klyuchevskaya Sopka is twice as tall ~~than~~ **as** Pilatus in Switzerland.
- 2 1 Has Roberto arrived **yet**?
2 It's nine o'clock and Naomi **still** hasn't arrived.
3 She **no longer** works here.
4 It isn't raining **yet**, but it's going to rain soon.
5 They're **no longer** living here, are they?

Vocabulary

- 3 1 of
2 about
3 about
4 of
5 in
- 4 1 c
2 b
3 d
4 e
5 a

Pronunciation

- 5 1 meticulous
2 reliant
3 actually
4 nowhere
5 nearly
6 almost

Unit 8

Grammar

- 1 1 This is an amazing medical breakthrough.
2 Have you ever had your skin revitalized?
3 Would you ever get your hair dyed?
4 We use ancient Egyptian herb extracts.
- 2 1 a
2 b
3 b
4 b
5 a

Vocabulary

- 3 1 jeans
2 clippers
3 scruffy
4 foam
- 4 1 disposable razor
2 shocking
3 Frankly
4 common

Pronunciation

- 5 1 b
2 c
3 a

Unit 9

Grammar

- 1 1 Whenever
2 hadn't
3 gone
4 wouldn't
5 whatever

- 2 1 a
2 a
3 b
4 a

Vocabulary

- 3 1 astonished
2 creative
3 devastating
4 sympathetic
- 4 1 pleased
2 touched
3 responsive
4 ashamed

Pronunciation

5

a ●●●●	b ●●●●●
apology coincidence	apologizing imaginative
c ●●●●	d ●●
conscientious sympathetic	decide invent

Unit 10

Grammar

- 1 1 b
2 c
3 e
4 a
5 d
- 2 1 ought
2 so
3 should
4 such
5 better

Vocabulary

- 3 1 home
2 fine
3 to be
4 away
5 killed
- 4 1 b
2 d
3 a
4 c
5 e

Pronunciation

- 5 1 although
2 cough
3 enough
4 ought

Audio scripts

1

1A.1

- 1 celebrate celebration celebrity
- 2 identity identification
- 3 nation national nationality
- 4 responsible responsibility
- 5 ceremony ceremonial

1B.1

- 1 **R** Have you seen Blood Diamond?
L No, I haven't.
- 2 **L** I've heard it's an exciting film though, isn't it?
R Well, I thought so!
- 3 **L** Is it about Africa?
R That's right.
- 4 **L** Isn't it fairly violent?
R Some of it, yes.
- 5 **L** I suppose you like action films then?
R Mmm. They're my favourite.
- 6 **L** So does the hero win at the end of Blood Diamond?
R Oh, I can't tell you that! You'll have to watch it for yourself!

1S.1

- T** What's that you're reading, Sheryl?
- S** It's this week's issue of Celebaze, the celebrity magazine.
- T** So what's in it then?
- S** Well, it's got the usual articles about the latest fashions – there's a good one about high heels.
- T** Personally, I never look at those sections.
- S** And there's a whole section on music. They've got some really wicked comments about that new Britney Spears video!
- T** I can just imagine! Listen, er, what colour do you want your hair this time?
- S** Chestnut brown, just like in this photo of Victoria Beckham!
- T** Oh, OK. That's no problem. Let me see the picture a moment.
- S** Anyway, there are loads of photos and celebrity stories of TV and movie stars, where they've been, what they've been doing ...
- T** ... and who they've been with!
- S** And what kind of projects they're working on! I think it's just so exciting!
- T** Really? Don't you get tired of the same things all the time? Flashy pictures, jealous boyfriends, angry girlfriends and all that stuff. To my mind, it's just all the same!
- S** Maybe, but I get all the news about my favourite TV series as well. You know, Eastenders, Big Brother ... I mean, I don't get time to watch them all, do I?
- T** But you do get time to read about them, don't you Sheryl?
- S** Yeah, well you can read practically anywhere, can't you?
- T** Sure, but if you ask me, gossip magazines are just a waste of time. They only repeat what you see on TV.
- S** Well, in my opinion, they're the best way to keep up to date on what's going on in the world.
- T** On the scandals, you mean. On sarcastic comments about famous people and paparazzi photos that

invade other people's privacy.

- S** Ooh! Thelma! I didn't know you were so touchy about that! You sound just like my mum, you do!
- T** Well, how would you feel being chased around for a photo of you and your boyfriend?
- S** I just wish I had the chance, love!
- T** Oh you can't be serious! That kind of life's not for me.
- S** Why not? As far as I'm concerned, these people have everything I want. They're rich, famous, and good-looking. They've got big houses, big cars, and they're constantly going to parties. It's a dream life, Thelma!
- T** OK, fine, off you go! Why don't you audition for The X Factor, then? My own view is that it's just a glitzy world of plastic cards, plastic surgery and plastic smiles.
- S** Ooh, Thelma, what a pessimist! Did somebody break your heart when you were younger, then?
- T** Sheryl! Cartwright! Don't push your luck!
- S** Oh, and ... just by the way – you're right!
- T** What do you mean I'm right?
- S** I have written to The X Factor and they sent me a letter this morning saying they might ask me to go along for an audition! And when I get through to the final, I'll dedicate my winning song to you!
- T** Very nice! But you'll have a different hairdresser by that time, won't you?
- S** Maybe not! Maybe I'll just take you with me, to show you what life's like in the glamour world!
- T** Yeah, well, keep dreaming. Just remember, there's a big difference between an audition and actually being on the show.

2

2A.1

- 1 **A** Could I leave him a message?
B Yes, I'll give him your number.
- 2 **A** Shall I serve you the main course?
B Could you bring me some wine too?
- 3 **A** This suit cost me four hundred pounds!
B I think they charged you too much!

2C.1

- | | |
|-----------|-------------|
| 1 biscuit | 6 duty |
| 2 costume | 7 surly |
| 3 purse | 8 security |
| 4 guess | 9 turn |
| 5 guard | 10 disguise |

2S.1

- M** Good morning, Tom.
- T** Good morning, Margaret.
- M** Come in, sit down.
- T** You wanted to see me?
- M** That's right, Tom. Now, how long have you been with the company?
- T** Erm, let me think, er, about seven years and four months.
- M** And how would you describe what you've done in those seven years?
- T** Er, well, I think I've done quite well. If you remember, I started out as an administrative assistant. That was the first year.

M Uh-huh.

- T** Then I worked in IT support for two years. In the meantime, I did a specialist course in computer programming, and then a two-year part-time course in resource management. As a result, I was promoted to line manager in the department.
- M** Right. And what about your achievements as line manager over the last four years?
- T** Over the last four years?
- M** That's right.
- T** Well, I was responsible for creating the new program that controls all the customer orders, deliveries, and accounts.
- M** So you were! And then we had that little problem when the system broke down because it couldn't handle all the orders that it was given.

2S.2

- T** Well, I was responsible for creating the new program that controls all the customer orders, deliveries, and accounts.
- M** So you were! And then we had that little problem when the system broke down because it couldn't handle all the orders that it was given.
- T** Er ... yes, well I don't think anyone expected company business to grow quite so quickly, did they?
- M** Mmm, you're right there. So, are you satisfied with the way things are going?
- T** Yes! If you ask me, the department is running much more smoothly now than before.
- M** Yes, I think we've all noticed that! Any special reasons you can think of?
- T** Basically because it's a bit more human. Everyone is important. Everyone is asked for their opinion before we take any major decisions. I think that's a good thing.
- M** Yes, I agree.
- T** So things are going well, aren't they?
- M** Yes, I think so. In fact ... you're probably wondering why we're having this conversation.
- T** Yes, I am actually.
- M** Well, last month you applied for promotion to senior line manager, and I just wanted to know if you were still interested.
- T** Absolutely!
- M** Fine – you start on Monday then. Congratulations! I think you're just the person for the job!
- T** Wow, that's great! Thanks, Margaret. I thought I was in trouble at the beginning of the interview.
- M** No, not at all. We're very pleased with everything you're doing.

3

3A.1

- 1 in the next couple of weeks
- 2 sometime soon
- 3 in four days' time
- 4 sometime this morning
- 5 the day after tomorrow
- 6 within the next three months

3B.1

- 1 I'll be talking to John.
- 2 You'll have taken the presents.
- 3 He's cleaning the car.
- 4 She'll be reading the paper.
- 5 We're travelling at night.
- 6 They'll have looked at flats.

3C.1

Table: label, unable, stable, cable
Avoidable: adorable, likeable, enjoyable, approachable

3S.1

- A** Hey, Boris! Have you seen this article on global warming?
 - B** Another article on global warming? What does it say?
 - A** Well, it's a kind of survey of the latest data. It's pretty gloomy.
 - B** For example?
 - A** Er ... by 2050, temperatures in Europe will have risen by between one and five degrees centigrade, and that the rising sea level means we'll be having regular flooding on the Mediterranean coasts.
 - B** That sounds like fun!
 - A** Boris! This is serious stuff! So, what's that you're reading anyway?
 - B** Me? An article on education.
 - A** You? That sounds a bit serious too.
 - B** Well, it's important.
 - A** What does it say?
 - B** It says that the level of secondary school learning is falling and will continue that way unless the government takes action.
 - A** What kind of action?
 - B** Oh you know, the usual: more teachers, better equipment, smaller groups – that sort of thing.
 - A** That's a utopia if ever I've heard one!
 - B** Why do you say that?
 - A** It'll never happen. And anyway, it's unemployment that's the real problem right now. We need more jobs!
 - B** That's easy for you to say! You don't have any kids! I'm more worried about this – what my children will have to face.
 - A** If you were working in my company, you'd be more worried about your job, let me tell you!
- 3S.2**
- B** OK, Anita. Tell me a bit more about the global warming thing you're so worried about.
 - A** All right. There are two basic components that I think could become very problematic. The first one is social. I mean, we're probably going to see lots more natural disasters ...
 - B** Like the tsunami in 2004?
 - A** Sure! And more droughts, floods, erosion, crop failures – you name it!
 - B** And?
 - A** Well, huge numbers of people will migrate to places where it's safer or easier to live.
 - B** Mass migrations?
 - A** That's right! And that in turn would lead to all sorts of conflicts with existing populations.
 - B** Hmm. I don't like the sound of that! And the other component?
 - A** Environmental.
 - B** Like what?

- A** The Arctic ice cap is melting, right? And that means that it'll be easier to reach oil and mineral reserves which are now under the sea and the ice. The governments of the nearest countries know that the oil is there, and they all want a piece of the cake.
- B** So that means more conflicts?
- A** Probably. And continuing dependence on oil, just when we thought industry would invest in alternative energies.
- B** And that would mean more contamination and even more global warming.
- A** Absolutely!
- B** Now I see why the article is so gloomy about the prospects.

3S.3

- A** So, Boris: what conclusions did you reach on the education issues?
- B** Well, I think there are three related issues there. One is that you can't have a strong economy without a skilled workforce. So, for example, an economy based on unskilled labour in the construction industry is a recipe for disaster.
- A** Oh, that sounds like a few European countries I know of!
- B** Right. And to have a skilled workforce, you need a solid secondary education system ... and then specialized training afterwards.
- A** OK, that makes sense. And what else?
- B** The second point is that with all the global warming problems you talked about before, we're going to need education for people in high-risk areas, to make them aware of the problems, and help them find solutions. Like, what to do in the event of massive flooding and things.
- A** Uh-huh. And the third issue?
- B** That's my favourite! If you don't educate the population to think for themselves, that means that big business ends up destroying the environment – and it's the population that has to pay for the damage. People with a better education would understand what was going on, and protest. Make the government change things. Or vote for a change of government!
- A** Well, you certainly have a point there! I can think of a few that should be voted out of office myself!

4

4A.1

- John loves shopping, but what his wife prefers is driving.
- We don't mind small children, but what we don't like is noisy children.
- My friends quite like swimming, but what they really like is surfing.
- I enjoy exotic food, but what I can't stand is spicy food.
- Fran hates waiting in queues, and what he really hates is people jumping the queue!
- I like foreign films, but what my son likes is horror films.

4B.1

- A woman's being questioned.
- Jake's passport had been faked!
- The teenager was sent to jail.
- He's being held by police.
- They've been declared dead.
- The couple are being robbed!

4C.1

Last weekend we decided to go camping. We went to the shops to buy a tent or something and we finally got a cheap one. Eventually, we packed the camping equipment and all that stuff. By that time, the children were overexcited and all that. But we did finally leave at nine or whatever. I should have known what would happen. I mean, the cars didn't break down or anything, but we took a wrong turning somewhere, and got completely lost. We ended up in a cheap guesthouse in some forgotten town, so just don't talk to me about camping, will you?!

4S.1

A The best break for me is a boat, without any doubt. Yeah, a small sailing boat that'll just take a couple of people. No, I don't own one, I usually rent one. Well, that way I don't have to worry about storage and transport and stuff. What I like about sailing is the open air and the sense of space. I mean cities are just so crowded all the time. Then I love the challenge: you've got to have discipline and skill to sail a boat. And you need plenty of preparation, just in case the weather changes! We usually sail north, to one of the sea lakes, or the bird sanctuary near the lighthouse. There's plenty to see up there! And the world just looks and feels so different from out there! Oh, and what I also really love is catching your own food along the way! There is nothing like cooking up a fresh salmon on board!

4S.2

B Well, I'm a city person really, so I don't feel comfortable out 'in nature', you know. What that means is that the ideal place for me to get away is other towns and cities! What I really enjoy is going to see the famous places – that way I get to know more about the country I live in, and all the different people and cultures that have passed through it. And the people! Hustle and bustle is fine with me! I mean, what's life without it? Let's not forget the food, either. Visiting other towns is a great way to check out less well-known bars and restaurants, taste some real home cooking! But what I can't stand is all these people that say, 'No, no, you can't have a real break without lots of peace and quiet!' Come on! Let's face it: cities are fun, and have lots to offer!

5

5B.1

It was five when I heard the noise. I couldn't think what it was. I thought it was maybe the wind at the gate but then a dark figure came in – it wasn't the wind, you see. It was just my sister home late!

5C.1

- Do a good job.
- Give an explanation.
- need to ask for information
- want to know about prices
- Make a fool of yourself.
- Go on! Don't stop now!

5S.1

D Hey, Carla! Have you heard that story about what happened at the faculty dance?

- C** Hi Darren! Which faculty dance is that?
- D** The medical faculty.
- C** Well, I don't know any doctors! What happened? And where did you hear about it anyway?
- D** Oh, a friend of mine.
- C** So, tell me the story!
- D** Well, my friend Emma was sitting near this girl, who was really pretty but obviously kind of shy.
- C** Why?
- D** She hardly moved from her chair all evening. Anyway, there was this group of posh guys with expensive suits on, you know, not rented ones like the rest of us. They weren't far from Emma's table, and she overheard them making bets about asking the pretty girl to dance.
- C** And?
- D** The first one went over and said: 'Excuse me! Do you think we could possibly have a dance?'
- C** Oh my goodness! Sounds like my dad after a few drinks!
- D** Right! Anyway, the girl just blushed and looked away. So then the next one went up and said: 'I wonder if you'd mind having this dance?'
- C** Bad to worse! I mean, I knew these dances were kind of formal, but not as bad as that!
- D** I know! And then a third one went over and asked her: 'Would you like to dance with me?'
- C** Well, that's not too bad.
- D** Yeah, but he didn't have any luck either.
- C** So did these guys give up then?
- D** You bet they did! But that's not the end of the story!
- C** Ah no?
- D** Well, Emma told me that five minutes later this other guy stopped and asked the girl to dance. And she did!
- C** So what was special about him?
- D** Not a lot. Emma said he looked really ordinary. But she heard him say 'Do you fancy a dance?' And the girl said 'OK!' and off they went.
- C** Well that just goes to show, doesn't it?

5S.2

- H** Hey, I've got a story I want to tell you about my time in Japan!
- J** Oh not another of your travel stories, Helen! For goodness' sake!
- H** Oh come on, they're not that bad! It's just that I was reading this article ... and er, it reminded me of a weird thing that happened when we were travelling there.
- J** We?
- H** Yeah, Nick and I.
- J** So?
- H** Well, we were staying a couple of nights at the same place. It was early summer, the weather was hot and sticky, and we'd been out for the day on rented bicycles.
- J** Eco-tourism, eh?
- H** Not really. It was just more fun than in a car.
- J** Come on then! Get to the point!
- H** Well, we washed some clothes that night, hung them out to dry, and the next day they'd disappeared!
- J** You're right! That is a bit odd. I thought in Japan you could leave anything anywhere. I mean, even the guidebooks tell you that!
- H** Yeah! When I told them about it, my friends were really surprised. Anyway, this happened in a patio in the middle of the guesthouse!

- J** So what was embarrassing about it?
- H** Ah, that was trying to explain to the landlady what had happened. I mean, I felt I had to say something, but I didn't want it to sound like an accusation, you know, that somebody had actually stolen the clothes.
- J** So what did she say?
- H** She seemed to be OK about it, though I wasn't sure what she understood.
- J** Why not?
- H** Well, she just nodded and smiled all the time.
- J** And?
- H** In the end, she apologized for the trouble, said it had never happened before, and gave us some money to buy new clothes.
- J** Ah! Lucky you! Can't imagine that happening in this country!
- H** Yeah! Unlikely, isn't it?

6

6A.1

- A** Something wrong then?
- B** Got terrible pains in my stomach.
- A** Been to the doctor's yet?
- B** Haven't really had time.
- A** Better get an appointment then.
- B** Got her number on you?

6B.1

- He must be an office worker.
- He can't enjoy working so many hours!
- He must finish work about 7.00.
- He must answer about a hundred calls a day!
- He can't complain about his office!
- He can't earn much more than me!

6D.1

- The quantum theory was developed by physicist Max Planck at the turn of the twentieth century.
- In the year two thousand, the 'I Love You' virus invaded computers worldwide.
- The Wright brothers flew the first aeroplane in December 1903.
- The World Wide Web was launched in 1992.
- The Beijing Olympic Games were held in 2008.
- The single European currency, the euro, was launched in 2002.

6D.2

- They can't have bought
- They may have imported
- They might have made
- He may have died
- He will have traded
- He won't have survived

6S.1

- S** Hello, hello! You're not looking your best this morning!
- B** No, I feel absolutely awful!
- S** Been partying again, eh?
- B** No, it can't be that! Well, I mean, I was out for a while with the boys last night ...
- S** See?! I knew it!
- B** But I was home again by one, honest!
- S** So what's the problem? You got a temperature?
- B** Don't think so!
- S** Let me see ... 38° centigrade. Well, something's not right!
- B** Yeah, now that you mention it, I do feel a bit warm!
- S** You had any breakfast yet?
- B** No. Don't feel like food really.

S Aha! Loss of appetite. Symptom number two! Now, any pains anywhere? Arms and legs OK?

B Yeah, they're fine.

S Go on! Walk around the kitchen! ... OK, fair enough. You can still walk straight! Erm, just look at my finger. Watch my finger as I move it ... Hmm, I'd say you're a bit short-sighted!

B Stop that! You're just trying to make me worried!

S Hang on a minute! Maybe you're covered in spots! Take your shirt off!

B Go take a walk! I'm not covered in spots!

S No, but I've just noticed your face looks a bit puffy. Let me put my fingers on your neck.

B Ouch!

S That painful?

B Yes, it was!

S Then you must have some kind of throat infection.

B Can't be that! I haven't been coughing.

S Well it must be something on the outside then. Hey, maybe you've got mumps!

B I thought that was a kids' thing!

S Let's get you an appointment with the doc, shall we?

B Yeah, all right.

6S.2

I Hey, Jared! What's that you're cooking?

J It's, er, brown rice and vegetables.

I So where's the meat?

J What meat?

I Oh come on, Jared! You always have meat. 'Red meat four times a week. Lots of iron, lots of proteins.' That's what you've always said!

J Er, well yes. There's been a bit of a change.

I Change? What kind of change?

J I've stopped eating meat.

I You've what?

J I don't eat meat any more.

I But you can't have stopped! That's just not you!

J Well, I have stopped, so welcome to the new me!

I You've got to tell me why!

J That's not difficult! TV reports, magazine articles, people I know ...

I Not me!

J Yes, well you're hardly the only person I know, are you? Anyway, the thing is that these days, you just don't know where your meat comes from. You don't know what it's been fed on. You don't know how it's been handled after the slaughter. I mean, that's a lot of 'don't knows'!

I Yeah, sure. But the same 'don't knows' apply to fish, fruit and vegetables, if you stop to think about it! You know, insecticides, pesticides, antibiotics – all sorts of things going on there.

J Yes, but they don't transmit diseases like the mad cow thing, do they?

I Er, no, I suppose not. Well, not fruit and vegetables anyway. Neither of them is very risky. But I think fish and meat can both be problematic. Remember that scare about worms in fresh fish last year?

J Sure.

I Well anyway, congratulations on the new you – if that's what makes you happy! Every man to himself, as they say! But, I'll still remember you every time I cook up a succulent piece of meat for lunch!

J You do that! I'm fine with rice and veg.

I ... And fruit, and nuts, and pulses. Oh, and don't forget your sesame seeds! I've heard they're full of minerals!

J Very funny!

7

7A.1

- a Brazil is by far the largest country in South America.
b None of the other countries is nearly as big as Brazil.
- a Maracaibo is easily the biggest lake in South America.
b Titicaca is nowhere near as big.
- a Angel Falls is slightly higher than the Three Sisters waterfall.
b The Three Sisters is almost as high as Angel Falls.
- a The Amazon river is far longer than the Orinoco.
b The Orinoco is nowhere near as long as the Amazon.

7B.1

- A** Are you worried about your trip?
B No, I'm really excited about it, actually.
- A** Are you keen on travelling by train?
B No, I'm a bit bored of it, to be honest.
- A** Are you good at working and travelling across different time zones?
B No, because I'm very bad at sleeping on planes!
- A** Are you afraid of flying?
B Yes! I'm terrified of it!
- A** Are they fond of diving?
B Yeah, they're really enthusiastic about it, actually.
- A** Are you good at driving old cars?
B Yes, I'm OK at it, really.

7S.1

M So you're from Holland, Piet?

P That's right! Do you know it?

M Yes, I do, actually. I spent a couple of weeks there a few years ago. It was a lot of fun! And how long have you been in the UK?

P About six months now.

M Do you find it very different from home?

P Well that depends on what kind of things you're talking about. I mean, the weather is almost the same.

M Yes, I remember it was quite windy when I was there.

P No mountains to stop the North Sea wind!

M Well that can have its advantages, you know! My friends and I hired bikes and cycled everywhere. And it felt far safer than cycling back here, I can tell you!

P Yes, I've noticed that not nearly so many people here use bicycles.

M So, what else have you noticed?

P Erm, the landscapes are much more varied than in Holland, obviously. You know, I travelled to Scotland last month to climb Ben Nevis, just to be able to say I've climbed the highest mountain in the UK! It's four times as high as our Vaalserberg in the south-east. Anyway, what else did you find when you were there?

M I think what impressed me most was that nearly everybody spoke English. I mean, I hardly know any Dutch, but I didn't really need to, because people there are used to speaking English.

P Yes, that's true! Most of us learn it from primary school. Which reminds me, I've met very few people here that speak another language. Why is that, do you think?

M Hmm. I suppose it's partly out of laziness. I mean, English has become the international language, hasn't it?

P That's true, but you don't know what you're missing! Another language, or two, opens a lot of doors.

M I'm sure it does. But it's also a lot of hard work!

7S.2

M So anyway, there was something I wanted to ask you. I read an article recently about rising sea levels. It seems that people are still worried about the threat to London, you know, the risks of massive flooding.

P But you have the famous Thames Barrier! I mean, we're used to seeing TV reports of how that operates, and of how it protects the city!

M Well, yes, but the article says that the Barrier may already be out of date. Like, climate change is happening faster than anyone expected.

P No, I really don't think so. I'm afraid the press kind of dramatize the figures there, because sea levels aren't rising quite so fast after all. And the Thames Barrier is more for protecting against sudden sea storms anyway.

M Oh, well that's very reassuring! Anyway, what I wanted to ask you was whether you think rising sea levels are going to affect Holland too.

P Yes, well people often ask me that question. When I was a child, I used to hear my parents talk about all that, probably because the storms and floods of 1953 were still fresh in their memory. I mean, 1,800 people died! It was a national tragedy. But I know for sure that Holland has its own barriers now too – in fact, one of them was built over the same period as the Thames Barrier – and the sea dykes were all reinforced as well.

M Sea dykes?

P Yes, you know – the traditional man-made walls we have to protect the land from the sea.

M Right! So you don't think there's much of a risk?

P Well there haven't been any serious incidents yet, not as far as I know. In fact, I think these days the Dutch are more concerned about rivers bursting their banks and flooding the countryside. I heard recently that they're already working on making the rivers deeper and wider, especially after the severe floods in Central Europe. I still remember those TV reports myself.

M Really?

P Yes. That was back in 2002, and people in Holland got really scared, you know ...

8

8A.1

- a green Korean silk tie
- trendy yellow canvas shoes
- a cheap little plastic razor
- the latest Japanese floral perfume
- a tiny antique wedding ring
- a loose cotton summer suit

8C.1

- The boy who caused the accident is sitting over there.
- The woman in the blue coat, who saw the accident, has spoken to the police.
- The truck, which swerved to avoid the boy, hit a wall.
- The pigs which escaped from the truck are in the park.
- The driver's assistant, who was not injured in the crash, is chasing the pigs.
- The garden wall, which was hit by the truck, will have to be rebuilt.

8D.1

- Admittedly, the film was a bit unreal.
- Naturally, he explained the whole situation.
- Obviously, the film was designed for children rather than adults.
- Basically, the film was about a mysterious disappearance.
- Personally, I feel it was an excellent film!
- Frankly, I don't think we've ever seen anything better.

8S.1

Y Bye, Dad! I'm off to the party!

F Er ... Yasmin? What party? I didn't hear about any party!

Y Obviously, you didn't hear me telling you yesterday. That's because you were too busy reading the paper!

F Well, what time will you be back?

Y Oh, not until late. Don't wait up for me – I've got keys, you know.

F No later than twelve o'clock, young lady! You know what the town's like on a Friday night.

Y Come on, Dad! I'm not at primary school any more!

F And another thing! What's that in the middle of your stomach?

Y It's a metal ring. Modern people call them piercings.

F In your stomach? I mean, what's the point of that?

Y Wake up, Dad. It's fashionable! This is twenty-ten, not nineteen-ten, you know.

F When did you get that done?

Y Just last Saturday. Didn't Mum tell you?

F Your mother? I'll talk to your mother later! But you can't go out looking like that! It'll cause a scandal!

Y Not if everyone else has got one, will it?

F I'm not having my 17-year-old daughter going out like that! Besides, it's far too cold!

Y Oh Dad! How can you be so old-fashioned? Look, if it makes you feel better, I'll put a jacket on top.

F That's not the point! You shouldn't have the piercing at all!

Y Well I'm not going to have it removed just because you don't like it! Honestly, Dad, are you really so old you don't remember what it was like when you were 17?

F Now just a moment! I'm not that old!

Y Obviously not. I mean, you're only 47 – a mere thirty years' difference! Anyway, I've seen that photo of you with a punk hairstyle and scruffy old jeans.

F Which photo's that?

Y Mum says you were at some kind of party that wasn't exactly what you'd call ... conventional ...

F I don't remember that!

Y No, you wouldn't, would you? Sadly, that only means one thing.

F What's that?
 Y You need to get your memory upgraded, like on the computer! Anyway, like I said, I'm off! See you later!

8S.2

J So what makes a good TV advert for you, then, Brendan?
 B Well, Jill! Personally, I like the clever ones best.
 J Are there any clever ones?
 B Yeah, sure! Don't you remember that car advert they had last year, the one about all the reasons for hating cars, like when they break down, when you run out of petrol, when you get splashed by a passing car, and stuff like that?
 J Oh yes! I know the one you mean!
 B And then they say, well, here you are, here's one good reason for loving cars: our new model!
 J Yes, that is quite clever, isn't it? I mean, it's quite daring really, when you think about it.
 B So what kind of ads work for you?
 J Me? Well, basically I like the funny ones. They've got to make me laugh. Do you remember the one about that sauce, the really spicy one?
 B Don't think so!
 J Oh, you must! It's like maybe a couple of years old, but this guy splashes the sauce on his food, and eats it all up, smacking his lips. And then along comes this mosquito, bites him on the arm, and three seconds later the mosquito just explodes!
 B Oh right! I remember now! Yes, that was a good one!
 J And what about the ones that don't work?
 B You mean all the rest of them?!

J Mmm.
 B Well frankly, when they come on, I just change channel.
 J Yeah, me too. Strangely enough though, you often find a lot of the other channels have got adverts on at the same time!
 B Yeah. A bit suspicious, isn't it? Anyway, I think the worst ads are the predictable ones. You know, the celebrity woman advertising face creams and lipsticks.
 J Yeah, not a wrinkle in sight! And you just know she's had her nose and lips operated on!
 B And the really persuasive television voice that makes it sound so effective, so simple, such a good deal.
 J That naturally, you just have to go out and buy it!
 B And admittedly they do sometimes work, don't they?
 J Sometimes ... yes, I suppose they do. But what makes you say that?
 B Well, that face cream on the shelf in your bathroom looks very much like the one I saw on TV last night!
 J Oh Brendan, you sneak!

9

9A.1
 curious realistic tactful logical cautious supportive inventive sympathetic confident conscientious

9B.1

1 I wouldn't have done that.
 2 I definitely would have stayed there!
 3 I think I would have waited.
 4 I imagine she wouldn't have accepted the job.

5 I certainly wouldn't have taken it myself.
 6 I expect she would have known why.

9C.1

1 I wish I had a ticket.
 2 If only she'd listen to me.
 3 I wish they'd worked here too.
 4 If only they'd take action.
 5 I wish he trusted us.
 6 If only you'd tried to understand.

9S.1

K Hi, Santos! What's the matter with you? You're looking a bit down!
 S I've fallen out with Maria again.
 K I'm sorry to hear that! Whatever happened?
 S Well, it looks like we're not going to be able to go away together.
 K Yes, but you haven't split up or anything, have you?
 S No, no! It's not that bad!
 K Well I'm sure you'll get over it then, both of you. Do you want to talk about it?
 S Oh, it's a question of character. You know what Maria's like: such a no-nonsense person, so efficient, so decisive. She's up to her eyes in work at the moment, so I was supposed to handle all the arrangements for the week away.
 K So?
 S Oh, I fixed the transport and accommodation all right, but I mixed up the dates. I've booked the trip for the only week she can't go!
 K Well, I can certainly see why she's upset!
 S If only I wasn't so easy-going all the time! I just wish I was a bit more practical!
 K Yes, but can't you just change the dates?
 S Well we've talked it all over, but she's just too annoyed to come up with an alternative right now. She says that I don't take our relationship seriously if I can't get the details right. That's the way she interprets things whenever I get something wrong.
 K Maybe you need to be a bit more careful, more thoughtful with her. You know, make an effort to get it right.
 S Yes, but I find the pressure a bit stressful at times, you know what I mean? It just feels like hers is the only opinion that matters!
 K Well, I've always thought she was fairly flexible, myself. Do you want me to have a word with her?
 S Oh, would you really? I just wish she would listen to me, but she's kind of impatient these days. I'm sure she'll listen to you ...

9S.2

M Keiko! How nice to see you! How are you?
 K I'm fine thanks, Maria. And you? How's life treating you these days?
 M Hmm, not so good. Whenever I stop to think about it, there's too much work, too much pressure. And trouble with Santos again, on top of it all.
 K Ah!
 M Oh you know what he's like, Keiko! Lively, sociable, so relaxed about everything. The total opposite of me! I suppose that's what attracted me to him in the first place. But he does have his head in the clouds, you know. I mean, if he was a bit more down to earth, it would help a lot.

K Well, he's maybe not the most organized person in the world!
 M Ah, Keiko, always so tactful!
 K He did mention that you were a bit annoyed with him, and he's very upset, you know.
 M Oh really?
 K Well, from what he told me, he certainly regrets getting his dates wrong ...
 M Hmm ... I just wish he'd be a bit more thorough! He says he listens, but I get the impression he just does whatever he wants.
 K I don't think it's quite so intentional, Maria. Perhaps you could try to be a little more patient with what he does. I mean, is it so bad you want to break off the relationship?
 M Oh, no! It's not that bad! I mean, we usually get on really well together. But it's not the first time he's got things wrong like that. He really should have written down the dates.
 K Well, at least he remembered to sort out all the basic details. I mean, I know people who might have forgotten altogether!
 M It's just as well he's not one of them! I couldn't imagine living with anyone capable of that!
 K Well anyway, he just wanted you to know that he's worried about the whole thing and wants to make up again.
 M Fair enough, Keiko. Thanks for letting me know. I'll give him a call tomorrow.

10

10A.1

1 a That's not a serious idea, is it?
 1 b That's not a serious idea, is it?
 2 a It would just cost too much, wouldn't it?
 2 b It would just cost too much, wouldn't it?
 3 a They can't put cameras everywhere, can they?
 3 b They can't put cameras everywhere, can they?

10B.1

We don't care what you thought, Through's no rhyme for though, While ought's the same as bought, And although's the same as know. Even rough's the same as stuff, And also rhymes with enough: But what will thoroughly put you off Is that none of them will rhyme with cough.

10C.1

1 I'm afraid that cut's become infected.
 2 You'll have to stay in bed for a while.
 3 Do you want an aspirin or something?
 4 He fell out of a tree, you see.
 5 You could use a crutch if you like.
 6 We'll need to put a good bandage round it.

10S.1

K Have you seen this article here?
 P Haven't opened today's paper yet! What does it say?
 K It's got the story of two couples that went on an excursion in the mountains and got lost.
 P Yeah, well people are always getting lost in the mountains, aren't they?
 K Yes, but ...
 P Hang on a minute! Didn't they say something about them on the TV news last night?

K Yes, I think they must be the same ones.
 P So what actually happened to them?
 K Day trippers!
 P And what's wrong with that?
 K Well, they just weren't prepared, were they? I mean to say, you don't just waltz off for a walk at 2,000 metres without some kind of preparation!
 P But you haven't told me what happened!
 K Well, one of them got injured: he fell and badly sprained an ankle. Then it got dark, they couldn't find their way back down and ended up staying overnight on the mountain.
 P Didn't any of them have a mobile phone? They're supposed to be the solution for all sorts of problems!
 K It says here they had two. One had a dead battery and the other one had no coverage.
 P Must have been one of those cheap-rate companies then! But they should still have checked the battery before going out, I would say.
 K Just listen to you! It's so easy to criticize after the event!
 P Well, you're the one that called them day trippers!
 K And quite right too! They didn't even have any food or drink with them.
 P Hmm. That's a bit more unusual. I mean, most people take snacks and stuff with them, don't they? Maybe they just wanted to travel light.
 K In that case they shouldn't have gone so far up or stayed out so long!
 P So, how did they get back then?
 K A real story! It took the rescue team over 24 hours to find them because they hadn't told anyone where they were going.
 P Yeah, I keep hearing things like that. They really ought to have told somebody where they were heading for. So, who raised the alarm then?
 K Er, just a minute. Ah, a married daughter who got worried when she couldn't get through on the phone. Anyway, they were in such an inaccessible spot that it took ages for rescuers to find them and bring them down again.
 P I bet they were embarrassed in the end, though.
 K Don't bet on it! One of them even complained about how long the rescue had taken! Didn't you hear him on the TV last night?
 P No! I was cooking in the kitchen at the time - remember?
 K Oh right. Your turn to make the supper. Yeah, well, do you know what I think?
 P Go on then!
 K I think they should have to foot the bill for the rescue.
 P Pay for it? Why?
 K Well, it must have cost a fortune! And it was all their fault. They simply shouldn't have gone out unprepared like that, expecting everyone else to look after them.
 P Well, if you put it like that, I suppose not.
 K You've got to admit it was pretty thoughtless of them.
 P Yeah. Well, whatever. Listen, why don't you get dressed and we'll go out for lunch?

Writing Bank

1 a blog or diary entry

Beth's Blog

Hi everyone!

Here I am at the O-Bon festival, one of **those** ancient Japanese traditions. And it has to be one of the most amazing things I've ever seen!

So what's it all about? Well, people believe this is the time of year when the spirits of their ancestors come home. Families go to the cemetery to call the spirits back, and they put up **these** paper lanterns at home to show them the way. During the four days that the celebration lasts, you can smell incense all over the place, as if the town was one big temple. And the best part? For me, that's near the end, when people go down to the river to send the spirits off back to the other world. It's night-time and you see all **these** paper lanterns with lighted candles inside them floating off down the river. **Truly** magical!

Well, that's it for today! I have to go get some sleep! Log in again soon for more stories from Japan!

Posted by Beth Godwin on 9 June 2010 | [Permalink](#) | [TrackBack \(0\)](#)

- 1 Exclamation marks have become very popular in blogs and emails. They are used much less in other forms of English.
- 2 Contractions are used in spoken English and also in informal writing.
- 3 We use **demonstrative adjectives** (*these, those*, etc.) in colloquial language to create a more immediate effect.

2 a job application letter

Dear Sir / Madam,

In reply to your advertisement in the Weekly Mail for a hotel receptionist (ref. no. WM366), I would like to apply for the position. **Please find enclosed** my complete CV together with a recent photograph.

I am currently employed as receptionist at the Regency Hotel. Prior to my present post, I had four years' experience of reception work at smaller hotels. As well as speaking fluent Japanese, I have a working knowledge of German and Spanish.

I am especially interested in changing jobs in order to gain experience at a higher level of hotel organization. Similarly, I would like to extend my use of languages in a more international working environment.

I will be available from the end of June, and can attend an interview at any time. **I look forward to hearing from you.**

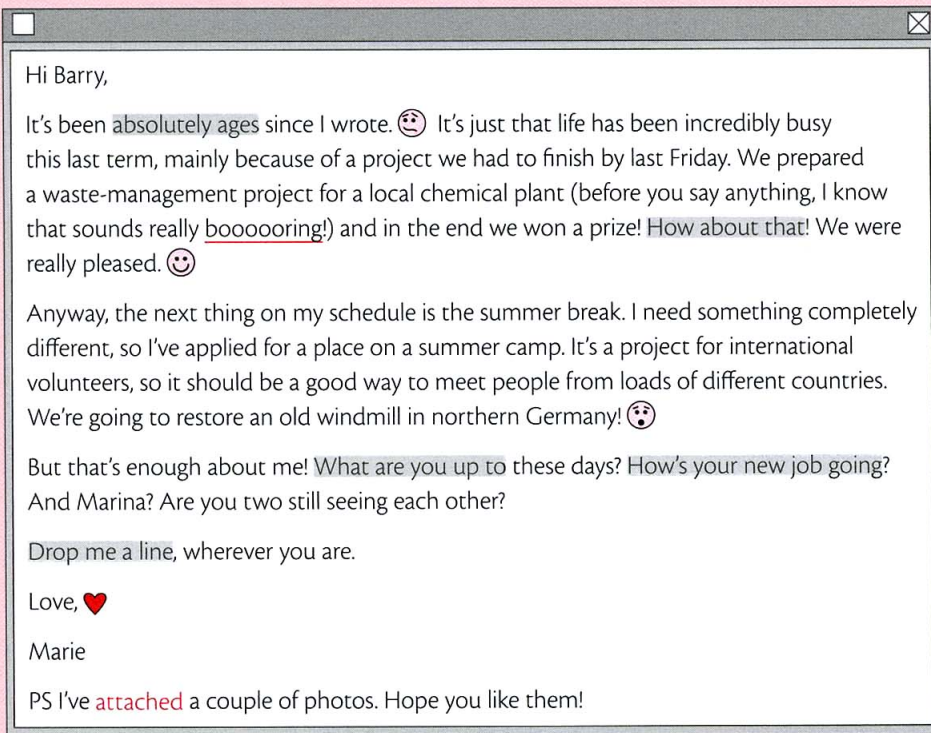
Yours faithfully,

Edward Moore

Edward Moore

- 1 If you don't know the name of the person who will read the letter, begin with 'Dear Sir/Madam' and end with 'Yours faithfully'. If you do know who will read it, use their name and title (e.g. Dear Ms Huxley) and end with 'Yours sincerely'.
- 2 Use complete verbs in formal writing, not contractions.
- 3 There are many **conventional phrases** that you can use in writing formal letters.

3 an informal email



- 1 When you receive emails from English-speaking friends, make a note of the colloquial expressions. Then use them in your own emails.
- 2 Some vowel sounds can be exaggerated for emphasis.
- 3 Something is enclosed with a letter, but attached to an email.

4 a short story

No Escape

'We're going to be late again!' said Nathan.

Of course, he was responsible. It was him that had decided to spend three hours talking to the lawyers. I'd told him to read all the papers the night before, but no, he'd preferred to watch the football match on TV. So that morning, we had spent hours talking about every part of the contract all over again.

Just as we turned the corner, I saw him: a traffic warden. He was about a hundred metres down the street, writing a ticket for another car. If we hurried, we'd just escape.

We ran to the car and jumped in. We were both laughing as Nathan turned the key and pulled away. Then, suddenly, we heard a horrible noise. The car stopped in the middle of the road. Nathan screamed.

For a minute, I didn't know what was happening. And then I realized. Nathan hadn't looked before pulling out and he had crashed – right into a police car! Two police officers were staring at us. Nathan slowly got out of the car.

- 1 Choose an interesting, engaging title for the story.
- 2 Use time expressions to connect the events.
- 3 Use a range of narrative tenses (past simple, past continuous, past perfect, etc.) to clarify the sequence of events.

5 a magazine article

Why can't people respect the countryside?

If there's anything that annoys me about modern life, it's what people do when they get out into the countryside. I have four types of 'user' in mind.

To begin with, the people who go on excursions and then leave their litter everywhere, as well as taking plant 'souvenirs' home with them. Why aren't these people better informed?

Then there are the mountain bikers. These are the ones who ride down country paths at incredible speeds. They're especially dangerous because you can never hear them coming! Is it so difficult to use a bell to warn other people on the paths?

The third type is the real urban tourist. It's the campers, who only go as far as a car will take them. After that, it's car sound systems at full volume, campfire parties and piles of rubbish. Do they have no respect for wildlife?

Last and worst are the cross-country motorcyclists. They're the ones you can always hear in advance, so you might have time to dive into the bushes before inhaling their exhaust fumes. They think they own the place and it drives me mad!

In conclusion, I'd like to say that the countryside is for all of us to enjoy. Although there may not be any police or traffic lights, we all still have to protect and care for it.

- 1 Use **linking expressions** to indicate the order.
- 2 Add **questions** in order to get the reader involved.
- 3 Use **inverted commas ('...')** when you are using a word in a different way to its usual meaning. This may be for irony, for example.

6 a review

The last book I read was 'The Long Good-bye' by Raymond Chandler. It's a thriller which tells the **fascinating** story of the people and events surrounding a murder. In the process, it explores the tragic effects of crime on people's lives.

The action begins and ends in California, with other events taking place in Mexico and Britain. There are two main characters: Philip Marlowe, the private detective investigating the murder, and his friend Terry Lennox, who is a suspect in the crime. The story combines love and hate, past and present, passion and mystery.

Terry Lennox is married to a rich woman but, one day, she is murdered in horrible circumstances. Marlowe becomes involved in the investigation and is even arrested by the police. It is a gripping story that will make you turn the pages quicker and quicker to find out what happens at the end.

I can recommend the story because it reflects so **accurately** the good and bad sides of human behaviour through its **complex** and **absorbing** characters. I also **enjoyed** being transported into the world of 1950s Los Angeles.

- 1 **Organize your paragraphs** to make the text easier to understand. Typically, a review follows this order: the type of story; the characters and setting; the plot; the writer's opinion.
- 2 Use plenty of **descriptive phrases** to make the story interesting.
- 3 **Verbs, adjectives and adverbs** can all be used to reflect the reviewer's opinion.

7 a report

REPORT

To: **PETER MAXWELL**

From: **ANTONIO CORCHERA**

Re: **POSSIBLE VISIT TO SIERRA NEVADA (SOUTHERN SPAIN)**

Introduction

The present report **is aimed** at recommending a stay in Sierra Nevada for your group. As the highest snow-covered mountain range in southern Europe, it cannot fail to attract your members.

Background

Sierra Nevada is of such environmental interest that it **was declared** a National Park in 1999. It offers an extensive range of wildlife, such as wildcats and the Iberian ibex.

Attractions

The park covers an area of about 86,000 hectares, including many varied Mediterranean forest habitats. At the higher altitudes, visitors can find a wide variety of alpine plants that do not grow further down the slopes. These mountains dominate the park, and in good weather, Africa can be seen from the highest of them, the Mulhacen peak (3,481 metres).

Practical information

The park **can be accessed** from any of the towns and villages lower down the slopes. Many visitors enter from the ski resort on the northern side, about a forty-minute drive from Granada. Guided visits **are recommended** because of the risks involved at high altitude and because few trails are marked.

- 1 Use **headings** to make it easier to locate information in the report.
- 2 There are many different rules for using hyphens in English. They are often used for compound adjectives with numbers, such as *a ten-day trip*. Check the spellings with a dictionary.
- 3 **Passive forms** are often used when you do not want to give a personal opinion. This makes the text appear more factual.

8 a letter of complaint

Dear KidsTV,

I feel I must write and express my disappointment concerning your new cartoon series broadcast daily between 5 p.m. and 6 p.m. I find it both offensive and inappropriate.

The cartoons supposedly represent the adventures of a group of children aged about 6 to 10. However, the attitudes and values of the boys towards the girls are clearly outdated and sexist. **To me**, this is the kind of model I would prefer my children to avoid.

Furthermore, many of the situations that the children encounter are extremely dangerous. Young children should not be encouraged to explore woods on their own or play in empty factories. Both these situations have appeared in the series in recent weeks. This is not acceptable in a programme designed for this age group, **in my opinion**.

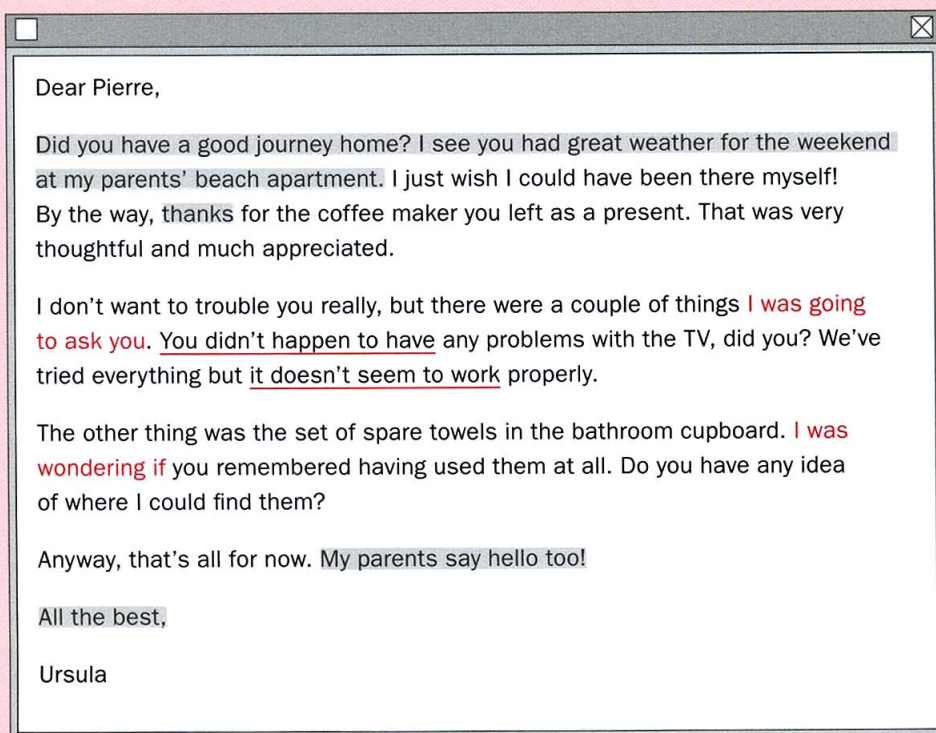
I have seen many of your channel's programmes for children and found them entertaining and educational. Unfortunately, this is not the case for the cartoons I refer to here. As a result, I would urge you to suspend this series and revise your policy on programmes for children in this age range.

Yours faithfully,

Daniel Evans

- 1 Use **adverbs** to strengthen opinions.
- 2 There are many formal expressions that may be used to begin sentences and paragraphs. Make a note of these words when you see them in texts and use them in your own writing.
- 3 Use a range of different **phrases to refer to yourself** as the writer.

9 a polite email



- 1 Express interest and thanks at the beginning. End the letter on a positive note.
- 2 Use the verbs *happen* and *seem* to make comments more indirect, especially when asking about problems.
- 3 Use past tenses to sound less direct.

10 an opinion composition

'All large towns should have cycle paths. Discuss.'

Encouraging more people to use bicycles is an excellent idea. Most people do not get enough exercise and this would represent a very healthy initiative.

However, in modern life there are many people who would not find more bicycles very convenient. For example, parents with young children, pensioners, or people doing their shopping aren't going to use bicycles very much, are they?

Since this affects a large part of the population, it seems reasonable to ask how many people would actually use the cycle paths. We might build more and then discover that no one is actually using them.

In addition to this, it might not be practical to build more cycle paths. For instance, if we already have bus and taxi lanes, where exactly would we find space for cycle paths? It could be difficult to introduce them, in terms of both space and cost.

Perhaps I could end with a suggestion to promote more large public parks with cycle paths incorporated. This would be cleaner, safer and much more pleasant.

- 1 Use indirect questions in an opinion composition.
- 2 Use connectors to relate the main points.
- 3 Use modal verbs to make suggestions and introduce arguments.

What information is available in your dictionary?

different parts of speech

idioms

extra contextual information

comparative and superlative forms

examples

word building

countable or uncountable noun

word stress

pronunciation

American pronunciation

spelling notes

words which often come together with this word

grammar patterns after nouns

quick access to general meanings

different meanings within the same general meaning

verb patterns with example sentences

forms of irregular verbs

phrasal verbs

synonyms

pretty 0- [prɪti/ adv., adj.

adv. (with adjectives and adverbs) (pret-tier, pret-ti-est) (rather informal) 1 to some extent; fairly: I'm pretty sure I'll be going. The game was pretty good. It's pretty hard to explain. I'm going to have to find a new apartment pretty soon. note at QUITE 2 very: That performance was pretty impressive. Things are looking pretty good!

IDM pretty much/well (BrE also pretty nearly) (NAME also pretty near) (informal) almost; almost completely: One dog looks pretty much like another to me. more at SIT

adj. (pret-tier, pret-ti-est) 1 (especially of a woman, or a girl) attractive without being very beautiful: a pretty face a pretty little girl You look so pretty in that dress! SYNONYMS at BEAUTIFUL 2 (of places or things) attractive and pleasant to look at or to listen to without being large, beautiful or impressive: pretty clothes a pretty garden a pretty name ► pret-ti-ly [prɪti-ly] adv. (especially BrE) She laughed prettily. The rooms are simply but prettily furnished. **pret-ti-ness** noun (U) the prettiness of youth

IDM as pretty as a picture (old-fashioned) very pretty not just a pretty face (humorous) used to emphasize that you have particular skills or qualities: 'I didn't know you could play the piano.' 'I'm not just a pretty face, you know!' not a

re-spon-si-bil-i-ty 0- [rɪˈspɒnsəˈbɪləti; NAmE ˈspɑːn-/ noun (pl. -ies)

1 [U, C] a duty to deal with or take care of sb/sth, so that you may be blamed if sth goes wrong: ~ (for sth) We are recruiting a sales manager with responsibility for the European market. ~ (for doing sth) They have responsibility for ensuring that the rules are enforced. ~ (to do sth) It is their responsibility to ensure that the rules are enforced. parental rights and responsibilities to take/assume overall responsibility for personnel I don't feel ready to take on new responsibilities. to be in a position of responsibility I did it on my own responsibility (= without being told to and being willing to take the blame if it had gone wrong). 2 [U] ~ (for sth) blame for sth bad that has happened: The bank refuses to accept responsibility for the mistake. Nobody has claimed responsibility for the bombing. see also DIMINISHED RESPONSIBILITY 3 [U, C] a duty to help or take care of sb because of your job, position, etc: ~ (to/towards sb) She feels a strong sense of responsibility towards her employees. ~ (to do sth) I think we have a moral responsibility to help these countries.

bring 0- [brɪŋ/ verb (brought, brought -brouɪt/)

► COME WITH SB/STH 1 to come to a place with sb/sth: ~ sb/sth (with you) Don't forget to bring your books with you. ~ sb/sth to sth She brought her boyfriend to the party. ~ sth for sb Bring a present for Helen. ~ sb sth Bring Helen a present.

► PROVIDE 2 to provide sb/sth with sth: ~ sb/sth sth His writing brings him \$10 000 a year. ~ sth to sb/sth The team's new manager brings ten years' experience to the job.

► CAUSE 3 ~ sth to cause sth: The revolution brought many changes. The news brought tears to his eyes (= made him cry). Retirement usually brings with it a massive drop in income. 4 ~ sb/sth + adv./prep. to cause sb/sth to be in a particular condition or place: to bring a meeting to an end Bring the water to the boil. The article brought her into conflict with the authorities. Hello Simon! What brings you here?

► MAKE SB/STH MOVE 5 to make sb/sth move in a particular direction or way: ~ sb/sth + adv./prep. The judge brought his hammer down on the table. ~ sb/sth running Her cries brought the neighbours running (= made them run to her).

► ACCUSATION 6 ~ sth (against sb) to officially accuse sb of a crime: to bring a charge/a legal action/an accusation against sb

► FORCE YOURSELF 7 ~ yourself to do sth to force yourself to do sth: She could not bring herself to tell him the news.

IDM Idioms containing bring are at the entries for the nouns and adjectives in the idioms, for example bring sb/sth to heel.

PHRV bring sth a-bout to make sth happen **SYN** cause: What brought about the change in his attitude? LANGUAGE BANK at CAUSE


bring sb a-round (NAmE) = BRING SB ROUND bring sth a-round to sth (NAmE) = BRING STH ROUND TO STH

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