

# PRE-INTERMEDIATE coursebook

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# global

  
MACMILLAN



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 CCTV is watching you!



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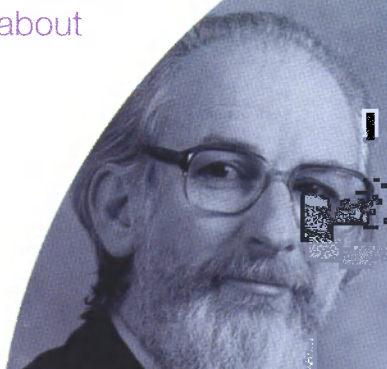
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# UNIT 1 Individual & Society

## Part 1

### Vocabulary

#### Everyday objects

### Reading

#### The Identity Card

### Grammar

#### Word order in questions

### Pronunciation

#### The alphabet


## Vocabulary

1 Look at the pictures and read the information. Match each object to a word in the box. There are three words you do not need.

chewing gum   credit card   glasses  
key ring   lipstick   mobile phone  
pen   umbrella

2 Do you have any of these things with you today? Which ones? Tell a partner.

## Reading

1  1.01 Read and listen to the text on page 7 about another everyday object: the identity card. What kind of information about an individual can you find on an identity card?

2 Read the text again and find examples of...

- 1 a historical reason for ID cards.
- 2 countries with no ID cards.
- 3 a material used in ID cards.
- 4 information on an ID card.
- 5 biometric information on an ID card.

3 Does your country have identity cards? What information do they contain?

## Surprising origins and facts: Everyday objects

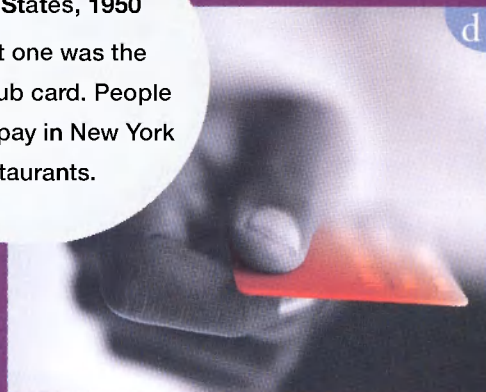
**Origin:**  
Egypt, more than  
5000 years ago  
Cleopatra used one  
made from dead  
insects.



**Origin:**  
United States,  
1973  
The first model weighed  
0.79 kg and measured  
25cm.



**Origin:**  
United States, 1950  
The first one was the  
Diner's Club card. People  
used it to pay in New York  
restaurants.



**Origin:**  
Mexico, 1860  
It comes from the chicle  
plant. The original idea  
was to use it to make  
car tyres.

**Origin:**  
Italy, 13th century  
The early models  
helped people to see but  
they caused headaches  
because they were so  
heavy.





# Surprising origins and facts: The identity (ID) card

## Grammar

*Are ID cards obligatory?*

*Do all countries have ID cards?*

*What is a biometric ID card?*

*What did people use ID cards for?*

- in questions the verb goes before the subject
- in present simple or past simple questions, the auxiliary verb *do / did* goes before the subject and the infinitive goes after the subject
- question words (*What, Where, Who*, etc.) go at the start of a question

**1** Complete the questions by putting the words in the correct place.

- |                                    |      |
|------------------------------------|------|
| 1 do you do?                       | what |
| 2 you speak any foreign languages? | do   |
| 3 what your name?                  | is   |
| 4 what's phone number?             | your |
| 5 you have any children?           | do   |
| 6 where you born?                  | were |
| 7 where did you to school?         | go   |
| 8 where do live?                   | you  |
| 9 you married?                     | are  |
| 10 what your date of birth?        | is   |

**2** Match the questions in exercise 1 to the topics in the box.

Name	Profession
Address	Marital status
Phone number	Children
Date of birth	Education
Place of birth	Languages

**3** Choose five questions from exercise 1. Work in pairs and ask each other the questions.

**G Grammar focus** – explanation & more practice of word order on page 132

## What were the first ID cards?

The first ID cards were, in fact, paper identity documents, which appeared in the 18th century.

## What did people use the first ID cards for?

People used the first ID cards to travel to different countries. The ID card was the first passport.

## Do all countries have ID cards?

No, they don't. There are more than a hundred countries in the world with ID cards. But several English-speaking countries don't have a national ID card system. These countries include the UK, the US, Canada, Australia, Ireland and New Zealand.

## What do ID cards look like?

ID cards are usually made of plastic and can fit inside a person's wallet.

## What information do governments put on ID cards?


Most ID cards contain the person's name, date of birth, signature and a photograph.

Some cards contain other information such as the person's address, phone number, nationality, profession and marital status.

## What is a biometric ID card?

More modern ID cards now contain biometric information, for example, fingerprints or digital images of people's eyes.

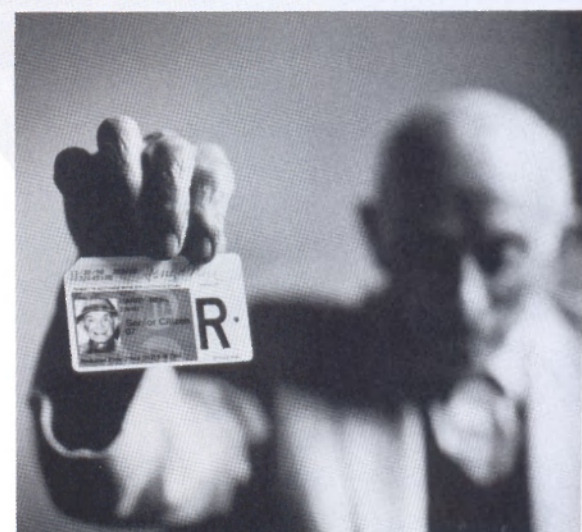
## Pronunciation

**1**  **1.02** Listen to three people spelling personal information. Write the words they spell.

**2** Work in pairs. A: spell the words to B.

- your last name
- the name of the street you live on
- two words from this lesson

**3** Swap roles and repeat.





## UNIT 1

## Individual &amp; Society

## Part 2

Speaking & Vocabulary  
Describing people

Listening  
Identity parade

Grammar  
What & How questions

Speaking  
False identities

## Speaking and Vocabulary

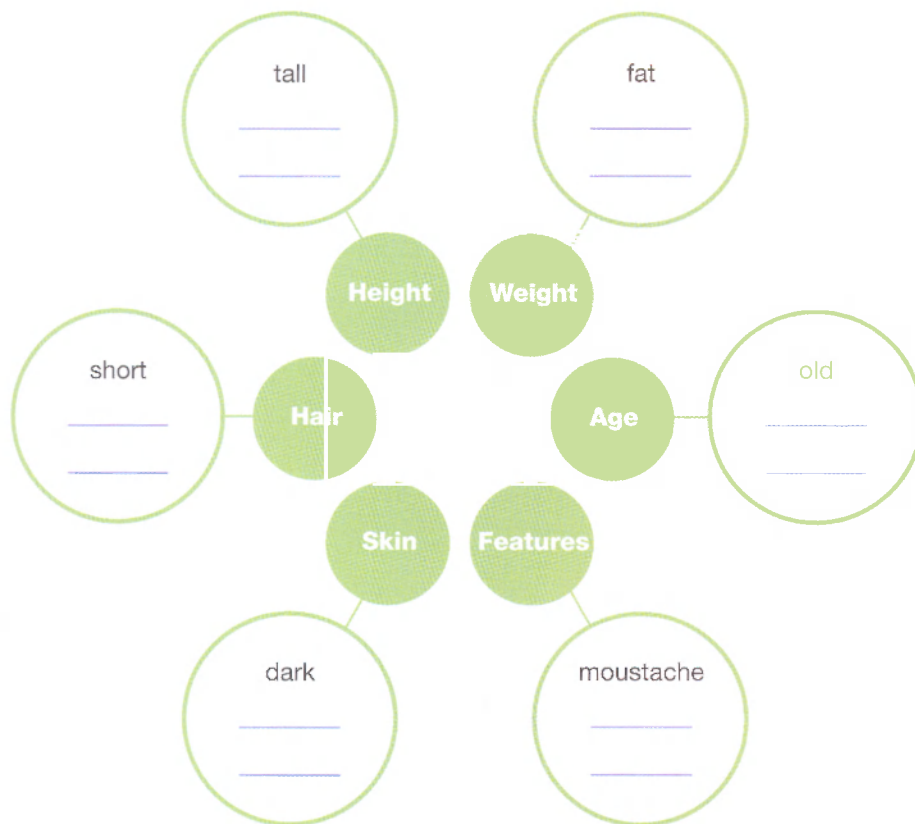
**1** Think of someone you know very well and describe this person to a partner. Use the phrases below to help you.

- This is ...
- He's / She's ...
- He's / She's got ... eyes and ... hair.
- He's / She's ... years old.

**2** Write the words in the box under the correct headings below.

bald beard blond curly fair  
in her twenties medium-height  
middle-aged overweight scar short  
shoulder-length slim straight young

**3** Think about the person you described in exercise 1. Can you add any more details to the description?



## Listening

**1** 1.03–1.06 Listen to four conversations and choose the correct photo a–j on page 9 for each one.

**2** Listen again and answer the questions. There is one question for each conversation.

- Does the woman like the photo?
- How old is the baby?
- What is different about Bella?
- What colour is the man's hair?

**3** Work in pairs. A: choose one of the photos and describe it to your partner. B: try to guess the correct photo. Then swap roles and repeat.

Extend your vocabulary  
– look and look like

We use *look* + adjective to describe a person's appearance.

*He looks thin. She looks good.*

We use *look* + *like* + noun phrase to compare someone's appearance to someone or something else.

*She looks like her mother.*

*He looks like a film star.*

Choose the correct option in each pair of sentences.

- |   |                                      |
|---|--------------------------------------|
| 1 He looks like his father.                 | He looks his father.                 |
| 2 Are you OK?                               | Are you OK?                          |
| You look like tired.                        | You look tired.                      |
| 3 I look horrible in this photo.            | I look like horrible in this photo.  |
| 4 That chair doesn't look like comfortable. | That chair doesn't look comfortable. |







## Grammar

*How old is he?*

*What kind of car does he drive?*

*What colour are his eyes?*

- use *how* + adjectives such as *old*, *tall*, *long* to ask for more detail
- use *what* + *kind of* / *sort of* + noun to ask for information about the noun
- also use *what* + *colour* / *time* / *size* to ask for specific detail

**1** Complete the questions below with the correct question words.

how    how many    how much  
what kinds    what sort

## Q&A: IDENTITY THEFT

**1** \_\_\_\_\_ safe is your identity?

The answer is: not safe, if you look at the statistics for identity theft.

**2** \_\_\_\_\_ of crime is identity theft?

Identity (ID) theft occurs when someone steals your identity. It's one of the biggest new crimes in the world today.

**3** \_\_\_\_\_ people are victims of identity theft every year?

Experts think that millions of people are victims around the world. In the US alone, it's around nine million people every year.

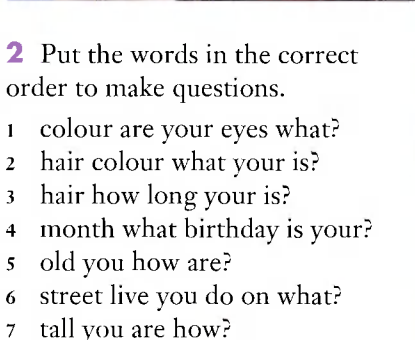
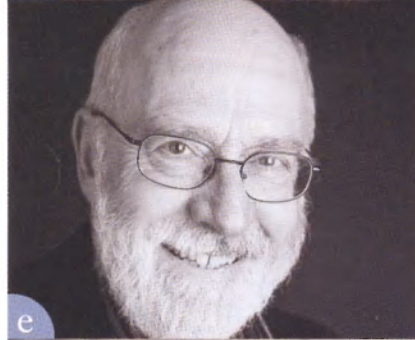
**4** \_\_\_\_\_ does identity theft cost?

ID theft is big business and costs billions of dollars to national economies.

**5** \_\_\_\_\_ of identity theft are there?

There are different types: using your credit card; getting a phone in your name or getting a government document, eg a driving licence, are some examples.

## Q&A:



**2** Put the words in the correct order to make questions.

- 1 colour are your eyes what?
- 2 hair colour what your is?
- 3 hair how long your is?
- 4 month what birthday is your?
- 5 old you how are?
- 6 street live you do on what?
- 7 tall you are how?

**G Grammar focus** – explanation & more practice of *what* and *how* on page 132

## Speaking

**1** Write this information on a piece of paper and give it to the teacher.

- your full name
- your address
- your birthday

**2** You are going to *steal* someone's identity. Take a piece of paper from the teacher and do not show it to anybody. This is your new identity.

**3** Work in pairs and ask each other questions from exercise 2. Find out your partner's false identity.



## UNIT 1

## Individual &amp; Society

## Part 3

Vocabulary &amp; Listening

People you know

Listening &amp; Reading

Six degrees of separation

Grammar

Present simple, frequency adverbs

Speaking

Family &amp; friends



## Vocabulary and Listening

1 Work in pairs and make a list of the people you know in the class. Tell each other what you know about them.

2 1.07 Listen to a woman talking about people she knows. Write the words in the box under the correct names.

acquaintance    classmate    colleague  
friend    neighbour

Sofia

Hans



Becky Fleming

Ken

Pilar

3 Listen again and answer the questions.

- 1 Where is Becky's neighbour?
- 2 Does Becky know Hans well?
- 3 Does she work with Ken?
- 4 How does she know Sofia?

4 Copy the diagram above and write the names of people you know. Write the relationship underneath each name. Then work in pairs and tell each other about the people.

*This is Louise. She's my neighbour.  
Jorge is a colleague from work.*

## Listening and Reading

1 1.08 Read and listen to the extract from the play *Six Degrees of Separation* on page 11. Do you know this theory?

2 1.09 Listen to an explanation of the theory. Draw lines between the names below to show which people are connected.

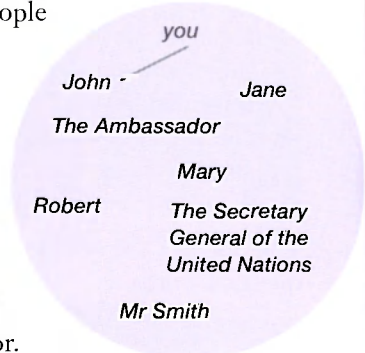
3 Listen again. Explain the link between ...

- 1 you and John.
- 2 Jane and Robert.
- 3 Mr Smith and the Ambassador.

4 Work in pairs and discuss these questions. Do you think this theory is true? Are you connected to a famous person in any way? Tell your partner.

*My wife's sister has met the President.*

*I work with a man. His son's teacher went to school with a famous singer.*



## Extend your vocabulary – in touch

If you are *in touch* with someone you see, speak to or write to them.

*He is often in touch with important people.*

You can *lose touch* with a person if you don't see, speak or write to them any more. You are then *out of touch* with that person.

*I lost touch with a lot of my school friends many years ago. We are out of touch now.*

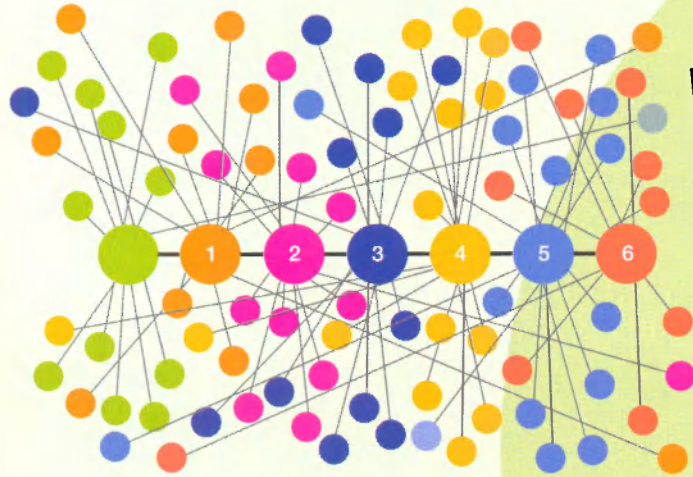
*Keep in touch* or *stay in touch* are informal expressions you can use to tell someone you want to be in contact.

*See you soon. Let's keep in touch.*

Complete the sentences with an expression using *touch*.

- 1 She's still \_\_\_\_\_ with her grandmother. She writes to her every week.
- 2 I'm \_\_\_\_\_ with my school friends. I never see them.
- 3 A: See you later.  
B: OK, \_\_\_\_\_.
- 4 He doesn't want to \_\_\_\_\_ with his family. He calls them every month.





## It's a small world ... the six degrees of separation theory

### Grammar

*Robert **works** for a big hotel in the city centre.*  
*Mr Smith **knows** many people.*  
*He **sometimes has** lunch with the ambassador.*  
*He **is often** in touch with important people.*

- use the present simple to talk about habits and routines and for things that are always true
- add *s* to regular verbs when talking about *he / she / it*
- use frequency adverbs to say how often something happens
- frequency adverbs go between the subject and the verb except with the verb *to be*

**1** Complete the text about online social networks using the correct form of the words given.

### Keeping in touch

One way people often \_\_\_\_\_ (*keep*) in touch with friends and family is using the internet. People \_\_\_\_\_ (*use*) social networking sites. These are special websites. Every member \_\_\_\_\_ (*have*) their own page.

Let's look at Jim, for example. Jim \_\_\_\_\_ (*be*) always in touch with his network of friends. He \_\_\_\_\_ (*not write*) emails, he \_\_\_\_\_ (*put*) information on a social networking site every day. Jim often \_\_\_\_\_ (*take*) photos of his family and \_\_\_\_\_ (*put*) them on his webpage. His friends \_\_\_\_\_ (*look*) at Jim's page and \_\_\_\_\_ (*see*) the information and photos. They then \_\_\_\_\_ (*send*) him messages.

I read somewhere that everybody on this planet is separated by only six other people. Six degrees of separation between us and everyone else on this planet. The President of the United States, a gondolier in Venice, just fill in the names. ... I am bound – you are bound – to everyone on this planet by a trail of six people.

From *Six Degrees of Separation*  
by John Guare.

**2** Complete the sentences by putting the word or phrase in the correct place.

- 1 Becky talks to her parents on the phone. (*three times a week*)
- 2 She is very friendly with the neighbours. (*always*)
- 3 She goes out with her colleagues. (*often*)
- 4 She uses the internet to keep in touch with people. (*every day*)

**G Grammar focus** – explanation & more practice of the present simple on page 132

### Speaking

Work in pairs.

**A:** turn to page 126.

**B:** turn to page 128.



# Unit 1 Individual & Society

## Part 4

Speaking & Reading

**CCTV is watching you**

Grammar

**Present continuous**

Pronunciation

**Linking words**

## Speaking and Reading

**1** Read the information below about CCTV cameras and answer the questions in pairs.

- 1 Do any of the facts surprise you?
- 2 Do you have CCTV in your town? Where?
- 3 Do you think that CCTV cameras are a good idea?

**2** Quickly read *Readers' response* on page 13. What kind of texts are they?

- a advertisements in a newspaper
- b letters to a newspaper
- c emails to a company
- d messages from the government

**3** Read the texts again and answer the questions.

- 1 Who works at night in a shop?
- 2 Who thinks the article is not fair?
- 3 Who talks about the police?
- 4 Who mentions other ways of watching people?

**4** Work in pairs. Find two arguments in favour of and two arguments against CCTV cameras in the texts. Which arguments do you agree with?

# CCTV

**Meaning:** Closed Circuit Television

**Origin:** 1942, to watch German rocket launches

**Early uses:** government buildings and banks

**Modern uses:** shops, airports, buses, hospitals, schools, streets, underground train systems

**Largest number of CCTV cameras in one place:** Singapore Airport (more than 3,000)

**Most common place for a CCTV camera:** at a cash machine

**City with most CCTV cameras:** London, England

**Times per day that average English person is on camera:** 300

## Extend your vocabulary

– expressions with *place*

*Place* is a very common word in English expressions.

If something *takes place*, it happens.

*The festival takes place in October.*

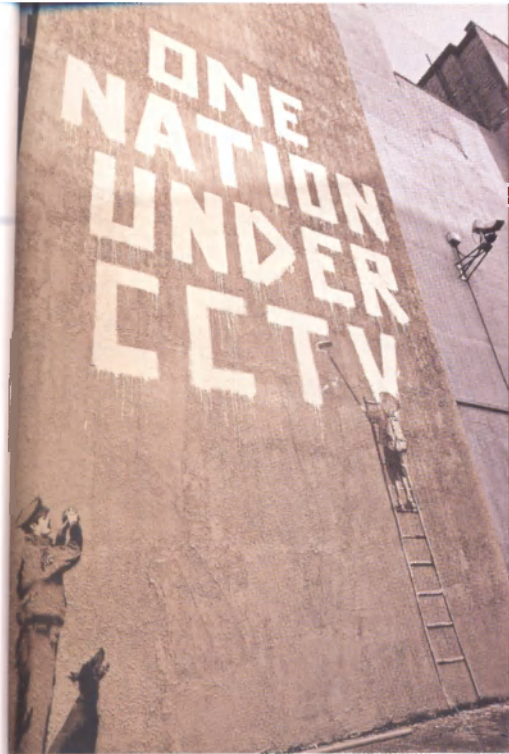
If something is *out of place* it does not belong or is uncomfortable.

*I felt out of place there, I didn't know anybody.*

Look at the **highlighted** expressions in the texts on page 13. Match them to their meanings or uses 1–5 below.

- 1 to explain the first point in an argument
- 2 instead of
- 3 everywhere
- 4 a particular position or part of town
- 5 that something is not appropriate for you





## Readers' response

### CCTV is watching you

First identity cards, and now cameras **all over the place**. They are watching our every move. Soon they will listen to our phone calls and read our emails and letters. Do we have any private life left?

Rajit Gadh

Your article, *CCTV is watching you*, gives a very negative view of CCTV cameras. **In the first place**, the truth is that we are living in a dangerous society and people need to feel safe. You also don't mention how crime is going down in neighbourhoods with CCTV. You only give one side of the argument!

Philip Richards

So we have CCTV cameras in our neighbourhood. I really don't understand it. This is **a very quiet place** and there are no problems here. Personally I believe that this is just another example of government invasion of our privacy.

Martha Klein

The problem with the cameras isn't the technology, it's how people are using the technology. If the police are using the cameras to find information about criminals, what is the problem with that? **It's not our place** to say how they should do their job.

Kenneth Thomas

My co-workers and I agree with CCTV cameras. We work in a 24-hour shop and I usually work late. We have two cameras in the shop and we are putting in two more now. We don't have a lot of money. The cameras give us protection **in place of** security guards.

Tatyana Ivanov

## Grammar

CCTV cameras **are watching** you.  
We **are putting** in two more cameras now.  
We **agree** with CCTV cameras.

- use the present continuous to talk about things that are happening now or around now
- use the present continuous to talk about temporary situations
- we do not usually use stative verbs such as *agree, believe, know, like, need* with the present continuous

**1** Underline the correct form of the verbs in the letter.

I am looking / look out of my window at work right now and I can see two CCTV cameras. These cameras *are belonging* / *belong* to the company, and they watch our every move. I am not understanding / don't understand why we are needing / need them. I am not liking / don't like them.

Lola Sule

**2** Think of three people you know. For each person, write two or more sentences about ...

- what they do.
- what they are probably doing now.

My brother Graham works as a secondary school teacher.

He's probably teaching a history class right now.

**3** Work in pairs and compare your sentences. Ask one question about each person on your partner's paper.

Where is your brother teaching?

**G Grammar focus** – explanation & more practice of the present continuous on page 132

## Pronunciation

**1** **1.10** Listen to five sentences.

How many words do you hear in each? (contractions = two words)

**2** Listen again and write the sentences. Then practise saying them. Pay attention to linking the words together.

**3** Work in pairs and imagine a context for each sentence. Think about:

- Who is speaking?
- Where are they?
- What do they say next?



## UNIT 1 Function globally common social expressions



### Warm up

Work in pairs and choose two or three situations from the list below. Roleplay a short conversation for each situation.

#### Situations

- 1 You are meeting for the first time.
- 2 You are friends. It's late and you would like to go home.
- 3 A is working and B is the customer. B: you want some help.
- 4 You work together. It's A's first day. B: introduce yourself.
- 5 You are classmates. It's the end of the week and you are saying goodbye.
- 6 A: it's your birthday. B gives you a present.
- 7 You don't know each other. A: you bump into B who drops something.

#### Useful phrases

- How are you?
- Nice to meet you.
- Have a good weekend.
- Excuse me.
- Thank you very much!
- See you tomorrow.
- I'm sorry.

### Listening

**1.11-1.14** Listen to four conversations. Match each one to a picture and a situation.

### Language focus: social expressions

Read the phrases and cross out the response that is **not** correct.

- 1 How are you?  
a Fine thanks.    b Very well, thank you.  
c I'm nice.
- 2 Hi, I'm George.  
a Fine to meet you.    b Nice to meet you.  
c Pleased to meet you.
- 3 Have a good weekend.  
a You too.    b Thanks.    c Yes, please.
- 4 Excuse me.  
a Yes, can I help you?    b You're welcome.  
c Yes?
- 5 Thanks for everything.  
a You're welcome.    b No problem.  
c Yes, please.
- 6 See you tomorrow.  
a You too.    b Bye.    c See you.
- 7 I'm sorry.  
a That's all right.    b It's OK.  
c You're welcome.

### Speaking

Work with a new partner and choose **one** of the tasks below.

**A** Repeat the warm up activity using the new expressions you have learnt.

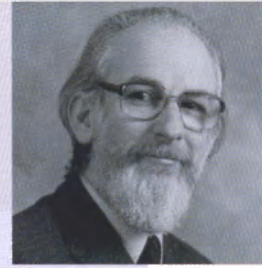
**B** Look at the audioscript on page 152 and choose one of the conversations. Practise it and try to memorise it. Then continue the conversation.



# Global English

## Same language but different

by David Crystal



We use language to express our thoughts, form relationships with others, and build communities. The focus is always on the individual. If you study language you study people, and people are as different as chalk from cheese. So their language will be different too.

Sometimes it's regional background that makes the difference. If you  
5 hear someone say *That's a bonny wee child*, the speaker is probably from Scotland, because words like *wee* (little) and *bonny* (pretty) are hardly ever used anywhere else. And someone who says *My car's hood and windshield were damaged* probably has an American background; someone from the UK would say *bonnet and windscreen*.

10 Often it's social background that makes the difference. In the 1950s in Britain there was a lot of publicity about how upper-class (U) people used different words from those used by other classes (non-U). U speakers had *luncheon* (or *lunch*) in the middle of the day and *dinner* in the evening. Non-U speakers had *dinner* in the middle of the day. *Luncheon* is rare today, but there is still a social divide between  
15 *lunch* and *dinner*.

Above all, these days, it's the technology that makes the difference. The internet allows people to express their individuality in ways that were inconceivable a few years ago. Emails vary from highly formal (*Dear Professor Crystal*) to highly informal (*Yo, Dave!!*). Older people often keep the rules of punctuation and capitalisation they once learned;  
20 younger people often try out new ways (*i dont think so – LOL*).

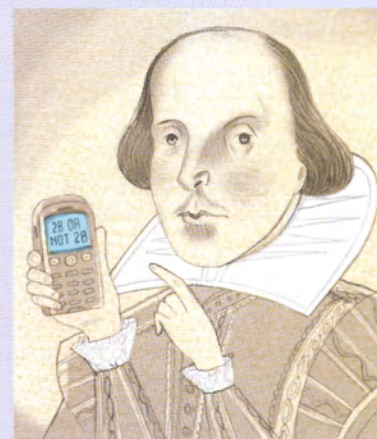
But times are changing. As more older people start to use the internet, they are also using the latest abbreviations more and more. BRB (Be right back).

### Glossary

**background** (noun) – the type of family, social position or culture that someone comes from

**BRB** (verb) – internet abbreviation for *Be Right Back*; you use this to say informally that you will return soon

**LOL** (verb) – internet abbreviation for *laughing out loud*; you use this to say informally that you think something is funny



### Warm up

- 1 Are these sentences true (T) or false (F) for you?
  - I speak more than one language.
  - I speak differently at work to how I speak at home.
  - My language has many different dialects.
  - There is more than one language in my country.
  - Rich people speak differently to poor people.
- 2 Work in pairs and compare your answers. Do you agree?

### Reading

- 1 Read the text *Same language but different*. What three factors does the author mention?
  - a differences in geography    c differences in age
  - b differences in social class    d differences in technology
- 2 Read the text again and decide if these sentences are true (T) or false (F).
  - 1 People are very different, so language is different.
  - 2 *Hood* and *windshield* are British English words.
  - 3 U speakers had lunch in the evening.
  - 4 Technology always makes language very formal.
  - 5 Young people don't use capital letters in the same way as older people on the internet.
  - 6 Young people are inventing new ways of using capital letters.

### Language focus

Find words or expressions in the text with these meanings.

- 1 to be very different (lines 2–3)
- 2 uncommon (line 14)
- 3 most importantly (line 16)
- 4 impossible to think about or imagine (line 17)

### Speaking

Do you think the differences in English that the author talks about are true for your language? Think of some examples. Use the questions below to help you.

- How do people start and finish emails in your language? Is it formal or informal?
- Are there different parts of your country that use different words to mean the same thing? Can you give an example and explain it in English?
- Are there abbreviations on the internet in your language like *LOL* or *BRB*?







## Global review

### Grammar

1 Complete the questions with the correct words.

- 1 \_\_\_\_\_ married? No, I'm single.
- 2 \_\_\_\_\_ speak English? Yes, a little.
- 3 \_\_\_\_\_ your phone number?  
It's 07051-459-216.
- 4 \_\_\_\_\_ you do? I'm a teacher.
- 5 \_\_\_\_\_ is your car? It's red.

2 Complete the sentences with the correct form of the verb in brackets.

- 1 A: Excuse me, can you help me?  
B: I'm sorry, I \_\_\_\_\_ (try) to work right now.
- 2 I \_\_\_\_\_ (not / know) many people in this town.
- 3 My brother \_\_\_\_\_ (not / like) his boss, so he \_\_\_\_\_ (look) for a new job.
- 4 My mother \_\_\_\_\_ (not / speak) any foreign languages.

### Vocabulary

1 Find and correct six spelling mistakes.

acquaintance bald clasmate collage freind  
heigth identity keyring middle-aged neighbour  
proffession umbrella

2 Look at the pictures. Correct three mistakes in each description.

- 1 This is Carlos. He's bald and overweight, and he's got a beard.
- 2 This is Veronica. She's middle-aged, with short dark curly hair.



### Speaking

Work in groups of three. A: throw a dice to choose a person in the box. B and C: ask questions about the person. Ask about name, age, job, family and what they look like. Then swap roles and repeat.

- 1 A good friend
- 2 A neighbour
- 3 A family member
- 4 Your first friend
- 5 A new colleague or classmate
- 6 A good teacher

## Study skills

### Being a good language learner

1 Read the learning questionnaire. How often are these statements true for you? Give yourself a score for each question. Not usually = 0 points Sometimes = 1 point Usually = 2 points

- \* I try to practise using English as often as I can outside the classroom. \_\_\_\_\_
- \* I am willing to take risks and am not afraid of making mistakes. \_\_\_\_\_
- \* I am organised in the way I manage my learning. \_\_\_\_\_
- \* I think about how I learn best. \_\_\_\_\_
- \* If I don't understand something, I try to guess. \_\_\_\_\_
- \* I notice my mistakes and try to learn from them. \_\_\_\_\_
- \* I set goals and monitor my progress. \_\_\_\_\_
- \* If I am not sure about something, I ask for help. \_\_\_\_\_
- \* I regularly review what I have learnt. \_\_\_\_\_
- \* I try to use English to communicate my ideas. \_\_\_\_\_

2 Add up your total score and read what it means below.

- 16–20 Congratulations! You are already an excellent language learner. Keep up the good work!
- 11–15 You already have some very good language learning strategies. Now think how you can improve even more.
- 6–10 You are starting to use the right strategies but need to be more consistent.
- 0–5 Maybe you are finding it difficult to make progress. Try some of the strategies above and you could see a big difference.

3 Work in pairs and discuss the questions.

- Which of the strategies in the quiz do you use most?
- Which do you need to use more?
- Give your partner suggestions about things to do.

4 Write two new things you will try to become a better language learner.



## UNIT 2

## Eating &amp; Drinking

## Part 1

Vocabulary &amp; Speaking

Food

Reading

Tastes comforting

Grammar

Countable /  
uncountable nouns,  
quantifiers (*some*,  
*any*, *no*)

Speaking

How do you make  
it?

## Vocabulary and Speaking

1 Write the words in the box under the correct heading below.

bitter breakfast cook dinner  
eat fresh lunch salty serve  
snack spicy sweet taste

Food verbs

Kinds of  
meal

Food

Describing  
food

2 Work in pairs and choose five questions from the list below. Then ask each other the questions.

- What meals do you eat with your family?
- Who prepares the food in your family?
- What do you like to eat on special occasions, eg your birthday?
- What did you have to eat last night?
- How often do you buy food? Where do you do the shopping?
- Do you eat out a lot? What kind of food do you like to eat at a restaurant?
- What did you have to eat this morning?
- Do you have a favourite food when you are sad? What is it?

A: *I'm going to ask you some questions about food and eating.*

B: OK.

A: *What meals do you eat with your family?*

B: *I usually have breakfast and dinner with my family. I have lunch at work.*



## Reading

1 1.15 Read and listen to *Tastes comforting* on page 19. Do you have a name for this kind of food in your language?

2 Read the text again and make notes about each kind of comfort food under the headings *name*, *country* and *ingredients*.

3 Work in pairs and tell each other about the four kinds of comfort food in the text.

4 Do you have a comfort food? Tell your partner about it.

5 You are going to read more information about comfort food in different countries.

Work in pairs. A: turn to page 126. B: turn to page 128.

Extend your vocabulary  
– *taste*

You can use the noun *taste* when you describe a flavour.

*This chocolate has a very sweet taste.*

It is also the name of one of the five senses (*sight, hearing, smell, touch and taste*).

You can use the verb *to taste* in the following ways:

*taste* + adjective

*taste* + *like* / *of* + noun

*It tastes sweet / bitter / delicious / awful.*

*It tastes like chicken. This water tastes of apples.*

You can say *It tastes delicious* to give a compliment about food.

Complete the sentences with your own ideas.

- ... has a sweet taste.
- I like food that tastes ...
- I think ... tastes awful.



## Grammar

It's **a dish** of pasta and meat. We are making **two dishes** like this.

There is **some meat** in the dish.

I like **coffee**. Can I have **a coffee** please?

We have **some meat** but we don't have **any vegetables**.

- countable nouns can be singular or plural
- uncountable nouns do not have a plural form
- some words can be countable or uncountable
- use *some* and *any* with plural nouns or uncountable nouns
- we usually use *some* in affirmative sentences and *any* in negative sentences and questions

1 Look at these words from the texts. Decide if each one is countable, uncountable or if it can be both.

bread   casserole   cheese   chocolate   cracker  
lentil   meat   noodle   pasta   pizza   potato  
sandwich   steak   sweet   toast   vegetable

2 Choose the correct word to complete the texts.

### My comfort food

When I'm feeling sad, I always eat *any* / *some* chicken soup. Very hot chicken soup with pasta. There isn't *any* / *a* better dish for me.

Last summer I studied English in Scotland and stayed with *a* / *some* host family. Scottish food was OK, but they didn't have *a* / *any* good bread. Two weeks later a friend from Germany visited and brought me *some* / *any* delicious Roggenbrot bread. It was my comfort food.

Every time I go back to my village in Turkey, I ask my mother to prepare baklava for me. It's *a* / *any* special cake, with *a* / - honey and *any* / - nuts.



**G Grammar focus** – explanation & more practice of nouns on page 134

tagine

## Tastes comforting

The expression comfort food is only around forty years old. It means a kind of familiar, simple food. People associate comfort food with good feelings, with childhood or with home.

Comfort food exists in all cultures. Some examples of popular comfort food from around the world include:

**Roti** – a kind of bread served with vegetables or lentils (popular in India).

**Ramen** – a dish of noodles with vegetables and meat in a soup (popular in Japan).

**Tagine** – a slowly cooked dish of meat and vegetables (popular in North Africa).

**Poutine** – a dish of fried potatoes with cheese and meat sauce (popular in French Canada).



ramen

## Speaking

1 Think of a dish that you like and make some notes about it. Use the headings below to help you.

Ingredients

Who usually prepares it

When you eat it

Why you like it

2 Work in pairs and tell each other about your dishes.

*I'm going to tell you about arroz con costra. It's a Spanish dish and it's one of my favourites.*

*It's a rice dish. My father usually makes it in the summer. You cook it with some meat ...*



# Unit 2 Eating & Drinking

## Part 2

### Reading & Speaking

Ten secrets ... from the world's top kitchens

### Grammar

Quantifiers (*a lot of, a little, a few, not enough, much, many*)

### Vocabulary & Speaking

In the kitchen

### Pronunciation

/k/ & /tʃ/


### Listening

Zao Shen

## Reading and Speaking

1 Work in pairs and ask each other these questions.

- 1 Can you cook?
- 2 Do you like cooking?
- 3 What dishes can you make?
- 4 Who is the best cook you know?

2  1.16 Read and listen to *Ten secrets ... from the world's top kitchens*. Which secret or secrets are about ...

- a food preparation?
- b food storage?
- c eating?
- d cleaning?
- e the kitchen?

3 Did you know any of these tips? Tick (✓) the ones you knew.

4 Do you know any other good food tips? What are they?

- 1 To give soup a beautiful golden colour, add some onion skin. Remember to take it out of the soup before you eat it.
- 2 Too much salt in a sauce? Add a little sugar or sparkling water.
- 3 Eggs will stay fresh if you store them with the pointed end down.
- 4 To clean a pan after cooking fish, put some cold tea in the pan for ten minutes first.
- 5 If you want a lot of juice from a lemon, cut it in half and put it in the oven for a few minutes first.
- 6 Lots of green bananas? Leave them in a bowl with a red tomato next to them.
- 7 When you cut an onion, put some bread under your nose. You may feel silly, but you won't cry.



- 8 Do you eat too much food at mealtimes? Turn off the lights. Dim lighting makes you want to eat less.
- 9 To see if pasta is cooked, throw a piece against the fridge. If it sticks on the fridge, it's cooked.
- 10 To make your kitchen smell good, put a little orange peel in the oven at 180°C for fifteen minutes.

## Ten secrets ... from the world's top kitchens

20

Unit 2 Eating

## Grammar

*Do you eat **too much** food at mealtimes?  
Put it in the oven for **a few** minutes.  
If you want **a lot of** juice from a lemon ...  
**Too much** salt in a soup?*

- use *a little* and *much* with uncountable nouns
- use *a few* and *many* with plural countable nouns
- use *a lot of* and (*not*) *enough* with plural nouns and uncountable nouns
- use *too much* / *many* to say there is more than you want

1 Read the sentences below about a busy head chef. Match the sentences 1–5 to the meanings a–e.

- 1 He is always a few minutes late for work.
  - 2 He has a lot of friends at the restaurant.
  - 3 He eats too many cakes and biscuits.
  - 4 He doesn't get enough sleep.
  - 5 He has enough work at the moment.
- a He doesn't need any more.
  - b He should eat less.
  - c He isn't early.
  - d He's often tired.
  - e He has eight or nine.

2 Complete the questions with *much* or *many*.

In a typical day ...

- how  meals do you eat?
- how  coffee do you drink?
- how  time do you spend in the kitchen?
- how  portions of fruit do you eat?
- how  water do you drink?
- how  junk food or fast food do you eat?

3 Work in pairs and choose **four** questions from the list above. Then ask each other the questions. Use the expressions in the box to help you.

a little   a lot   not many  
not much   too many   too much

 **Grammar focus** – explanation & more practice of quantifiers on page 134





## Vocabulary and Speaking

1 Describe the differences between these three kitchens.

### Useful language

- bowl
- glass
- oven
- spoon
- fire
- kettle
- saucepan
- toaster
- frying pan
- mug
- sink

### Useful phrases

- This kitchen looks like it's in ...
- There are ... in this kitchen and ... in that kitchen.
- I think this picture is more interesting. I prefer ...

2 Which kitchen do you prefer? Why?

## Pronunciation

1 1.17 Listen to the words below. Which have the /k/ sound, which have the /tʃ/ sound and which have both? Which word does not have a /k/ or a /tʃ/ sound?

chill chocolate cloth cook cup  
fork knife picture quick watch

2 Listen again and repeat. What are the common spellings for /k/ and /tʃ/?



## Listening

1 Look at the picture of Zao Shen. Which country do you think he is from? Who do you think he is?

2 1.18 Listen to a short talk about Zao Shen and answer the questions.

- 1 Who is Zao Shen?
- 2 Can you name one thing he does?
- 3 Where can you see pictures like this?

3 Are there any important beliefs about food or kitchens in your culture? What are they?





# UNIT 2 Eating & Drinking

## Part 3

Speaking & Vocabulary

Containers and drinks

Reading

The people behind the drinks

Grammar

The infinitive



## Speaking and Vocabulary

1 Work in pairs. How many correct phrases can you make with the words in the box?

a	glass cup mug bottle carton can	of	coffee cola juice milk tea beer water wine
---	--	----	---

**Language note:** some uncountable nouns can be countable if we believe there is a container, eg *two coffees* means *two cups of coffee*.

2 Work in pairs and ask each other these questions.

What do you like to drink ...

- on a hot summer's day?
- in the morning, with breakfast?
- after dinner?
- in the winter, when it's cold outside?
- when you feel sad or miserable, as a comfort drink?

What other drinks do you like? When?

## Reading

1 Look at the photos and names of different people on page 23. Do you know any of the names? What drinks are they associated with?

## Useful phrases

- I don't know this name.
- I think this is ...
- This is the name of a kind of coffee / water / beer.

2 1.19 Read and listen to the text *The people behind the drinks*. What do all the drinks have in common? Choose the best answer.

- They are all more than 100 years old.
- They are all cold drinks.
- They are not English drinks.

3 Read the text again and complete the sentences with the names of the drinks.

- \_\_\_\_\_ sponsors a famous book.
- \_\_\_\_\_ and \_\_\_\_\_ are from France.
- \_\_\_\_\_ and \_\_\_\_\_ are hot drinks.
- \_\_\_\_\_ was given as a present.
- \_\_\_\_\_ and \_\_\_\_\_ were named after monks.

4 Do you know any of these drinks? Which ones?





# The people behind the drinks

## Grammar

He **wanted to make** a new drink.  
It was **difficult to understand**.

- use the infinitive after some verbs:  
*agree, forget, need, try, want*
- use the infinitive after adjectives

1 Read the extract from George Orwell's *A nice cup of tea*. Complete the rules by writing *to* or nothing (–) in each gap. Do you agree with his rules?

## A nice cup of tea

It isn't easy to make a good cup of tea.  
First of all, you should \_\_\_\_\_ use Indian or Ceylonese tea.  
It's important \_\_\_\_\_ make tea in small quantities – in a teapot.  
You need \_\_\_\_\_ make the teapot hot first.  
Don't \_\_\_\_\_ put hot water in a cold pot.  
Strong tea is the best kind of tea. One strong tea is better than twenty weak teas.  
After you \_\_\_\_\_ put the tea in the pot, stir it. Or shake the pot.  
Try \_\_\_\_\_ use a good breakfast cup for your tea.  
Tea is best in a good cup.  
Don't forget \_\_\_\_\_ put the tea in the cup before you \_\_\_\_\_ put the milk in.  
Tea is meant \_\_\_\_\_ be bitter. Don't put sugar in a nice cup of tea.

2 Write some rules for how to make a drink or some food that you know.

3 Work in pairs and tell each other your rules.

A nice ...

It's important to ...

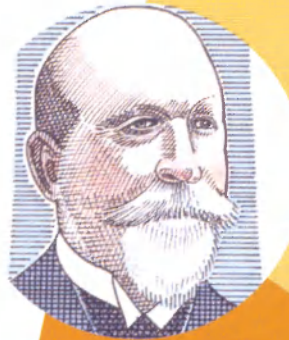
You need to ...

The best ... to eat/drink is ...

Try to use ...

Don't forget to ...

**G Grammar focus** – explanation & more practice of the infinitive on page 134



Perrier

Dr Louis Perrier was a doctor and politician in the south of France. At the end of the 19th century he got a job with a company that made special mineral water in a bottle. The water was originally popular in the UK and the US, but is now available around the world.

Cappuccino

The espresso coffee with hot milk has always had the Italian name cappuccino. It is more than three hundred and fifty years old and is now famous around the world. The name comes from a group of monks in Italy, the Capuchin monks.



Guinness

In 1759 an Irishman called Arthur Guinness started making beer in a small brewery in Dublin. He eventually created a dark beer called Guinness, which became Ireland's national beer. The Guinness company now owns many different products, the most famous being the *Guinness Book of World Records*, first published in 1955.

Earl Grey Tea

The Earl, Charles Grey was British Prime Minister from 1830–1834. During his time in office, he received some special tea as a gift from China. The tea became very popular in Britain, and eventually people gave it the name Earl Grey tea.



Dom Pérignon

Dom Pérignon (1638–1715) was a blind Benedictine monk from Épernay, France. His senses of taste and smell helped him to improve the wines made at his monastery. It was Dom Pérignon who put the bubbles in champagne.

## Glossary

**blind** (adjective) – unable to see

**brewery** (noun) – a place where people make beer

**monk** (noun) – a man who lives in a religious community away from other people



# UNIT 2 Eating & Drinking

## Part 4

### Vocabulary

#### The human body

### Listening

#### Water & the human body

### Grammar

#### The infinitive of purpose

### Pronunciation

#### /tə/ & /tu:/

### Speaking

#### Drinks questionnaire



## Vocabulary

1 How many parts of the body can you name in English? Work in pairs and complete the words below.

_rm	b _ ck	e _ r
elb _ w	f _ ng _ r	f _ _ t
ha _ r	h _ nd	he _ d
k _ ee	l _ g	n _ se

2 Look at the words in the box. Decide if each part is inside (I) or outside (O) the body. Write I or O.

blood _	bone _	brain _
heart _	muscle _	
nails _	skin _	

3 Work in pairs. How many parts from exercise 2 can you see in the picture?

## Listening

1 You are going to hear a talk about water and the human body. First check you understand the words in the box.

breathe	convert	factor
nutrients	temperature	waste

2 1.20 Listen to the talk and write the parts of the body that you hear.

3 Listen again. What do the numbers mean?

a few days	2	$\frac{2}{3}$	22%
75%	85-95%	92%	

4 How much water do you drink? Do you think you drink enough water? Tell a partner.

## Grammar

*Human beings need to drink water **to live**.  
What does water do **to help** the body?*

- we use the infinitive to say why we do something

1 Look at the pictures of different objects below. Describe what each object is for using the phrases in the box.

breathe underwater	drink with
make ice cubes	purify water
serve drinking water	water plants

You use *this* to water plants.





2 Complete *More water facts* with *to* + a verb from the box.

flush grow have produce provide

## More water facts

Around 2.5% of the planet's water is fresh water. The rest is salt water.

It usually takes between 50 and 100 litres \_\_\_\_\_ a shower on average.

It takes 5 to 10 litres \_\_\_\_\_ the toilet.

You need 1,900 litres of water \_\_\_\_\_ one kilogram of rice.

You need 100,000 litres of water \_\_\_\_\_ one kilogram of beef.

On average, it costs €23 \_\_\_\_\_ safe and clean water for one person.

About 1.1 billion people do not have access to clean drinking water. That's about 1 in 6 people.



3 Work in pairs. Complete the sentences in as many different ways as you can.

I went to the shop to ...

People use water to ...

He's learning English to ...

**G Grammar focus** – explanation & more practice of the infinitive of purpose on page 134.

## Pronunciation

1 1.21 Listen and circle how the underlined word is pronounced in each sentence.

It's too cold. /tə/ /tu:/  
You need to drink more water. /tə/ /tu:/

2 1.22 Listen to the story below then practise saying the sentences. Pay attention to the pronunciation of /tə/ and /tu:/.

## Last summer I went to Tunisia

It was too hot, and I needed something to drink.  
I was hungry too.  
I went to a shop to buy some water.  
I didn't know how to ask for water.  
I didn't have enough money to pay for it.  
I spoke to the owner.  
And he gave it to me for free.  
He gave me some oranges too.



## Speaking

1 Use the prompts to make questions.

- How much water / every day?
- Do / too little water?
- Do / water before you go to bed?
- Do / bottled water or tap water?
- How many bottles / week?

2 Work in pairs and choose one of the tasks below.

**A** Ask each other the questions from exercise 1.

**B** Make a similar questionnaire about a different drink, eg tea or coffee. Use the questions in exercise 1 to help you. Then interview another pair.



## Unit 2 Function globally eating out



### Warm up

1 Look at the pictures of four different places to eat. Work in pairs and describe the similarities and differences between them.

#### Useful language

- fast food
- self-service buffet
- flight attendant
- tray

#### Useful phrases

- I think this is in ...
- It looks like a / an ...
- In this picture they're ... and in this picture they're ...
- This one looks the most comfortable / expensive / interesting.

2 Have you been to any places like these? Which photo do you like the best?

### Listening

1 1.23–1.25 Listen to three conversations. Match each one to a photo. There is one photo you don't need.

2 Listen again and answer the questions.

Conversation 1: Who is the reservation for?

Who is ready to order: the man or the woman?

Conversation 2: What is the problem with the food?

What size drink does the man have?

Conversation 3: Does the woman have anything else to drink?

Where does she have to pay?

### Language focus: eating out

1 Put the words in the correct order to make useful phrases. Which phrases do customers say? Mark them with a C.

- would to order you what like?
- here think I there's a mistake.
- the I have could bill?
- your meal you did enjoy?
- medium small, or large?
- reservation we've a got.
- over have to pay you there.
- thanks lovely, it was.
- for two, table please a.

2 1.26 Listen and check your answers. Then listen and repeat the phrases.

### Speaking

Work in groups of three. A and B: you are customers. C: you work in a restaurant.

Turn to page 130 and choose a restaurant menu. Then roleplay a conversation. Use the new expressions you have learnt.



## Global voices

### Warm up

1 Complete the sentences with the words in the box. Use a dictionary to help you.

beetroot   boil   candy   fry   kebab  
lamb   sweets

- 1 \_\_\_\_\_ is a kind of meat.
- 2 A \_\_\_\_\_ is a sort of meat dish.
- 3 \_\_\_\_\_ is a kind of vegetable.
- 4 \_\_\_\_\_ and \_\_\_\_\_ are sweet food made with sugar.
- 5 \_\_\_\_\_ and \_\_\_\_\_ are two ways of cooking food.


2 What other words could you use to complete these sentences?

### Listening

1 You are going to listen to six people talking about food that makes them think of home. Try to match the names of food to the countries.

borsch   candy   kebab   pizza  
schnitzel   tortilla

- 1 Iran \_\_\_\_\_
- 2 Italy \_\_\_\_\_
- 3 Russia \_\_\_\_\_
- 4 Germany \_\_\_\_\_
- 5 US \_\_\_\_\_
- 6 Spain \_\_\_\_\_

2  1.27–1.32 Listen and check your answers.

3 Listen again and match the speakers 1–6 to the phrases a–f.

Speaker 1: Mo, Iran \_\_\_\_\_

Speaker 2: Gianfranco, Italy \_\_\_\_\_

Speaker 3: Elena, Russia \_\_\_\_\_

Speaker 4: Marlies, Germany \_\_\_\_\_

Speaker 5: Matt, US \_\_\_\_\_

Speaker 6: Sonia, Spain \_\_\_\_\_

- a And it is very tasty really.
- b I think it is a very simple dish.
- c Of course not Pizza Hut but Napoli pizza.
- d They remind me of growing up in the United States.
- e Typical traditional food.
- f You most often have it with French fries.

### Language focus: listing ingredients

Choose the correct sentence.

- 1 a It consists of rice and lamb.  
b It consists with rice and lamb.
- 2 a It's made from eggs and potatoes.  
b It's made for eggs and potatoes.
- 3 a It's of vegetables, and meat and pasta.  
b It's made with vegetables, and meat and pasta.
- 4 a It is got rice and fish in it.  
b It has got rice and fish in it.

### Speaking

1 Choose three of the topics below. Write one example of each on a piece of paper.

- a typical food or drink from your country
- a food or drink that you don't like
- a food or drink that you liked when you were a child
- a food or drink from another country that you like

2 Work in pairs and swap your lists. Can you guess the categories?

3 Tell each other more about the food or drinks on your lists.

### Useful phrases

- It consists of ...
- It's made from ...
- It's delicious! / It tastes really good.





## UNIT 2 Writing a description of food and drink

### Reading

1 Read Gustavo's description of food in Brazil. Choose the best title for each paragraph.

- Drinks in Brazil
- Mealtimes
- Invitation to Brazil
- Food around Brazil



2 Complete the statements.

- In Brazil, people tend to eat \_\_\_\_\_ meals a day.
- The main meal of the day in Brazil is \_\_\_\_\_.
- The national dish is \_\_\_\_\_.
- The most typical drinks are \_\_\_\_\_.
- Food and drink in Brazil are \_\_\_\_\_.

1 \_\_\_\_\_

In my country, people normally have three meals a day: breakfast, lunch and dinner. We also tend to have a lot of snacks between meals. For breakfast, we usually have coffee with milk and eat bread. We also like to eat fruits such as bananas, papaya, melon or watermelon, and to drink juice or yoghurt. Lunch is the main meal of the day. We generally eat a portion of beans and rice with beef, chicken or fish and salad. Dinner is similar to lunch but we tend to eat quite late, between seven and ten in the evening.

2 \_\_\_\_\_

The food in Brazil varies from region to region. Here in São Paulo, we like to eat feijoada with rice and meat on Wednesday or Saturdays. Feijoada is our national dish and it is cooked with beans and dried meat. In Minas Gerais, cheese bread is a speciality. In Bahia, the food is very spicy and hot. In the north of Brazil, people eat a lot of fish but in the south, it is common to have barbecues and to drink a kind of tea that is served very hot.

3 \_\_\_\_\_

I think that coffee is the most typical beverage in Brazil. People drink coffee almost all the time; for breakfast, at work, in restaurants and so on. We also like to drink beer, and on special occasions or for celebrations, we drink caipirinha. Caipirinha is a drink made with pinga or vodka mixed with sugar or honey and crushed lemons.

4 \_\_\_\_\_

If you come to Brazil, you will enjoy our delicious and varied food and drink. Welcome to Brazil!

### Language focus: describing habits

1 Notice how we describe habits.

We *normally / generally / usually* have coffee with milk.

People *like to / tend to* eat quite late.

It is *common / customary* to have barbecues.

2 Complete the sentences.

- We \_\_\_\_\_ to have our main meal in the evening.
- It is \_\_\_\_\_ to use chopsticks when we eat.
- On special occasions, people \_\_\_\_\_ to eat out.
- People \_\_\_\_\_ have a sandwich for lunch.
- It is \_\_\_\_\_ for families to eat together.
- We \_\_\_\_\_ use fresh ingredients to prepare meals.

### Writing skills: using commas

Use commas ...

- to separate prepositional phrases.  
*In my country, people normally have three meals a day.*
- to separate items in a list.  
*breakfast, lunch and dinner*

1 Find more examples of a and b in the text.

2 Add commas to these sentences.

- In China typical dishes are rice noodles and dumplings.
- Noodles are made with flour eggs and water.
- For breakfast people tend to have coffee bread and jam.

### Preparing to write

1 Make notes about food and drink in your country. Use the paragraph titles to help you.

Mealtimes    Typical dishes    Drinks

2 Work in pairs and share your ideas.

### Describing meals and dishes

- The main meal of the day is ...
- Our national dish is ...
- A speciality / typical dish is ...
- Our main / staple food is ...
- Our most typical drink is ...
- On special occasions, we have ...

### Writing

Write a description of food and drink in your country for a class magazine. Use your note and the useful phrases above to help you.



## Global review

### Grammar

Correct the mistakes in eight of these sentences and tick (✓) the two that are correct.

- 1 I need get more sleep.
- 2 English people drink a lot tea.
- 3 You drink too many coffee.
- 4 I use a coffee machine for make my coffee.
- 5 How much biscuits do you want?
- 6 Could I have a few sugar in my tea, please?
- 7 This chocolate tastes bitter.
- 8 I have too little eggs to make a cake.
- 9 Don't forget buy some noodles.
- 10 It's important to eat enough fruit and vegetables.

### Vocabulary

Circle the correct option to describe each picture.

- 1 bottle / carton / can of juice
- 2 mug / glass / cup of coffee
- 3 plate / frying pan / saucepan
- 4 spoon / fork / knife
- 5 oven / sink / microwave
- 6 finger / arm / elbow
- 7 knee / foot / back
- 8 nail / muscle / bone
- 9 casserole / vegetable / toast
- 10 cook / serve / taste



### Speaking and Writing

1 Work in groups of three and ask each other the questions.

- What did you eat and drink yesterday?
- Do you have a healthy diet?

#### Useful phrases

- I eat a lot of ...
- I eat / drink too much / many ...
- I don't eat enough ...

2 Work in pairs. You are going to have a party for everyone in the class. Write a list of the food and drink you need to buy. Then compare your list with another pair.

## Study skills

### Evaluating your language learning

1 Work in pairs. Look back at the unit you have just studied. Tell each other which parts you found easy or difficult.

2 Think about what you have learnt in this unit. Mark the statements a, b, c or d.

- a confidently and accurately
- b quite confidently and accurately
- c with help from my notes or my teacher
- d with difficulty

I can ...

- \* describe my eating and drinking habits \_\_\_\_\_
- \* ask about eating and drinking habits \_\_\_\_\_
- \* talk about quantities \_\_\_\_\_
- \* describe things in a kitchen \_\_\_\_\_
- \* pronounce the sounds /k/ and /tʃ/ \_\_\_\_\_
- \* find information in a short reading text \_\_\_\_\_
- \* talk about containers and drinks \_\_\_\_\_
- \* understand a simple listening passage \_\_\_\_\_
- \* describe how to make a dish or drink \_\_\_\_\_
- \* describe purpose using to + infinitive \_\_\_\_\_

3 Work in pairs and compare your answers.

4 Look at how Stefan has evaluated his language ability. Underline the phrases which describe ability.

*I think I'm quite good at understanding reading texts in the book. Sometimes I find it difficult to understand the listening passages. I'm not very good at grammar but my pronunciation is quite good. I need to expand my vocabulary, especially everyday English. I need more practice in speaking.*

5 Work in pairs and describe your ability in the areas below. Make suggestions about how to improve.

Grammar	Reading
Vocabulary	Listening
Pronunciation	Speaking
Social situations	Writing

6 Write a letter to your teacher. Say what you have found easy and difficult in the classes so far. Describe your general language ability.



# UNIT 3 Art & Music

## Part 1

Vocabulary & Speaking

Works of art

Reading

Discovered!

Speaking

Art

## Vocabulary and Speaking

1 Match the words to the pictures a–h.


cave art   old manuscript   painting  
 photograph   sculpture   self-portrait  
 sketch   statue

2 Work in pairs and describe the pictures. Use the words in exercise 1 and the useful phrases to help you.

### Useful phrases

- This picture shows ...
- I think this is a picture of ...
- It looks as if + clause ...
- This is from + time / place ...
- I (really) like / don't like this picture ...

## Reading

1  1.33 Read and listen to *Discovered!* on page 31 and match each text to a picture. There are four pictures that you do not need.

2 Read the texts again and complete the sentences with one or more words.

- 1 The *Venus de Milo* is a statue of \_\_\_\_\_.
- 2 The *Venus de Milo* is now in \_\_\_\_\_.
- 3 Some Mexican workers discovered a sculpture while they were installing \_\_\_\_\_.
- 4 The sculpture is now in \_\_\_\_\_.
- 5 The couple from Milwaukee thought their Van Gogh painting was \_\_\_\_\_.
- 6 *Vase with Flowers* sold for \_\_\_\_\_.
- 7 The man found the Declaration of Independence while he was shopping at \_\_\_\_\_.
- 8 The manuscript was inside a \_\_\_\_\_.



## Extend your vocabulary – discover

Words in the same family:

discover – verb

discovery – noun

discovered – adjective

undiscovered – adjective

Complete the sentences with the correct form of *discover*.

- 1 The archaeologists made an important \_\_\_\_\_ near the town castle.
- 2 We only want to \_\_\_\_\_ the truth.
- 3 News flash: Picasso sketches \_\_\_\_\_ in church basement.
- 4 The painting was \_\_\_\_\_ until the dealer noticed it on the wall.

## Speaking

Work in pairs and choose **one** of the tasks below.

**A** Tell your partner about an object that is important in your family. Use these questions to help you prepare.

- What is the object?
- How old is it?
- Where did it come from?
- Why is it important to you?

**B** Ask each other these questions.

- Do you like art?  
What kind of art do you like?
- Do you have any art in your house?  
What is it? Who is it by?
- Have you ever been to an art gallery?  
Which one?





# Discovered!

## True stories of how valuable works of art were found in unexpected places

### In a field

In 1820 a Greek peasant named Yorgos was working in his field on the island of Milos when he found several blocks of stone. Under the stones were four statues: three figures of the God Hermes and one of Aphrodite, the goddess of love. Three weeks later a group of French archaeologists arrived by ship. They bought the Aphrodite and took it to France. The king, Louis XVIII, called it *Venus de Milo* and gave it to the Louvre. It is now one of the most famous works of art in the world.

### Under a street

On February 21, 1978, workers were putting down electrical cables on a busy street corner in Mexico City when they discovered a huge sculpture of the Aztec moon goddess Coyolxauhqui. It was more than four hundred years old and is now in the Museum of the Great Temple in Mexico.

### On a wall

A man and his wife from Milwaukee, US, asked an art dealer to look at a painting they had in their home. While he was walking through the house, the dealer saw a different painting. The couple thought this was a reproduction of a Vincent Van Gogh, but it was in fact the original. On March 10, 1991, the painting *Vase with Flowers* sold for \$1.4 million.

### At a market

A man from Philadelphia was shopping at a flea market when he saw a wooden picture frame he liked. He paid \$4 for it. When he got home he took the old picture out of the frame and found an old document behind it. It was a copy from 1776 of the American Declaration of Independence. The copy sold for \$2.4 million in New York in 1991.

#### Glossary

**archaeologist** (noun) – a person who studies ancient societies

**dealer** (noun) – a person who sells a particular product

**flea market** (noun) – a market where old things are sold at low prices

**peasant** (noun) – a poor person who works on another person's farm

**reproduction** (noun) – a copy of something



# UNIT 3 Art & Music

## Part 2

Speaking

Retelling stories

Grammar

Past simple & past continuous

Vocabulary

Furniture & furnishings

Reading

The Picture of Dorian Gray

Pronunciation

Past simple regular verbs

Writing

A scene from a short story



## Speaking

1 Work in pairs. Tell each other what you remember about the works of art from page 31. Use the phrases below to help you.

A Greek peasant was working in his field when ...

In 1978 a group of Mexican workers were putting down electrical cables when ...

One day an art dealer went to visit a man and his wife in Milwaukee. While he was walking through the house ...

A man from Philadelphia was shopping at a flea market when ...

2 Check your answers in the texts.

## Grammar

1 Write the past simple form of the verbs in the box. All the verbs are in the text on page 31.

arrive ask buy discover find  
get pay see sell take

2 Put the verbs into two groups, regular and irregular verbs.

Three weeks later a group of French archaeologists **arrived** by ship.  
Yorgos **was working** in his field.  
While he **was walking** through the house, the dealer **saw** a different painting.

- use the past simple to talk about completed actions in the past
- use the past continuous to talk about an action in progress in the past
- the past continuous is common with a simple past action when one action interrupts the other

3 Complete the texts with the past simple or past continuous form of the verbs in brackets.

### In a hole in the ground

In 1978 workers \_\_\_\_\_ (dig) behind an old casino in Dawson City, Yukon when they \_\_\_\_\_ (discover) more than 500 films from 1903 to 1929. The films \_\_\_\_\_ (be) in perfect condition because of the cold temperatures.

### In an attic

In 1990 Barbara Testa, a librarian, \_\_\_\_\_ (find) 665 pages of an old book while she \_\_\_\_\_ (look) through a trunk in her attic. The book \_\_\_\_\_ (be) the original manuscript of the great American novel *Huckleberry Finn* by Mark Twain.

### As a bicycle rack

Every day employees of the God's House Tower Museum in Southampton, UK \_\_\_\_\_ (put) their bicycles against a black rock in the basement. In 2000 two Egyptologists \_\_\_\_\_ (visit) the museum. They \_\_\_\_\_ (examine) other items when they \_\_\_\_\_ (see) the black rock. They \_\_\_\_\_ (identify) it as a 2,700-year-old statue of the Egyptian King Taharqa.

**G Grammar focus** – explanation & more practice of past tenses on page 136

## Vocabulary

1 Which of these things can you see in the picture on page 33?

armchair carpet coffee table  
curtains lamp mirror shelf  
sofa wall window

2 Which things do you have in your house? Where are they?





## Reading

1 1.34 Read and listen to an extract from the book *The Picture of Dorian Gray*. What was happening?

2 Work in pairs. Choose two of these questions and then discuss them.

- Have you read this book? Would you like to?
- Dorian makes a wish by saying: 'I wish that I could always be young. I wish that picture could grow old instead of me.' Would you make the same wish as Dorian? Why?
- Do you think people are too concerned with being young in today's society?
- 'Your personality is written on your face.' What does this quote mean? Do you agree with it?

## Pronunciation

1 1.35 Listen to some sentences from the text. Tick (✓) the verbs that have an extra syllable in the past tense.

- decide – decided \_\_\_\_
- walk – walked \_\_\_\_
- stop – stopped \_\_\_\_
- look – looked \_\_\_\_
- open – opened \_\_\_\_
- remember – remembered \_\_\_\_

2 Practise saying the verbs and the past tense forms.

3 How do you pronounce the past tense of these verbs?

asked	discovered	hated	finished
listened	loved	needed	started
wanted	worked		

# The Picture of Dorian Gray

Dorian decided to go to bed and went slowly towards his bedroom. He walked along the hall and through the library. Basil's portrait of Dorian was on a wall in the library. Suddenly Dorian stopped and looked at the portrait. He was surprised. The painting looked different. The face in the painting had changed. Yes, it had changed! Quickly, Dorian opened the curtains. Sunlight came into the room. Dorian looked closely at the picture and saw that the face was different. It looked unkind and cruel. A huge mirror hung on another wall. Dorian looked in the mirror at his own face. He saw a beautiful young man. He had not changed. What was happening to the picture?

Suddenly Dorian remembered the day that Basil finished the picture. Dorian remembered his wish. He remembered his own words.

'I wish that I could always be young. I wish that picture could grow old instead of me. I would give anything and everything for this to happen. I would give my soul!'



Why did the face in the picture look cruel and unkind? Was his wish coming true? Was the picture changing?

*The Picture of Dorian Gray* (1890) is one of Oscar Wilde's most famous novels. The main themes are the purpose of art and the obsession with youth and beauty.

## Glossary

**cruel** (*adjective*) – causing pain to people

**huge** (*adjective*) – extremely large

**soul** (*noun*) – the spiritual part of a person

**wit** (*noun*) – the ability to use words in a clever way that makes people laugh

## Writing

1 Read the opening sentences from four short stories.

Mark was sitting in the most comfortable armchair when he heard the strange noise again.

I was happy when I received the sculpture, but I didn't know its secret.

As she was looking at the photograph, she was certain she saw the eyes move.

It was the most beautiful painting, and the most dangerous.

2 Choose one of the sentences and continue the story. Write two or three more sentences.

3 Work in pairs. Swap your stories and add another sentence to your partner's story. Then return the story to your partner.



**Oscar Wilde (1854–1900)**

Oscar Wilde was an Irish writer of plays, poetry and novels. He was famous for his wit and commentary on the society of Victorian London.



# UNIT 3 Art & Music

## Part 3

Speaking

Describing pictures

Vocabulary

Audio & video

Listening & Writing

The history of sound recording

Grammar

Used to

Pronunciation

Used to



## Speaking

1 Look at pictures a and b. Make some notes on the differences between them. Use the useful language and phrases to help you.

### Useful language

- classical music
- conductor
- guitarist
- play
- concert hall
- drummer
- orchestra
- rock group

### Useful phrases

- This looks like ...
- The picture at the top / bottom shows ...
- Maybe / perhaps it's in ...

2 Work in pairs and describe the differences between the pictures.

3 Work in pairs and ask each other these questions.

- What kind of music do you like?
- Where do you usually listen to music? At home, at work, on the bus etc?
- Do you listen to music while you are working or studying? What kind of music?

## Vocabulary

1 Rearrange the letters to make the correct words.



yapl



wirend



staf wadfror



pots



saupe



cejet

2 1.36 Listen and check your answers. Then repeat the words.

3 Match the words to the pictures on page 35.

- audio cassette \_\_\_\_\_
- CD \_\_\_\_\_
- DVD player \_\_\_\_\_
- headphones \_\_\_\_\_
- MP3 player \_\_\_\_\_
- record \_\_\_\_\_
- record player \_\_\_\_\_
- video cassette \_\_\_\_\_

Do you have any of these things at home?

4 1.37 Complete the instructions with the words in the box. Then listen and check your answers.

button down off on plug up watch

Right, to use this DVD player, first you \_\_\_\_\_ it in here. To turn it \_\_\_\_\_, just press this \_\_\_\_\_. Now press eject and put the disc in the tray. Close the tray and press play to \_\_\_\_\_ the film. To turn \_\_\_\_\_ the volume, use this button. If it's too loud, turn \_\_\_\_\_ the volume with this button. And, to turn it \_\_\_\_\_, press here.

5 Work in pairs. Make a similar set of instructions for a CD or MP3 player.





## Listening and Writing

1 You are going to hear a lecture about the history of sound recording. Before you listen, list the words from vocabulary exercise 3 in order from oldest to newest.

2 1.38 Listen to the lecture and check your answers.

3 Listen again and complete the notes.

### History of sound recording

The first: Thomas Edison in \_\_\_\_\_.

Edison predicts sound recordings for office dictation, speaking \_\_\_\_\_, education, talking \_\_\_\_\_ and music.

1900s: people play \_\_\_\_\_ on \_\_\_\_\_ players.

1920s: first films with sound – called \_\_\_\_\_.  
\_\_\_\_\_: Philips introduces audio cassette.

1963: first \_\_\_\_\_ opens in Los Angeles.

1970s–1980s: VHS video, cassette Walkman and \_\_\_\_\_ ends era of the record.

Early 1990s: DVD

1996: first digital music player sold in \_\_\_\_\_.

2001: Apple iPod, a popular \_\_\_\_\_, appears.

Current music devices can store \_\_\_\_\_ songs, video and \_\_\_\_\_.

### Extend your vocabulary – saying and writing decades

In English we can use the phrase *the nineties* to describe the years from 1990 to 1999.

*I was at university in the nineties.*

In informal writing we can write *the 90s*.

The years 2000 to 2010 are sometimes called *the noughties*.

Complete the sentences with the correct decades.

- 1 I don't like music from \_\_\_\_\_ (1980–1989).
- 2 I was born in \_\_\_\_\_ (1960–1969).
- 3 I was at school in \_\_\_\_\_ (1970–1989).

## Grammar

People **used to** listen to music on vinyl discs.  
Vinyl records **used to** be popular.  
They **didn't use to** have CDs.

- use *used to* to talk about regular actions in the past which don't happen now
- use *used to* to talk about situations in the past which aren't true now
- the negative of *used to* is *didn't use to*

1 Look at the picture below and rewrite the sentences with *used to*.

In those days families were bigger.

*In those days families used to be bigger.*

- 1 Most women were housewives.
- 2 People didn't have lots of things.
- 3 Most families didn't have a television.
- 4 Some families had a radio in the living room.

2 Make questions with *did* and *use to*. Add two more questions.

- 1 What music \_\_\_\_\_ you \_\_\_\_\_ listen to?
- 2 Where \_\_\_\_\_ you \_\_\_\_\_ go to school?
- 3 \_\_\_\_\_ you \_\_\_\_\_ have long hair?

3 Work in pairs and ask each other the questions.

**Grammar focus** – explanation & more practice of *used to* on page 136

## Pronunciation

1 1.39 Listen and repeat these sentences. Pay attention to the stressed words.

My brother used to play the guitar.

I didn't use to listen to classical music.

In connected speech, *used to* is pronounced /ju:stə/.

2 Underline the stressed words in grammar exercise 1.

3 1.40 Listen and check your answers. Then repeat the sentences.

e

f

g

h





# UNIT 3 Art & Music

## Part 4

Vocabulary

Feelings

Listening

Music in film & TV

Speaking & Reading

High Fidelity



## Vocabulary

1 Match the words in bold to the words in the box with similar meanings.

I was feeling **cheerful** today because ...

... makes me feel very **calm**.

Last week I was **miserable** because ...

I'm **frightened** of ...

... makes me **sleepy**.

I'm always **anxious** when ...

angry   bored   excited   happy  
relaxed   sad   scared   tense   tired

2 Complete the sentences in exercise 1 so they are true for you.

3 1.41 Listen to four short pieces of music. How do they make you feel?

4 Imagine one of the short pieces of music is part of a scene from a film. Listen again and answer the questions.

- Where is the scene?
- Who is in the scene?
- How do they feel?
- What is happening?

5 Work in pairs and tell each other about the scene you imagined.

## Listening

1 1.42 Listen to the composer Andy Price talking about how he uses music in films and TV programmes. Tick (✓) the feelings he mentions.

angry   calm   excited   happy  
sad   safe   scared   tense

2 Listen again and choose the correct answers.

Music *used to be* / *has always been* an important part of film and television.

If you want an audience to feel *scared* / *angry* then use violins, played very quickly and on a high note.

Gentle music on a guitar, piano or violin is good for *love scenes* / *death scenes*.

Choral music (people singing) can make an audience feel *tense* / *sad*.

When the character of Robin Hood appears in the programme you can hear *trumpets* / *guitars*.

The orchestra *used to play* / *usually plays* in front of a large screen showing the film.

3 Work in pairs and compare your answers.



Andy Price is a composer for theatre, film, television and advertisements. His work includes the music to the BBC programmes *Robin Hood*, *Score* and *The Six Wives of Henry VIII*. He has won many awards for his work.



### Extend your vocabulary – using *just*

You can use *just* in spoken English in different ways.

For emphasis:

*Just turn it off!*

To mean *only*:

*It just makes me bored.*

To mean *exactly*:

*He is just like his father.*

Put *just* into the following sentences. What does *just* mean in each one?


- 1 Be quiet, please.
- 2 It was a mistake.
- 3 Thank you for the CD, it's what I wanted.

### Speaking and Reading

**1** Work in pairs. Write down the names of all the pop groups you can think of in one minute.

**2** Work with another pair and compare your lists. Then answer these questions.

- Is pop music popular in your country?
- Who listens to pop music?
- Do you like pop music?

**3**  **1.43** Read and listen to the extract from Nick Hornby's *High Fidelity*. How does pop music make the writer feel?

**4** Work in pairs and discuss these questions.

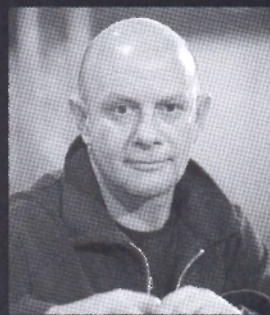
- Do you think the author is being serious or funny?
- The writer thinks British people are very scared of violence in videos. Do people in your country worry about this? Do you think it is a problem?

# High Fidelity

What came first, the music or the misery? Did I listen to

music because I was miserable? Or was I miserable because I listened to music? Do all those records turn you into a melancholy person?

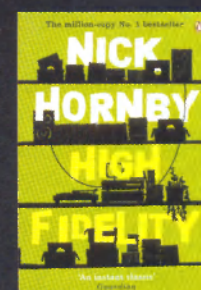
People worry about kids playing with guns, and teenagers watching violent videos; we are scared that some sort of culture of violence will take them over. Nobody worries about kids listening to thousands – literally thousands – of songs about broken hearts and rejection and pain and misery and loss. The unhappiest people I know are the ones who like pop music the most ...



**Nick Hornby** (1957–)

Nick Hornby is one of Britain's most popular contemporary authors. He frequently writes about sport and music. Many of the characters in his books have aimless or obsessive personalities.

*High Fidelity* (1995) is set in London and is about Rob, a man who works in a record shop. His girlfriend has left him. In the rest of the book, Rob examines his past relationships with women and with music. There was a film of the book in 2000 and a Broadway musical in 2007.



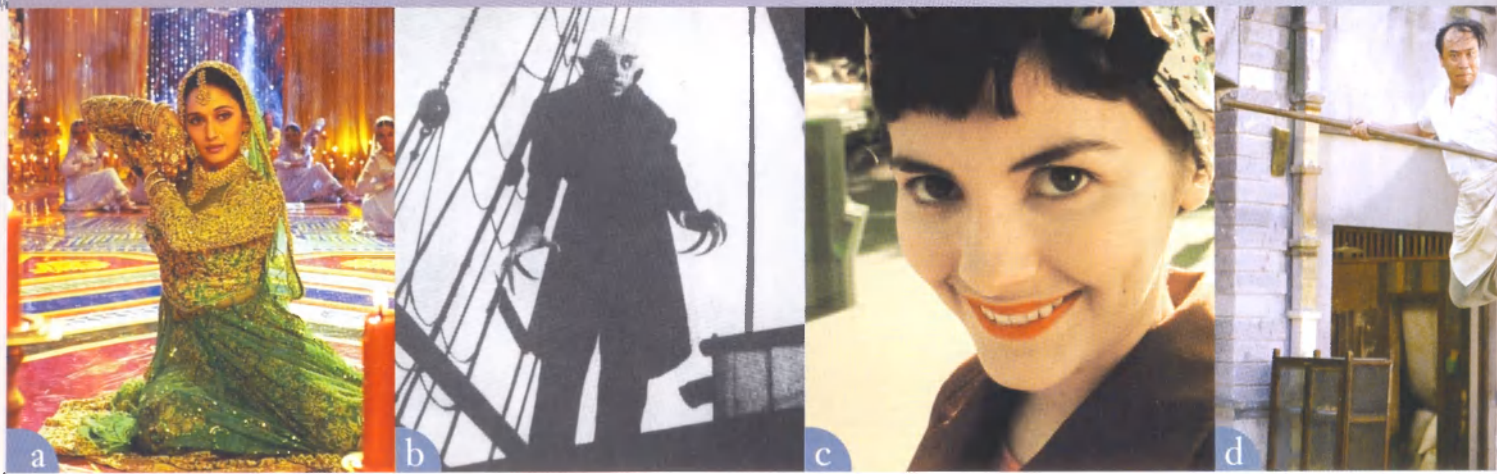
### Glossary:

**melancholy** (*noun*) – a feeling of being very sad and having no hope

**miserable** (*adjective*) – extremely unhappy



## UNIT 3 Function globally agreeing and disagreeing



### Warm up

1 Work in pairs and look at the pictures from four different films. Match the pictures to the types of film in the box.

action comedy drama horror musical  
romantic comedy science fiction thriller

2 Describe the similarities and differences between the pictures.

3 What kinds of films do you like?

### Useful language

- costumes
- in black and white
- martial arts

### Useful phrases

- I think this one is a / an ...
- I've seen / I've never seen ...
- This could be from India / Germany ...

### Listening

1 1.44–1.46 Listen to three conversations about films and match each one to a situation. There is one situation you don't need.

- a An interview situation, perhaps on television or on radio.
- b A couple deciding what to rent at a DVD shop.
- c Two friends coming out of the cinema.
- d A teacher giving his opinions about films to a class.

2 Listen again and answer the questions.

Conversation 1: Did they both like the film?

Conversation 2: What kinds of films do they talk about?

Conversation 3: What kind of film does the woman want to see?

### Language focus: agreeing and disagreeing

1 Read the sentences and mark *A* for agreeing, *D* for disagreeing or *I* for in between.

- I agree. \_\_\_\_\_
- Absolutely. / Definitely. \_\_\_\_\_
- I don't agree (at all). \_\_\_\_\_
- Well, maybe but ... \_\_\_\_\_
- You're absolutely right. \_\_\_\_\_
- That's what I think too. \_\_\_\_\_
- Oh please! \_\_\_\_\_
- That's right. \_\_\_\_\_
- I sort of agree / disagree but ... \_\_\_\_\_
- Exactly. \_\_\_\_\_

2 1.47 Listen and check your answers. Then listen and repeat the phrases. Try to copy the intonation.

### Speaking

Work in pairs and choose **one** of the tasks below.

**A** Complete these sentences with your own ideas.

- Two great films are \_\_\_\_\_ and \_\_\_\_\_.
- Two great actors are \_\_\_\_\_ and \_\_\_\_\_.
- The best musician from my country is \_\_\_\_\_.
- The worst kind of music today is \_\_\_\_\_.

Compare your ideas with your partner. Do you agree or disagree?

**B** Decide how much you agree or disagree with these statements.

- Music used to be much better.
- Hollywood always produces the same kinds of films.
- There is a lot of exciting new art around today.
- Art galleries and museums are important for society.

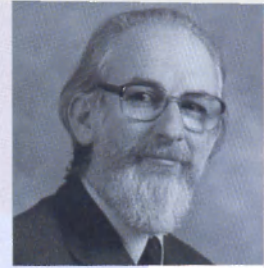
Compare your opinions with your partner. Do you agree or disagree?



## Global English

## The power of music

by David Crystal



Music has the power to engage all the emotions – from excitement to relaxation, from tears to laughter. But why does it have such power over us? The clue lies in babies.

The word *lullaby* has been in English since the Middle Ages. It's one of several, such as *rockaby* and *hushaby*, which show how generations of mothers have helped their children fall asleep through music.

- 5 Babies can hear in the womb about two months before they're born. Newborns prefer their mother's voice to that of a stranger. And they show preferences in music too. One research study played the same tune to a group of mothers every day throughout pregnancy; another group of mothers didn't hear the tune. When all the babies were born, their heart-rate was monitored while the tune was played to them. Only the 'musical' babies reacted to the tune.
- 10 There's something special about the music of the voice. From the moment a baby is born, the mother talks to it in an unusual way. Her voice ascends and descends from very high to very low – almost like singing in speech. And infants soon copy. You can hear them trying to sing from around nine months of age.

- Melody, of both speech and music, is especially
- 15 significant. In another study, infants were shown two pictures of their mother. In one she was singing and in the other she was speaking. They looked for longer at the singing one.

- Singing also simplifies our vocal behaviour: words are
- 20 often shorter, sounds are clearer and repeat more often, and they often rhyme. Nursery rhymes work so well because they combine these effects – clear rhythm, repeated sounds and rhyme. In the music of speech lies the foundation of poetry.

## Glossary

**clue** (*noun*) – a piece of information that helps you to understand something

**longer** (*adverb*) – more time

**monitor** (*verb*) – to regularly check something

**stranger** (*noun*) – someone who you do not know



## Warm up

- 1 Complete the nursery rhyme with the words in the box. Do you know this rhyme?

all blows fall

Rock-a-bye baby on the tree top,  
when the wind \_\_\_\_\_  
the cradle will rock,  
when the bough breaks  
the cradle will \_\_\_\_\_,  
down will come baby,  
cradle and \_\_\_\_\_.

- 2 Can you remember any nursery rhymes in your language? What are they?

## Reading

- 1 Read the text. Which sentence is the best summary?

- a Music and poetry are linked.  
b We are affected by music from a very young age.  
c Babies are more sensitive to music than adults.  
d Lullabies are an English invention.

- 2 Read the text again. What do these words refer to?

- |                 |                  |
|-----------------|------------------|
| 1 it (line 2)   | 5 them (line 12) |
| 2 It (line 3)   | 6 one (line 18)  |
| 3 that (line 6) | 7 they (line 21) |
| 4 it (line 11)  | 8 they (line 22) |

- 3 Which of the facts in the text do you think are the most interesting? Compare your ideas with a partner.

## Language focus

Look at the words in the box and put them into two groups: *music* or *babies*. Then translate them into your language.

born infant melody musical nursery  
pregnancy rhyme singing tune womb

## Speaking

Work in pairs and ask each other these questions.

When you were a child ...

- did your mother or father sing to you? What songs?
- did you have a favourite record or group? What was it?
- did you play an instrument? Which one?
- did you have music class at school? Did you enjoy it?
- did you use to sing? What songs?



## UNIT 3 Writing a review

### Reading

1 Read Stefano's review of a concert he went to and answer the questions.

- 1 Who gave the concert?
- 2 What sort of singer is he?
- 3 Where was the concert held?
- 4 What happened during the concert?
- 5 Did Stefano enjoy the concert?



Last summer I went to a concert given by Vasco Rossi, he is one of Italy's most famous rock stars and one of the best live artists in the world. He is also a good songwriter, he writes great rock songs and also very nice love songs. He has many fans in Italy, and every summer he gives four or five concerts in big Italian stadiums, thousands of people go to listen to him there.

The concert took place in Rome's Olympic stadium, there were very many people there, all the tickets were sold out. I arrived at the stadium at three o'clock in the afternoon, I had to queue for six hours, I was very excited to see Vasco Rossi. The concert started at 9 o'clock in the evening, it went on for a very long time, maybe three or four hours. When Vasco Rossi started the concert everybody shouted, in the middle of the concert the crowd sang with him, it was very nice.

When the concert finished there were many security guards, everybody went home very quickly but without problems. I was very tired, I also went straight home, I was happy because of the excellent concert.

2 Would you enjoy the concert? Why?

### Writing skills: sentences

1 You cannot join sentences with a comma. You need to start a new sentence using a full stop and capital letter. Stefano wrote:

*Last summer I went to a concert given by Vasco Rossi. he is one of Italy's most famous rock stars.*

He should write:

*Last summer I went to a concert given by Vasco Rossi. He is one of Italy's most famous rock stars.*

2 Find 12 more places where Stefano has joined sentences with a comma.

3 Join some of the sentences using *and*, *but* or *so*.

### Language focus: adjectives

Make your writing more interesting by avoiding words like *nice*, *good* or *great*. Use your dictionary to find different words.

Improve Stefano's writing by using these words in the text.

moving powerful talented tender and expressive

### Preparing to write

1 Think of a concert you have been to or would like to go to. Make notes about it. Use the useful phrases below to help you.

Paragraph 1: Who was the concert given by? Give some information about the performer.

Paragraph 2: Where did the concert take place? Who was in the audience? What happened during the concert? How did you feel?

Paragraph 3: What happened at the end? How did you feel?

2 Work in pairs and share your ideas.

### Describing a concert

- The concert was given by ...
- It was a live / open air / sell-out concert.
- It took place in a stadium / a concert hall / a field.
- The hall was full / packed / half empty.
- The audience cheered / clapped / shouted.
- The music was brilliant / powerful / moving.
- I felt excited / moved / happy.

### Writing

Write a review of a concert. Use your notes to help you.



## Global review

### Grammar

1 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- How much \_\_\_\_\_ (you / pay) for that painting?
- I \_\_\_\_\_ (not / pay) anything. It was a present.
- When we \_\_\_\_\_ (arrive) at the cinema, our friends \_\_\_\_\_ (wait) for us.
- My grandfather \_\_\_\_\_ (find) a valuable manuscript while he \_\_\_\_\_ (work) in his attic.
- He \_\_\_\_\_ (sell) it to the museum for more than half a million dollars.

2 Complete the sentences with the correct form of *used to* and the words in brackets.

- What kind of music \_\_\_\_\_ (you / listen) to when you were a child?
- I \_\_\_\_\_ (listen) to pop music. I \_\_\_\_\_ (not / like) classical music then, but I do now.

### Vocabulary

1 Read the definitions and complete the words.

- a large group of musicians who use instruments to play classical music o \_\_\_\_\_
- you can listen to live music here c \_\_\_\_\_  
h \_\_\_\_\_
- an image of a person or animal, made of stone, metal or wood s \_\_\_\_\_
- you usually put books on these s \_\_\_\_\_
- a comfortable object to sit on a \_\_\_\_\_

2 Complete the sentences with the correct word.

- I used to be *angry* / *tense* / *frightened* of horses.
- Sanna always has a happy face – she's a *sad* / *cheerful* / *scared* person.
- I hate exams – they make me *anxious* / *relaxed* / *sleepy*.
- As a child I used to feel very *miserable* / *bored* / *excited* about going on holiday – it was the best week of the year.

### Speaking and Writing

1 Work in pairs. You are ill in bed and feeling miserable. Tell your partner how to find your favourite music and play it on your music player. Then swap roles and repeat.

2 Work in small groups. Write four sentences about your childhood using *used to* or *didn't use to*. One must be false. Take it in turns to read out your sentences and try to guess which one is false.

## Study skills

### Conversation partners

1 Work in pairs and discuss these questions.

- How often do you speak English outside class every week?
- In what situations do you speak English? For example, with friends or family, at work, in social situations etc.
- What do you talk about?
- How can speaking outside class help to improve your speaking ability?

One way to practise speaking is to meet with a conversation partner between classes. Your partner can be someone from your English class. You can use some of your time together to practise what you have learnt in class.

2 Work in pairs. Make arrangements to meet as conversation partners this week.

#### \* Decide on a time and place to meet.

In school, before or after the class?  
In one person's house at the weekend?  
In a bar or cafe in the evening?  
On the phone?

#### \* Decide how long you will meet for.

For fifteen minutes?  
For half an hour?  
Some other length of time?

#### \* Decide which of these topics you would like to talk about. Add your own ideas.

Finding out about each other.  
Your taste in art, music or books.  
Things you used to do in a previous school.  
Feelings that you had this week.  
Some things that you did this week.  
Instructions for using something.

3 Make some notes after the meeting.

- What was the most helpful or interesting part of the meeting?
- What was difficult?
- What will you do differently next time?



# UNIT 4 Hopes & Fears

## Part 1

Vocabulary

Adjectives & synonyms

Reading

When I grow up ...

Grammar

Future hopes & plans

Speaking

My hopes & plans



## Vocabulary

1 Look at the phrases below. Put them in order from most important (1) to least important (4). Compare your answers with a partner.

being **good-looking** being **intelligent**  
being **rich** having **good** health

2 Match the words in bold in exercise 1 to the words in the box with similar meanings. There are two words in the box that you don't need.

awful beautiful clever excellent  
handsome smart terrible wealthy  
well-off wonderful

3 Look at the two extra words. What are they synonyms of?

4 Look at your list from exercise 1. Do you think your order was different in the past? How about in the future? Complete the sentences and then compare with a partner.

When I was younger I probably thought ... was more important.

... will be more important when I'm older.

## Reading

1 Read the text *When I grow up*. What are the children talking about?

- a Their hopes for their own lives and their families
- b Their hopes for the world
- c Both a and b

2 Read the text again. Which quotes are the most interesting for you? Choose two quotes and tell a partner.

3 Work in pairs. Choose two of these questions and then discuss them.

- Do you think these children are optimistic or pessimistic about the future?
- Do children in your country have similar hopes?
- Did you have similar hopes when you were a child?

## WHEN I GROW UP...

I'd like to be **super intelligent**.  
I want to live with my mum as long as I can.  
I hope to have a **rich** husband.  
I hope that people in my area **say sorry** when they do something bad.  
I'd like to have **lots of money**.  
I hope **we** have more places where you can **sit and talk** without the sound of cars.  
To put the **world's** money together and **give** Africa **water**.  
I'm planning to **travel** and **learn** different languages.  
I hope to have a **lot of money**.  
I'd like thousands of people to **watch me on TV**.  
I want to **help** my father pay for things.  
I hope that my mum meets someone and **has a baby**.  
My family is going to find a **box of treasure**.





## Grammar

*I hope to have a lot of money.*  
*I would like to be super intelligent.*  
*I am looking forward to being older.*  
*I'm going to be a fun but good teacher.*

- use *hope, plan, want* and *would like* to talk about future hopes that aren't definite
- use the infinitive after *hope, plan, want* and *would like*
- use *look forward to* to talk about definite future plans
- use *be going to* to talk about things you have already decided to do

1 How many correct sentences can you make with the words in the table? Use the text to help you.

I	'm	hope	to	get	a good
	-	going		getting	job.
		looking			
		forward			
		planning			
		want			
		would like			

2 Complete the text using the correct form of the words given.

### The hopes of children

In a survey of English schoolchildren, researcher Cathie Holden found that, for their personal future, the majority of boys and girls hope *to go / going to* university or college. They also all hope *getting / to get* a good job. More boys are planning *to pass / pass* their driving test than girls, and more girls are looking forward to *have / having* children.

For their local area, children in the report said they hope for less violence and fewer poor people. They also said that they would like *have / to have* more parks and places to play. The majority of boys and girls are looking forward to *living / live* in a world without wars and an important number of them said they would like things *to get / getting* better in the developing world.

**G Grammar focus** – explanation & more practice of future tenses on page 138

## Speaking

1 Choose **three** of the ideas in the box that you would like to talk about.

- A place you hope to visit one day
- Something you hope you **don't** do in the future
- Something you're not looking forward to
- A person you'd like to meet one day
- A person you're going to see today

2 Work in pairs. A: tell B about your ideas. B: ask for more information.

3 Swap roles and repeat.



*I'm planning to have one child and spend lots of time with him or her.*  
*I want to be good-looking.*  
*I'd like my dad to understand me one day.*  
*No wars because my brother's dad will die, he's in the army.*  
*I'd like to have less pollution in my city.*  
*I'm going to be a fun but good teacher.*  
*I want to have a nice house.*  
*I'm looking forward to being older and not having to listen to my parents any more.*  
*I'd like to make a difference.*  
*I'm going to get a good wife.*  
*I'd like people to grow up but never die.*  
*For the world to be more human.*  
*I want to be wise.*



# UNIT 4 Hopes & Fears

## Part 2

Speaking & Listening

**A profession of hope**

Vocabulary & Pronunciation

**Global issues, word stress**

Grammar

**Future plans & intentions**  
(*be going to, present continuous*)

Reading & Speaking

**Pandora's box**



Josh Gross and Helle Hansen are based in Denmark. In terms of foreign aid, Denmark is one of the most generous countries in the world. There are many NGOs (Non-Governmental Organisations) in Denmark that work on projects in Latin America and Africa.

## Speaking and Listening

**1** Study the graph about foreign aid below. Then work in pairs and discuss the questions.

- Does anything about the graph surprise you?
- Do you know any aid organisations? What are they?
- Have you ever given money to an aid organisation?
- Do you think rich countries should give more money in foreign aid?
- Do you know anyone who works for an aid organisation?

**2** **1.48** Listen to two aid workers talking about their next job. Put the interviewer's questions and comments in the correct order.

How did you become aid workers? —  
What is the most important thing in your job? —  
So, tell us about yourselves. — **1**  
Thanks for your time. —  
What are you going to do there? —

**3** Listen again. What do these words mean in the listening?

Danish    Guatemala  
two years ago    village

**4** Would you like to work for an aid organisation? Why?

## Vocabulary and Pronunciation

**1** Match the words in the box to the definitions below.

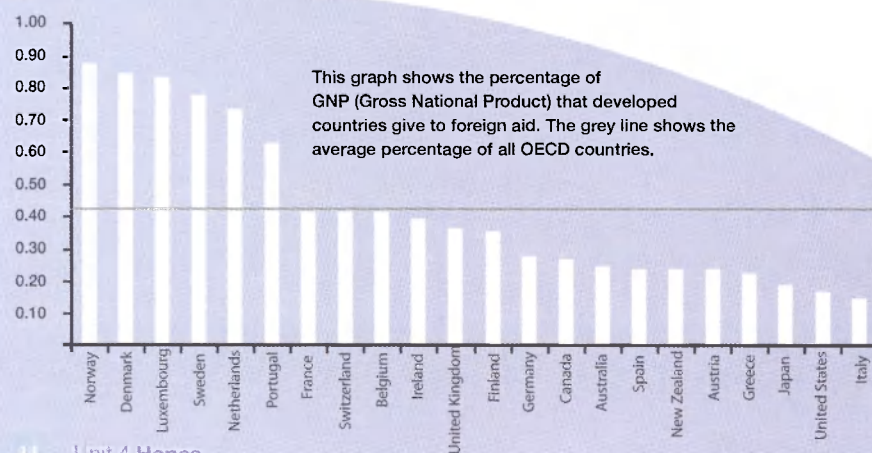
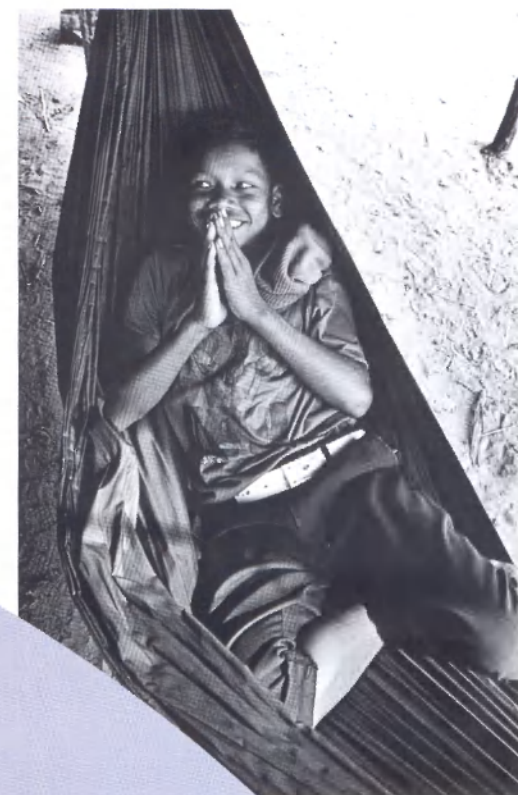
disease    homelessness    hunger  
natural disasters    pollution    poverty    war

- 1 people do not have enough money
- 2 people do not have a place to live
- 3 people do not have enough food
- 4 people are sick
- 5 countries are fighting each other
- 6 weather or environmental problems such as floods (too much water) or earthquakes (when the earth moves)
- 7 the air, water or land is dirty

**2** Complete the pronunciation chart with the words from exercise 1.

O	Oo	oO	Ooo	oOo
war	natural			

**3** **1.49** Listen and check your answers. Then repeat the words.





## Grammar

*We are going to work with the children there.  
The organisation is starting a new project in  
Guatemala next year.*

- use *be going to* to talk about things you have already decided to do
- use the present continuous to talk about future plans, often when they are already arranged

1 Read the text and decide if the underlined parts are correct or incorrect. Then correct the mistakes.

### A new project

Susana works for a Spanish NGO in Madrid. The organisation is start a project next month in Ethiopia. Susana is going for work with a local women's organisation in the country. Together they are going to develop an educational project for pregnant women. Susana is going to travel to Ethiopia with a group of doctors. 'I'm a bit nervous, but I've been to Africa before and I know Ethiopia,' she says. 'It's going to being a great project.'

2 Complete the questions with the present continuous or *be going to*.

- A: What (do) after class?  
B: Meeting a friend.
- A:            you (go) away next summer?  
B: No, I'm staying here.
- A:            you (read) an English book this year?  
B: Yes, I am. I have a detective novel I want to read.
- A:            you (work) tomorrow?  
B: Yes, I am. I start at 8am!
- A:            you (study) English next year?  
B: Yes, I think so.

3 Work in pairs and ask each other the questions from exercise 2.

**G Grammar focus** – explanation & more practice of future tenses on page 138

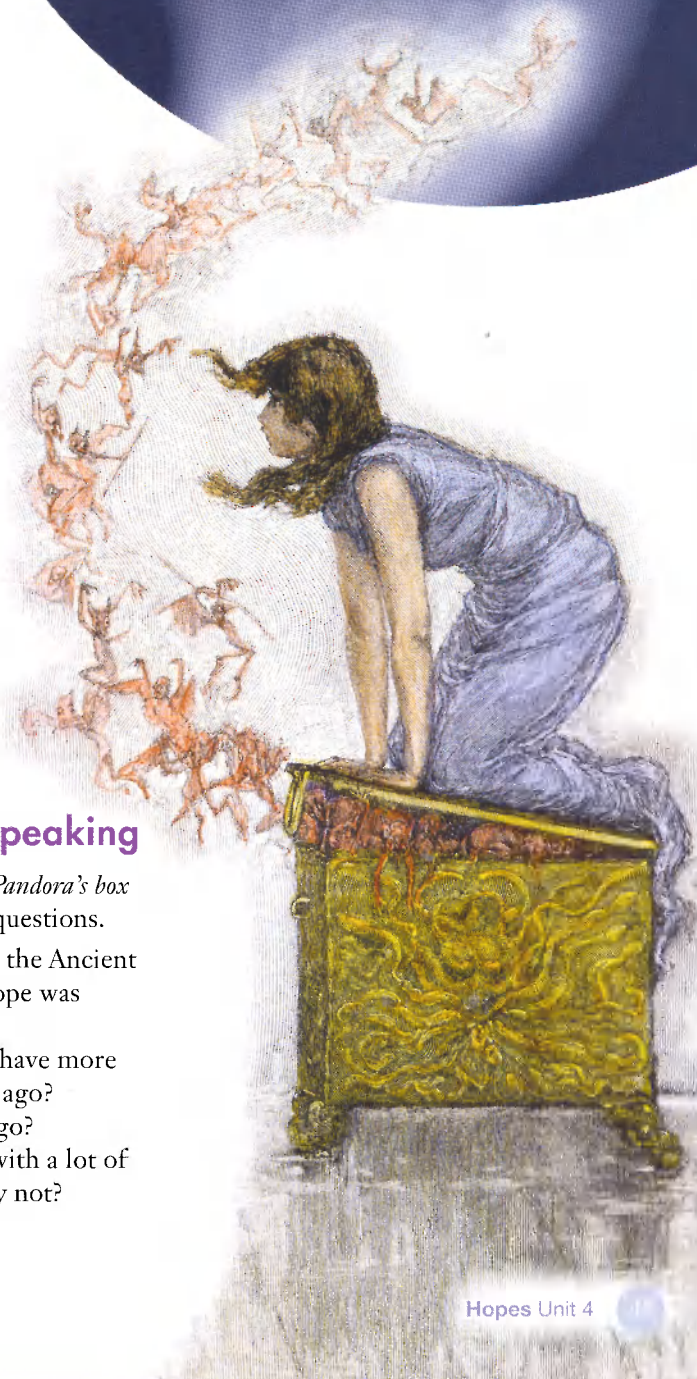
## Pandora's box

In Greek mythology, the character Pandora had a large box. It contained all the troubles of the world. When she opened the box, she let all the troubles come into the world except one – **hope**. The Greeks thought that hope was also very dangerous. But without hope, people were filled with despair. Finally Pandora opened the box again and let out hope as well.

## Reading and Speaking

Work in pairs. Read *Pandora's box* and then discuss the questions.

- Why do you think the Ancient Greeks thought hope was dangerous?
- Did people use to have more hope twenty years ago? A hundred years ago?
- Are you a person with a lot of hope? Why or why not?





# UNIT 4 Hopes & Fears

## Part 3

### Reading

#### Things will get worse

### Grammar

#### Prediction & ability (will, be able to)


### Vocabulary

#### Phrasal verbs with get

## Reading

1 Which novels do students in your country usually have to read at school? Did you read them?

2 Look at the titles below of three famous books that students in many English-speaking countries often study. Do you know any of these books?

3  1.50 Read and listen to the summaries and tick (✓) the features they have in common.

- a The story happens in the future.
- b The government controls everything.
- c The story happens in England.
- d People are happy.

4 Read the summaries again and decide if the sentences refer to *1984*, *Brave New World* (BNW) or *A Handmaid's Tale* (HT).

- 1 Women won't be able to have children.
- 2 There'll be only three countries in the world. \_\_\_\_
- 3 There will be a nuclear disaster. \_\_\_\_
- 4 We won't have wars. \_\_\_\_
- 5 Babies will be born in factories. \_\_\_\_
- 6 The government will control people's thoughts. \_\_\_\_
- 7 Love will be a crime. \_\_\_\_
- 8 People won't get sick from disease. \_\_\_\_

5 Look at the sentences in exercise 4. Do you think these things will happen in the future? Tell a partner.

## Useful phrases

- It's possible.
- I don't think ...
- Maybe ...
- I'm sure ... won't ...
- I'm sure ... will ...
- I hope not.

## Things will get worse ... Famous dystopias in literature

### Nineteen Eighty-Four

The novel is set in the future, but it is the year 1984. Winston Smith lives in London, part of the country Oceania. There are three countries in the world: Oceania, Eurasia and Eastasia. Big Brother is the leader of Oceania. The government controls everything, even people's thoughts. Winston works for the government, but he is getting tired of his boring life. He meets Julia, another worker, and they fall in love – a crime in Oceania. The government discovers their secret, and Winston and Julia must go to the Ministry of Love, a centre for enemies of Big Brother.

The author: George Orwell (1903–1950), English



### Brave New World

London, 600 years in the future. The Controllers are the rulers of the world. People don't know war, poverty, disease or pain. They enjoy leisure time, sports and pleasure, but they are not free. The Controllers create babies in factories. Adults are divided into five social classes, from the intelligent *alphas* to the worker *epsilons*. When a man from a wild area of the world gets to London, he criticises the society. In the end, he has to choose between joining them or dying.

The author: Aldous Huxley (1894–1963), English



## Glossary

**dystopia** (noun) – imaginary place or situation where everything is very bad

**infertile** (adjective) – not physically able to have children

**pollution** (noun) – chemicals and other substances that have a harmful effect on air, water or land

**revolution** (noun) – a situation in which people completely change their government or political system

**totalitarian** (adjective) – controlling a country and its people in a very strict way

**underground resistance** (noun) – a secret organisation that fights against the group that controls their country

### A Handmaid's Tale

In the future a revolution replaces the government of the United States with the totalitarian Republic of Gilead. Because of pollution and nuclear accidents, many women are infertile. New laws create the job of handmaid, a woman who can have babies for rich families.

This is the story of Offred, a handmaid. Offred works for Fred, a commander, and his family. She wonders if she can get away, and learns about an underground resistance from another handmaid. But there isn't much time. If Offred doesn't get pregnant soon, she knows they will send her to the dangerous colonies.



The author: Margaret Atwood (1939–), Canadian



Grammar


There will be only three countries in the world.  
Women won't be able to have children.

- use *will* and *won't* to talk about future predictions
- use *will / won't be able to* to talk about ability or possibility in the future

1 Read the text about *Fahrenheit 451*. Complete the summary below by rewriting the underlined sentences with *will / won't* or *will / won't be able to*.

*Fahrenheit 451*

It is 24th century America. The government controls society through the media. It is criminal to be an intellectual. People can't read or own books, as books are against the law. The population gets all their information from the television. They don't know their history. Guy Montag is a fireman. Firemen don't stop fires, they start them. They burn books at a temperature of 451 degrees. One day Montag meets the young Clarisse, who makes him question the society he lives in. Soon Montag gets interested in the books he is supposed to destroy.



The author: Ray Bradbury (1920–), American

In Ray Bradbury's vision of the future ...  
*the government will control society through the media.*

2 Read the definition of *utopia*. Write five predictions for a future utopia.

**utopia (noun)** – an imaginary place or situation in which everything is perfect

**G Grammar focus** – explanation & more practice of prediction & ability on page 138

Vocabulary

- 1 Look at these phrases with *get* from the summaries. Write them next to the correct meanings of *get* in the table below.
- 1 Winston works for the government, but he is *getting tired* of his boring life.
  - 2 When a man from a wild area of the world *gets to London* ...
  - 3 If Offred doesn't *get pregnant* soon ...
  - 4 The population *gets all their information* from the television.
  - 5 Soon Montag *gets interested* in the books ...

Meaning of <i>get</i>	Examples	
become	<i>getting tired</i>	
receive		
arrive		

2 Match the phrasal verbs with *get* to the correct definitions.

- |                |                           |
|----------------|---------------------------|
| 1 get around   | a return (from a journey) |
| 2 get away     | b travel                  |
| 3 get back     | c get out of bed          |
| 4 get together | d leave / escape          |
| 5 get up       | e spend time with someone |

3 Work in pairs and ask each other the questions.

Imagine it's a perfect, utopian world ...

- What time do you get up every day?
- What time do you get back home from work?
- Where do you get away when you need a holiday?
- How often do you get together with friends and family?
- How do you get around? What kind of transport do you use?





# UNIT 4 Hopes & Fears

## Part 4

Vocabulary

Geographical features

Listening

An inconvenient truth

Grammar


Future time clauses

Speaking

Climate change  
questionnaire

## Vocabulary

1 Look at the pictures and complete the words with the correct vowels.

2  1.51 Listen and check your answers. Then repeat the words.

### CLIMATE CHANGE the signs are here



#### EUROPE

Stronger st\_rms and increased chance of fl\_\_ds



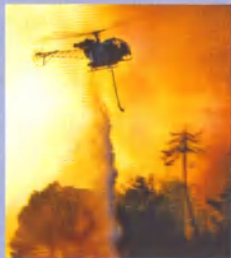
#### AFRICA

L\_k\_s and r\_v\_rs disappearing



#### NEW ZEALAND

\_c\_\_ns getting warmer



#### MEXICO, US

Numerous f\_r\_st fires



#### AFRICA

Area of d\_s\_rt increasing




#### GREENLAND

Glacial \_ce melting

## Listening

1 Look at the film poster on page 49. How does the poster describe the film? What do you think it is about?

2  1.52 Listen to people talking about the film and check your answer.

3 Listen again. Are the statements true (T) or false (F)?

Speaker 1: He saw the film a few years ago.

Speaker 2: She didn't know about global warming and climate change before she saw the film.

Speaker 3: He liked the film.

Speaker 4: He thinks it's a typical Hollywood film.

Speaker 5: She doesn't believe that climate change is happening.

Speaker 6: He thinks it's important for young people to see it.

4 Have you seen this film? Would you like to?

### Extend your vocabulary - -ed / -ing adjectives

*Terrified* describes how we feel.

*I was terrified by the film.*

*Terrifying* describes things or situations that make us feel terrified.

*It was a terrifying experience.*

We can use this rule for many adjectives:  
*bored / boring, frightened / frightening,  
interested / interesting, surprised / surprising.*

Choose the correct words to complete the dialogues.

1 A: Did you see the film?

B: Yes, I did. It was long, and really *bored* / *boring*.

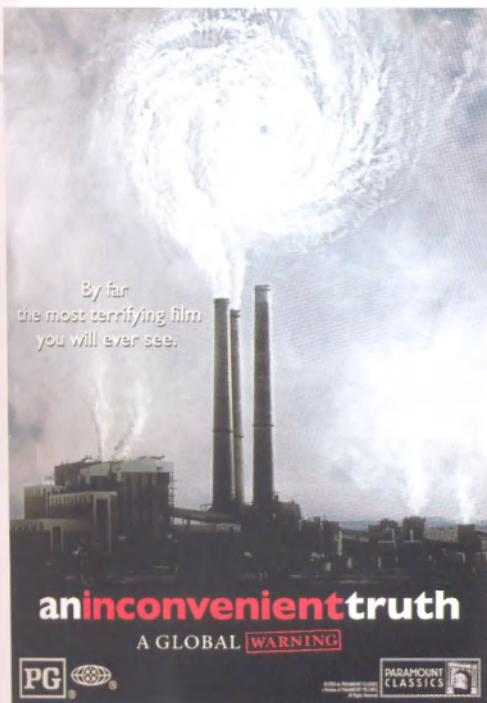
2 A: So, was he angry?

B: No. He was very *relaxed* / *relaxing* about the whole thing. I was *surprised* / *surprising*.

3 A: I'm a bit nervous about the heat this summer.

B: I know what you mean. It's a *worrying* / *worried* situation.





## Grammar

*After you see this film, you will think differently.*

*If we reduce carbon emissions, we will reduce global warming.*

- after future time clauses such as *after*, *before*, *when* and *if* we use a present tense

**1** Complete the sentences with the present simple or future simple of the verbs in brackets.

- If we \_\_\_\_\_ (not do) something now, we \_\_\_\_\_ (have) serious problems in the future.
- If you \_\_\_\_\_ (look) at the ten hottest years, you \_\_\_\_\_ (see) they happened in the last fourteen years.
- When this climate change (happen) I \_\_\_\_\_ (be) dead.
- You \_\_\_\_\_ (think) differently after you \_\_\_\_\_ (see) it.

**2** Work in pairs and complete the sentences with your own ideas.

*After class finishes ...*

*I ... before the end of this year.*

*If the weather is good tomorrow ...*

*When I have enough money ...*

**G Grammar focus** – explanation & more practice of future time clauses on page 138

## Speaking

**1** Read the questions below and think about your answers.

### How to reduce your carbon footprint

- 1 Do you use energy-saving light bulbs? How many?
- 2 Do you recycle anything? What?
- 3 Do you ever walk / take the bus instead of driving? How often?
- 4 Do you use a lot of hot water at home? What for?
- 5 Do you buy things with lots of packaging? What?
- 6 Have you ever planted a tree? When?

**2** Work in pairs and ask each other the questions. If your partner answers *yes*, ask the follow-up question.

**3** Look at the information in the table and tell your partner how much carbon they will save if they make these changes.

Action	Carbon saving
Change to energy-efficient light bulbs	68 kg per year
Recycle half of your household waste	1,095 kg
Walk instead of driving	0.5 kg per km
Wash your clothes in cold water	225 kg per year
Reduce your household waste by 10%	544 kg
Plant a tree	907 kg





## UNIT 4 Function globally making offers and decisions



### Warm up

Work in pairs and choose three situations from the list below. Roleplay a short conversation for each situation.

#### Situations

- 1 A: You are talking to a friend (B). Your train to the airport leaves in 5 minutes. You're late!  
B: your car is parked outside.
- 2 A: you arrive at your destination and get off the train.  
B: you are carrying a very heavy bag.
- 3 A: you are in the train station cafe with a friend (B).  
B: You don't have enough money to pay for the coffees.
- 4 A: you are at the train station but have missed your train.  
You want to buy a ticket for the next train.  
B: you work in the ticket office.

### Listening

1 1.53–1.55 Listen to three conversations. Match each one to a situation in the Warm up. There is one situation you don't need.

2 Listen again and answer the questions.

Conversation 1: How much is the bill?

Conversation 2: How is the man going to get to the airport?

Conversation 3: What train is the woman going to take?

### Language focus: offers and decisions

1 Read the information in the table. What verb do we often use to make offers and decisions?

Offers	I'll carry those books for you.
	Shall I pay for this?
	Let me take that for you.
Decisions	I'll take the next train.
	I won't take the train. I'll take a taxi.

**Language note:** *shall* is usually used only in questions and with *I* or *we*.

2 Complete the offers or decisions with *will* or *shall* and a verb from the box. There is one verb you don't need.

carry      have      help      pay      take

- 1 A: Are you ready to order?  
B: Yes. I \_\_\_\_\_ a salad.
- 2 A: I don't understand this.  
B: That's all right. I \_\_\_\_\_ you.
- 3 A: The next train is in twenty minutes.  
B: \_\_\_\_\_ we \_\_\_\_\_ it or wait?
- 4 A: Here, let me take those bags.  
B: Thanks, but it's OK. I \_\_\_\_\_ them.

3 1.56 Listen and check your answers. Then listen and repeat the phrases.

### Speaking

Work with a new partner and choose **one** of the tasks below.

**A** Repeat the warm up activity using the new expressions you have learnt.

**B** Look at the audioscript on page 154 and choose one of the conversations. Practise the conversation and try to memorise it.



# Global voices

## Warm up

1 Read ten reasons why people learn English. Choose the top 3 and the bottom 3 for you.

I'm learning English because ...

- 1 I'd like to get a job with a multinational company.
- 2 I want to understand songs, TV programmes or films in English.
- 3 I hope to get a job with a company in the USA.
- 4 I'd like to be an English teacher.
- 5 It will be helpful for my career.
- 6 I'm planning to get a job in the tourism industry.
- 7 I want to meet other English-speaking people and make friends.
- 8 It's important for my studies.
- 9 It's a world language and it's important to know.
- 10 I like English and American culture.

2 Work in pairs and compare your answers. Can you think of any other reasons why people learn English?

## Listening

1.57-1.62 Listen to six people talking about why they are learning English. Which reasons from exercise 1 do they give? Write the numbers.

- |                |                      |
|----------------|----------------------|
| 1 Abdul, Libya | 4 Naif, Saudi Arabia |
| 2 Olga, Russia | 5 Arthur, France     |
| 3 Mert, Turkey | 6 Dain, South Korea  |



Abdul, Libya



Olga, Russia



Mert, Turkey



Naif, Saudi Arabia



Arthur, France



Dain, South Korea

## Language focus: synonyms

Read the sentences from the listening. Which word in the box has a **different** meaning to the word in bold?

- 1 Well I believe English is very important **nowadays**.  
Naif, Saudi Arabia

actually      currently      now      these days

- 2 I'm learning English because it will be helpful for my **career**. Abdul, Libya

job      profession      university studies      work

- 3 We need to study English. It is **essential**.  
Dain, South Korea

important      necessary      obvious      vital

## Speaking

1 Read the questions about learning English. They are typical questions from international English speaking exams. Choose three questions you can answer.

- How long have you been learning English?
- Why are you learning English?
- How important is English in your country?
- How will English be useful to you in the future?

2 Think about your answers and practise what you want to say.

3 Work in pairs and ask each other the questions.



## UNIT 4 Writing an email to a friend

### Reading

1 Read two emails between friends. What do they arrange to do?



Hi Pamela,

I am writing to invite you to go to the cinema with me this weekend. I would like to see *La Vie en Rose*.

It is a drama starring Marion Cotillard and it has had very good reviews. It is the true story of the famous French singer, Edith Piaf. I have heard that the music is beautiful and the acting is brilliant.

We could meet in front of Cinemark at Higienópolis Mall at four o'clock on Saturday. Would that be convenient for you?

Yours sincerely  
Laura

Hello Laura,

I would love to go to the cinema with you. That would be wonderful. I would really like to see this film. My sister has seen it and she says it is great. I will see you at four o'clock.

Pamela

2 Would you like to see this film? Why?

### Writing skills: informal style

1 Are these statements true (T) or false (F)?

In emails to friends ...

- do not use contractions such as *I'm*, *it'll*.
- use informal salutations such as *hi*, and endings such as *cheers*.
- we can miss out salutations and endings.
- we must write in paragraphs.

2 Laura and Pamela have not used contractions in their emails. Make 13 changes to the emails.

3 Mark these expressions formal (F), quite informal (Q) or informal (I).

Hello Laura	Dear Laura	Hi Laura
Best wishes	Cheers	Yours sincerely
Bye for now	Regards	Yours

### Language focus: making invitations and arrangements

1 Mark these expressions formal (F) or informal (I).

- I am writing to invite you to go to the cinema.
- How do you fancy going to the cinema with me?
- I'm afraid I'm busy tomorrow.
- Unfortunately I am busy tomorrow.
- Would it be convenient to meet on Friday evening?
- What about meeting outside Pizza World?
- I'd love to see the film.
- I would very much like to see the film.
- That would be wonderful.
- That sounds great.
- I look forward to seeing you on Friday.
- See you on Friday.

2 Read the emails again and change any expressions that are too formal.

### Preparing to write

Work in pairs and tell each other about a film you have seen recently. Use the useful phrases below to help you.

#### Describing a film

- It's a western / comedy / drama / thriller / musical.
- It's an action film / a horror film / a documentary.
- It's about ...
- It's had brilliant / good / quite good / poor reviews.
- It stars Marion Cotillard and it's directed by Olivier Dahan.
- The acting / photography is wonderful / poor.

### Writing

Work with a new partner. Write an email to your partner inviting them to see a film. Describe the film and suggest a time and a place to meet. Then swap your emails and write replies.



## Global review

## Study skills

## Grammar

Complete the sentences with the correct words.

- 1 What *do you do / are you doing* next weekend?
- 2 I hope *getting / to get* together with some friends.
- 3 I would like *to learn / learning* another language.
- 4 I *'ll buy / 'm going to buy* a new car at the weekend.
- 5 When I *buy / will buy* my new car, I *will able / will be able* to get around more.
- 6 Are you looking forward to *go / going* to university?
- 7 Next month I *will start / am starting* a new job.
- 8 If the world's temperature *gets / will get* warmer in the next few years, glacial ice *melts / will melt*.

## Vocabulary

Put the words into the correct boxes. There are two words you do not need.

clever desert flood forest fire homeless lake  
ocean poor storm war wealthy well-off

Natural disasters	People with a lot of money
People helped by aid organisations	Geographical features

## Speaking and Writing

1 Work in groups of three. Ask each other about your plans for the times below.

- after class
- this evening
- the weekend
- next summer

Try to find one plan that is the same for everybody.

2 Work in pairs. Write a list of five things people could do to reduce their carbon footprint. Then compare your list with another pair.

## Using your dictionary: finding the right entry

1 Work in pairs and look at the phrases below. Which word would you look up in the dictionary to find the meaning of each phrase?

- 1 global warming
- 2 get away
- 3 fall in love
- 4 against the law

2 Look up the words to see if you were right.

\* The most important word in an expression is called the **keyword**. Keywords are often nouns, but can also be verbs, adjectives or adverbs.

\* Some words in a dictionary have more than one entry. This might be because the same word can belong to two classes:

an **orange** dress  
(adjective)

eat an **orange**  
(noun)

3 Find two different word classes for each of these words.

- 1 heat \_\_\_\_\_
- 2 pretty \_\_\_\_\_
- 3 fair \_\_\_\_\_

Sometimes words have the same spelling but different meanings or different pronunciations.

4 Find two meanings and pronunciations for these words.

- 1 tear \_\_\_\_\_
- 2 close \_\_\_\_\_

Some words have many meanings. These are listed at the beginning of an entry.

**green** (noun)

- 1 like grass in colour
- 2 with lots of plants
- 3 caring for nature
- 4 not ready to be eaten
- 5 not experienced
- 6 of the Green Party

5 Choose the best meaning of **green** in the sentences below.

- 1 She is campaigning for **green** issues such as reducing packaging and the use of cars.
- 2 We need more **green** areas in our town.
- 3 He is too **green** to manage the company.



## UNIT 5

## Work &amp; Leisure

## Part 1

Speaking

Jobs

Vocabulary

Work

Reading &amp; Speaking

Profile of an Indian  
call centre worker

Grammar

Have



## Speaking

1 Read the quote about work in the United States.

“When you go to work if your name is on the building, you’re rich. If your name is on your desk, you’re middle class. If your name is on your shirt, you’re poor.”

*Rich Hall, American comedian and writer*

2 Work in pairs and discuss these questions.

- What does this quote say about jobs in America?
- Is this true in your country?
- Look at the jobs in the box. Which ones would / wouldn’t you like? Decide on the top three and the bottom three.

builder	doctor	disc jockey (DJ)
journalist	lawyer	
manager in a fast food restaurant		
musician	nurse	police officer
politician	security guard	shop assistant
teacher	waiter	

## Vocabulary

1 Read the texts below and replace the underlined words and phrases with words in the box. Use your dictionary to help you.

bonus	employ	hiring	interview
salary	training	wages	

#### Job possibilities at a multinational company

We give work to 6,000 people and need more  
We offer a good starting money, plus end-of-  
year extra money  
English and computer skills needed

#### Local supermarket is now giving jobs

No experience necessary, we will provide  
teaching of the skills  
Excellent money per hour and good working  
environment  
Contact Andrew Grau for a talk about the job

2 Work in pairs and discuss these questions.

- Have you ever been to a job interview? How was it?
- Is there a minimum wage in your country? What is it?
- Do you know anyone who works night shifts? What do they do?
- What is a good starting salary in your opinion?

## Reading and Speaking

1 Read the introduction to *Profile of an Indian call centre worker* on page 55 and answer the questions.

- 1 Do you know what a call centre worker does?
- 2 Have you ever spoken to one?

2 Read the rest of the text. What does she say about ...

- 1 her feelings about the job?
- 2 the hours she works?
- 3 the people she talks to?

#### Extend your vocabulary – job and work

You can use both *job* and *work* to talk about what someone does to get paid.

*Do you like your job / work?*

*What kind of job / work do you do?*

*Work* is uncountable with this meaning, so you cannot say *a-work* or *works*.

Complete the sentences with *job*, *jobs* or *work*. Sometimes more than one answer is possible.

- 1 Rajeshwari has a good \_\_\_\_\_.
- 2 She likes her \_\_\_\_\_.
- 3 I have two \_\_\_\_\_.
- 4 Many young people don’t have any \_\_\_\_\_.
- 5 Do you have a \_\_\_\_\_?

3 Work in pairs and choose **one** of the tasks below.

- A Tick (✓) two pieces of information in the text you think are interesting or unusual. Then compare with your partner.
- B How would you describe Rajeshwari? Write three words. Then compare with your partner.



## Profile of an Indian call centre worker



Companies like using call centres because they are cheaper and can give 24-hour service.



The English newspaper, *The Observer*, interviewed Rajeshwari Singh, a 20-year-old call centre worker. Rajeshwari lives and works in New Delhi, India. This is what she said about her work.

### Grammar

1 Look at sentences 1–8 and match them to the uses of *have* a–e below.

- 1 I have got a job as a call centre operator. b
- 2 I have worked at the company for ten years. —
- 3 We had a small party. —
- 4 I have voice training. —
- 5 I have to use my own name. —
- 6 I don't have a lot of time. —
- 7 I have to speak with a US accent. —
- 8 I have to dress well. —

We can use *have*:

- a to talk about possessing or owning something.
- b as an auxiliary with *got* to talk about possessing or owning things.
- c as an auxiliary with *to* to say what is necessary or obligatory.
- d as an auxiliary in the present perfect.
- e to talk about actions or experiences.

**Language note:** we can only use the contracted forms of *have* when it is the auxiliary verb, not when it is a main or modal verb.

2 Read the sentences with *have* and insert contractions where they are possible.

- 1 I have a brother and a sister.
- 2 I have never been to a job interview.
- 3 We have English class on Thursday morning.
- 4 I have got a good English dictionary.
- 5 I have had more than one job in my life.
- 6 I have breakfast with my family every morning.

**G Grammar focus** – explanation & more practice of *have* on page 140

Call centre workers answer the phone or make telephone calls for large companies.

I was so happy when I got this job. It was my first ever interview but they hired me. That night my dad bought chocolates and sweets and we had a small party. He was very proud.

With bonuses, my starting salary is 16,000 rupees (£190) a month.

I sell landlines to Americans. People can get angry. They say 'You people are taking the jobs from our hands.' I say that it's not my fault if Americans are expensive to employ.

My alias is Katie Jones. That's a little lie, I suppose, but a good lie. If I had to use my own name, I'd lose five minutes at the beginning of every call spelling it out, and I don't have a lot of time.

When you have voice training, you have to speak in an American accent all the time or you lose it. When I call home, my parents say 'I don't believe it, it's not you any more!'

Night shifts destroy your life. I don't get home from work until five in the morning, and I don't sleep until six.

You have to dress well even though people can't see you. It's a question of self-confidence. People can pick that up from your voice. And there are 4,000 people in the office to look at you.

There are a lot of Indians living in America and Britain. Sometimes you talk to people who say 'No English. Hindi?' and you realise you're talking to an Indian, and often you get so confused you forget how to speak Hindi.

I miss my parents. I can't tell them when I feel upset because they'd come right away to Delhi and take me home.

There are 350,000 call centre workers in India.

Many banks, ticket companies and telephone companies are using call centres in other countries.

### Glossary

**alias** (*noun*) – a different name that somebody uses instead of their real name

**landline** (*noun*) – a telephone line that is not a mobile phone

**pick up** (*phrasal verb*) – to notice something that is not very obvious

**upset** (*adjective*) – sad, worried or angry about something



## UNIT 5

## Work &amp; Leisure

## Part 2

Listening &amp; Vocabulary

Work issues

Grammar

Modal verbs

Pronunciation

Contractions

Speaking

Job characteristics



## Listening and Vocabulary

1 Look at the cartoon about a bad boss. What is the joke? Do you think it is funny?

2 1.63–1.66 Listen to four bosses talking to their employees. Number the topics in the order you hear them.

a meal \_\_\_\_\_ the computer \_\_\_\_\_  
dress code \_\_\_\_\_ the weekend \_\_\_\_\_

3 Listen again and choose the correct alternative to complete each sentence.

Conversation 1: Someone has called (*in / out / for*) sick.

Conversation 1: You can take next Saturday (*away / off / on*).

Conversation 3: You are (*on / for / at*) company time, and you must respect that time.

Conversation 4: Of course you can go (*on / in / at*) your lunch break now.

4 Which do you think are bad bosses? Why?

## Grammar

1 Look at sentences 1–6 and complete the rules a–d below.

- 1 You **have to** work this Saturday.
  - 2 You **can** take next Saturday off.
  - 3 You **mustn't** wear jeans to work.
  - 4 You **don't have to** wear a jacket and tie.
  - 5 You **can't** send personal messages with this computer.
  - 6 You **must** arrive on time.
- a We use have to and must to talk about rules and things that are necessary.
  - b We use \_\_\_\_\_ and \_\_\_\_\_ to say when something is not allowed.
  - c We use \_\_\_\_\_ to say that something is not necessary.
  - d We use \_\_\_\_\_ to say that something is possible or allowed.

**Language note:** modal verbs are followed by an infinitive without to.



2 Complete the texts with the words in the boxes. Use each word only once.

can    don't have to    must

## Dress-down Friday

In many financial companies in Britain, employees \_\_\_\_\_ wear a suit or other formal clothes. Some workplaces have a *dress-down* day, usually on a Friday. On this day, people \_\_\_\_\_ dress so formally. They \_\_\_\_\_ wear whatever they like.

can    can't    mustn't

## Work computers

According to a 2006 survey by the American Management Institute, 78% of American companies have rules about email, instant messenger and blog use. Workers \_\_\_\_\_ use their computers for work, but they \_\_\_\_\_ send personal email messages or instant messages. Also, they \_\_\_\_\_ download programs onto work computers.

can    don't have to    have to

## Flexitime

A study of the 68 biggest Australian companies found that 93% offered flexitime hours to their employees. Under flexitime, workers \_\_\_\_\_ work a fixed number of hours in a week, but they \_\_\_\_\_ start and finish at the same time every day. If they come to work earlier, they \_\_\_\_\_ leave earlier.



**3** Complete the sentences about your job.  
If you do not work, use one of the jobs on page 54.

*Every day I have to ... at work.*


*I don't have to ... at work.*

*At work, I can usually ...*

*I can't ... at work.*


**G Grammar focus** – explanation & more practice of modal verbs on page 140

### Pronunciation

**1**  **1.67** Listen to the pairs of sentences.  
Can you hear the differences?

- 1 You can't wear that.  
You can wear that.
- 2 She can't come to class today.  
She can come to class today.
- 3 You must use your books.  
You mustn't use your books.

**Language note:** in British English, *can't* is pronounced /kɑ:nt/.

**2**  **1.68** Listen and circle the word you hear. Then practise saying the sentences.

- 1 Workers *mustn't* / *must* use the computers on the first floor.
- 2 You *can't* / *can* take your lunch break at two o'clock.
- 3 I really *must* / *mustn't* answer emails more quickly.

### Speaking

**1** Read the job characteristics in the box and tick (✓) the ones which are important to you.

#### What's important for you in a job?

You earn a lot of money.  
You don't have to wear a uniform.  
Your work is interesting.  
You can work flexible hours (you can start and finish when you like).  
You can take regular breaks.  
You have to work with the public.  
You can be your own boss.  
You can work close to home.  
You don't have to work on Saturdays or Sundays.  
You have job security (you don't have to worry you will lose your job).

**2** Work in pairs and share your ideas. Decide on the five most important characteristics of a job.

A: *For me, the most important things in a job are ...*

B: *OK. For me, the most important things are ...*

A: *What do you think the top five are?*

B: *I think ...*

**3** Work with another pair and compare your lists.  
Do you agree? Make a new list of the five most important characteristics.

### Useful language

What do you think is the most important?  
I think that ... is more important than ...  
What about you?  
I disagree. I think ... is more important.  
I agree. Let's put it on the list.



## UNIT 5

## Work &amp; Leisure

## Part 3

Vocabulary

Leisure activities

Listening

The serious leisure perspective

Grammar

-ing verbs

Pronunciation

/ŋ/

Writing

Leisure time



## Vocabulary

1 Match the verbs in the box to the nouns.

chat collect cook do  
go for play read watch

\_\_\_\_\_ books the newspaper  
\_\_\_\_\_ exercise the gardening  
\_\_\_\_\_ a walk a drink with friends  
\_\_\_\_\_ stamps coins things  
\_\_\_\_\_ television a film the news  
\_\_\_\_\_ video games chess sport  
\_\_\_\_\_ with friends on the phone  
\_\_\_\_\_ a meal dinner vegetables

2 Work in pairs and tell each other which of the activities you do.

*I watch television every night.**I hardly ever read the newspaper.*

3 Look at the chart showing how Americans spend their leisure time. Then work in pairs and discuss the questions.

- Is there anything that surprises you?
- Is it similar to how you spend your leisure time?

## Listening

1 1.69 You are going to hear a presentation about *The serious leisure perspective*. Listen and put the slides on page 59 in the correct order.

2 Listen again and answer the questions.

- 1 What are some examples of casual leisure?
- 2 Why do people enjoy casual leisure?
- 3 Why does leisure have a bad reputation?
- 4 What are some examples of serious leisure?
- 5 Why does the speaker think serious leisure is important?

3 Work in pairs and ask each other these questions.

- Which do you prefer, casual or serious leisure activities?
- Do you know anyone who has a serious leisure pursuit? What is it?

Extend your vocabulary  
– play

Words in the same family:

play – verb

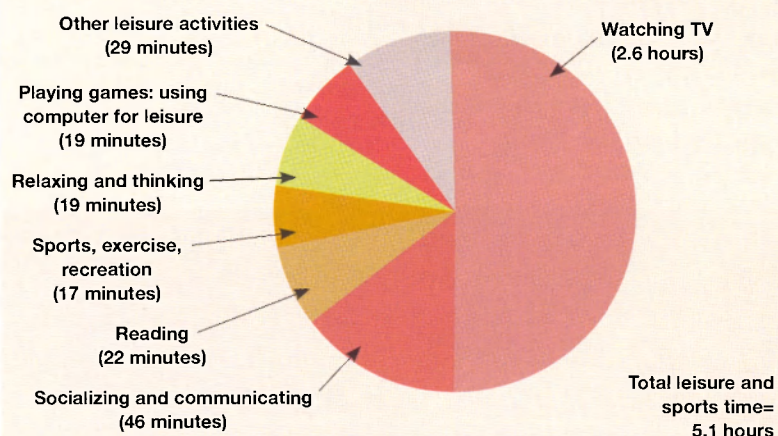
player – noun

playful – adjective

Complete the sentences with the correct form of *play*.

- 1 He is an excellent football \_\_\_\_\_.
- 2 I \_\_\_\_\_ computer games until very late last night.
- 3 She is a very \_\_\_\_\_ child.

## Leisure time on an average day



NOTE: Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2006.

Source: Bureau of Labor Statistics



## Robert Macarthur The Serious Leisure Perspective



Origins of the  
perspective – 1974  
Robert Stebbins –  
University of Calgary

Casual leisure and  
serious leisure

### Grammar

1 Look at sentences 1–3 and answer the questions a–c below.

- 1 Watching ing television is casual leisure.
- 2 He's good at swimminging.
- 3 People enjoy doing leisure activities.

- a What is the subject in sentence 1?  
Replace the subject with another activity from the listening.
- b What kind of word comes before the *-ing* form in sentence 2?
- c What other verbs can go before the *-ing* form in sentence 3?

2 Write the *-ing* form of the verbs in the box. Then put them into three groups according to their spelling.

cut cycle do make play  
run smoke stop swim  
take watch work

3 Complete these sentences with your own ideas using the *-ing* form. Then work in pairs and share your ideas.

... is very relaxing.

I'm not very interested in ...

I'm good at ...

I don't enjoy ... alone.

Some people find ... a lot of fun, but I think it's boring.

**G Grammar focus** – explanation & more practice of *-ing* forms on page 140

### Pronunciation

1 1.70 Listen and repeat the sentences. Pay attention to the underlined sounds. What is the most common spelling of /ŋ/?

- 1 Relaxing and watching TV are my favourite things.
- 2 I think English is a difficult language.
- 3 No thanks, I'm stopping smoking.

2 Work in pairs. Read your sentences from grammar exercise 3 to each other. Pay attention to the /ŋ/ sound.

### Writing

1 Choose one of the activities in the box below and write a short paragraph about it.

- an activity you enjoy doing
- an activity you used to do but stopped doing
- a sport you like watching
- something you aren't very good at doing
- an activity you hate doing

2 Work in pairs. Swap papers and write two questions about your partner's activity. Then return the papers.

3 Read your partner's questions and rewrite the paragraph. Include the original information and the answers to your partner's questions.





# UNIT 5 Work & Leisure

## Part 1

### Reading

#### Ten facts about ... amusement parks

### Grammar

#### Present perfect, have been & have gone

### Pronunciation

#### Past participles

### Speaking

#### Ten questions about ... leisure

## Reading

1 Look at the two pictures. Do you like either of these things?

2 Quickly read *Ten facts about amusement parks around the world* and find the answers to the questions.

- Where did the roller coaster come from?
- Where was one of the first amusement parks?
- What do modern amusement parks have?
- How much money do amusement parks make?
- What is the most popular amusement park outside the United States?
- What is an *imagineer*?

3 Have you ever been to an amusement park? Is there one in your country?



roller coaster

## Grammar

*They **have built** eleven parks around the world.*

*I **have been** to an amusement park.*

*Have you **ever been** to an amusement park?*

- use the present perfect to talk about an unspecified time in the past
- use the present perfect to talk about experiences
- use *ever* in questions about experiences
- *ever* means the same as *in your life*

**Language note:** *She has **been** to Tivoli Gardens.* This means she has come back.  
*She has **gone** to Tivoli Gardens.* This means she is still there.

1 Complete the two texts with the past simple or present perfect form of the verbs in brackets.

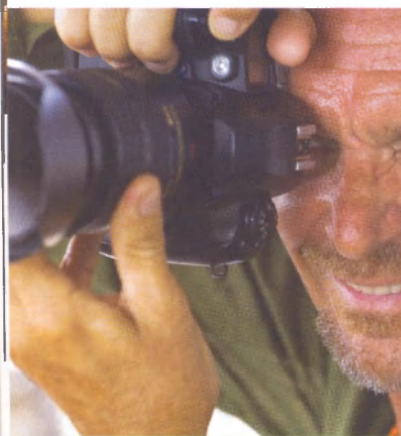
I \_\_\_\_\_ (*never be*) to a theme park, but I would like to go one day. Last summer we \_\_\_\_\_ (*have*) plans to visit a large water theme park on the coast, but we \_\_\_\_\_ (*not have*) enough money. Maybe next summer.

2 Complete the dialogues with *been* or *gone*.

- A: Where has he \_\_\_\_\_ ?  
B: I don't know. He was here just a minute ago.  
A: Oh no.
- A: We've \_\_\_\_\_ on this ride three times.  
B: I know, but it's great. Isn't it great?  
A: Hmmm.
- A: Where's Marco?  
B: He's \_\_\_\_\_ on his break. He'll be back in fifteen minutes.  
A: He can't do that!
- A: Have you \_\_\_\_\_ here before?  
B: Sorry, I don't understand. What?  
A: Is this your first time here?

3 Work in pairs. Imagine you hear one of the dialogues at an amusement park. Who is speaking? How do they feel? Add two more lines and then act out the dialogue.

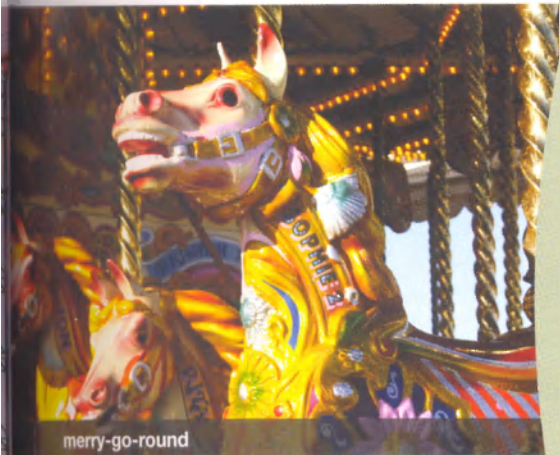
**G Grammar focus** – explanation & more practice of the present perfect on page 140



Dale Johansson is a photographer of amusement parks. He \_\_\_\_\_ (*visit*) more than 50 different parks in 20 countries and \_\_\_\_\_ (*take*) photos of each one. He first \_\_\_\_\_ (*become*) interested in amusement parks when his father \_\_\_\_\_ (*take*) him to one when he was a child.







merry-go-round

### Pronunciation

1 Put the past participles in the box into four groups depending on their sound.

been	bought	brought	come
done	driven	eaten	forgotten
ridden	seen	swum	taught
		won	

/ɒn/   /ʌn/ or /ʌn/   /ɔ:t/   /i:n/

2 1.71 Listen and check your answers. Then repeat the words.

### Speaking

1 1.72 Listen to the stress and intonation in this question.

Have you ever been to an amusement park?

2 Work in pairs. Look at the leisure questionnaire and say the ten questions. Use *Have you ever* + past participle. Pay attention to the stress and intonation.

3 Work in pairs and ask each other the questions. If your partner answers *yes*, ask two follow-up questions. Use the ideas in the box below to help you.

A: *Have you ever been to an amusement park?*

B: *Yes, I have.*

A: *Did you like it?*

B: *Yes, I loved it.*

A: *Who did you go with?*

B: *I went with my family.*

Did you like it?	What?	When?
Where?	Who with?	Why?
		Why not?

## Ten facts about ... amusement parks around the world

Amusement parks are leisure places for adults, teenagers and children.

People often think amusement parks are an American invention, but they originally come from Europe. Tivoli Gardens in Copenhagen, Denmark is one of the oldest European amusement parks.

The first roller coaster was invented in Russia in the 1600s. People went down snowy hills on blocks of ice.

The world's fastest roller coaster is the *Formula 1 Racecoaster* at Germany's Nürburgring. It travels at 217 km per hour.

Modern amusement parks usually have rides, roller coasters and eating areas. There is often a common theme to make visitors feel as if they are in a different world.

Amusement parks are big business. In the United States alone, amusement parks make an annual profit of \$11 billion. More than 30% of Americans have been to an amusement park.

Walt Disney created the first Disney theme park, an amusement park with several sections, in 1955 in California, US. The Disney Corporation has built eleven Disney theme parks around the world.

The most popular amusement park in the world is Walt Disney World in Florida.

The most popular park outside the US is Disneyland in Tokyo. Four of the top ten amusement parks are in Asia.

The people who invent Disney amusement park rides have a special name. They are called *Imagineers*.

### Ten questions about ... **leisure**

- 1 ... be to an amusement park?
- 2 ... ride on a roller coaster?
- 3 ... buy tickets for a sports event?
- 4 ... be to a rock concert?
- 5 ... stay at a health spa?
- 6 ... see a circus?
- 7 ... do a dangerous sport?
- 8 ... drive a very fast car?
- 9 ... be to a water park?
- 10 ... visit a zoo?



## UNIT 5 Function globally turn-taking



a Business meeting



b Job interview



c Parent-teacher meeting



d Residents' association meeting

### Warm up

Look at the pictures of four different meetings. Work in pairs and ask each other the questions.

- Who is speaking in each photo? What are they talking about?
- Have you ever been in one of these situations? When?
- Choose one of the pictures and think of two rules for that situation.

*At a business meeting people have to arrive on time.*

*Somebody has to take notes.*

### Listening

1 1.73–1.75 Listen to three conversations and match each one to a picture. There is one picture you don't need.

2 Listen again and choose the correct answers.

Conversation 1: The woman wants to know about ...

- a the books.
- b the children.
- c his son.

Conversation 2: The man needs to arrive at ...

- a seven in the evening.
- b seven in the morning.
- c the European offices.

Conversation 3: The man doesn't like ...

- a the wages.
- b the dress code.
- c the woman.

### Language focus: turn-taking

1 Read the audioscript on page 155. Find examples of a speaker turn-taking. This could be ...

- a asking a new question in the conversation.
- b asking permission to speak.
- c adding something to the conversation.

2 Make three turn-taking questions or sentences using the words in the box. You can use each word more than once.

add ask a question can could  
here I just may say something

### Speaking

Choose **one** of the tasks below.

**A** Work in pairs and choose one of the conversations from the listening. Write the next three or four lines. Then read the conversation together. Use the new expressions you have learnt.

**B** Work in groups of three. A: choose a question and answer it. B: ask a question or give more information. C: continue. Use the new expressions you have learnt.

- What is most important in a job?
- What would be the ideal relaxing weekend?
- Is it necessary to speak English for work?
- Is it easy for young people to get jobs?
- Should there be more leisure facilities for young people?

### Useful language

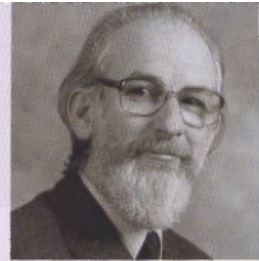
- Excuse me.
- Sorry, but ...
- Pardon me.



## Global English

## All work and no play

by David Crystal



There's an old saying in English: *All work and no play makes Jack a dull boy*. Or Jill. Psychologists tell us we need a balance between work and play to have a healthy lifestyle. And it is the same for language.

One of the most noticeable features of work language is the technical vocabulary, or jargon, that people use. Outsiders won't understand it. A doctor might look at the face of someone who's had a fall and say to a colleague 'That's a nasty periorbital haematoma'. If you were the patient, and heard this remark, you might be worried. But basically all it means is you've got a black eye.

Every profession has its jargon - law, banking, sport, physics, language teaching ... Thousands of specialised terms might be used. They add precision. And they also make people feel they belong together. You know you're a member of a group when you can comfortably *talk shop*.

Jargon also saves time. That's why doctors say such things as *BP* and *SOB* (blood pressure, shortness of breath). It's quick and convenient.

But they shouldn't use such terms to the patient. Work language and leisure language are two very different things. That's the argument of the Plain English Campaign, which wants specialists to speak clearly when talking to the public.

It's easy for people to use jargon carelessly and annoy people. It's worse when it's used deliberately, to mislead the public. That's why we get so angry when we hear people using it to hide the truth. A politician once admitted that something he had said was 'an instance of plausible deniability'. In other words, he'd told a lie!

## Glossary

**carelessly** (*adverb*) – without thinking about what you are doing, so that you cause problems or damage

**dull** (*adjective*) – boring

**mislead** (*verb*) – to make someone believe something that is incorrect or not true

**outsider** (*noun*) – someone who does not belong to a group or organisation

**talk shop** (*verb*) – to talk about your work, especially in a way that is boring for other people



## Warm up

- 1 Think of two or three examples of jargon in your language and write them on a piece of paper.
- 2 Work in pairs and share your ideas. Explain what your jargon means in English.

## Reading

- 1 Read *All work and no play*. What is the main topic of the text?

- |                        |                        |
|------------------------|------------------------|
| a plain English        | c doctors and language |
| b technical vocabulary | d radio and television |

- 2 Read the text again and decide if the statements are true (T) or false (F).

- 1 Psychologists say that work is more important than play.
- 2 Jargon is language that everybody understands.
- 3 Jargon can be useful.
- 4 Jargon is precise language and it can make communication quicker.
- 5 The Plain English Campaign wants people to use more jargon.
- 6 We get angry when people use jargon to tell lies.

## Language focus

Find words or expressions in the text with these meanings.

- 1 the correct relationship between two things (line 2)
- 2 to make something more clear or specific (2 words) (line 10)
- 3 easy (line 14)
- 4 people in general (2 words) (line 19)
- 5 used for saying something in another way (3 words) (line 25)

## Speaking

Do you think there is too much jargon in your language? Can you think of some examples? Do you think campaigns like Plain English are a good idea?



## UNIT 5 Writing a CV



### Reading

Read the CV and put the headings in the correct places.

Date of birth    Email address  
Education and qualifications    Interests  
Referees    Skills    Work experience

#### CURRICULUM VITAE: Ahmed al-Qadi

(1) \_\_\_\_\_ : al-qadi22@hotmail.com

(2) \_\_\_\_\_ : 18-08-1987

(3) \_\_\_\_\_

2003-2005

Al Hussein College, Amman, Jordan

General Secondary Education Certificate

Average score: 88.5%

2005-2009

Applied Science University, Amman, Jordan

B.Sc. in Management Information Systems

GPA Score: 90.5% (Evaluation: Very Good)

(4) \_\_\_\_\_

2009-Present

Jordan Telecom: database assistant

(5) \_\_\_\_\_

English: intermediate

Jordanian driving licence

Modern programming and database management

(6) \_\_\_\_\_

Travelling, understanding other cultures, football

(7) \_\_\_\_\_

Mr Firas Al-Jabali, Head of Information Services, Jordan Telecom

Dr Omar Yassin, Head of Management Information Systems,

Applied Science University, Amman, Jordan

### Writing skills: setting out a CV

Correct the spelling and punctuation mistakes in this CV.

#### CURRICULUM VITAE: Nathalie Baekelandt

Email adress    n.baekelandt@wanadoo.fr

Date of Birth    17 / 12 / 88

Education and Califications

University of Lille BA Hons Economics

Work Expereince

Personal Assistant to Project Manager, EDF Energy.

Duties – booking appointments, taking minutes, record-keeping

Skills    English: fluent    Interests    Aerobics, dance, swimming  
Computer literate    photography, theatre

Referrees On request

### Language focus: writing dates

Different countries write dates in different ways.

In Britain, the order is day, month, year.

16-01-2008    or    16/01/08

16 Jan 2008    or    16<sup>th</sup> January 2008

In the US, the order is month, day, year.

01-16-2008    or    01/16/08

Jan 16 2008    or    January 16<sup>th</sup> 2008

Complete the table.

UK	US
22 <sup>nd</sup> November 1995	
	Feb 14 <sup>th</sup> 2000
	05-28-1982
02-10-95	

### Preparing to write

Work in pairs and make notes on what you would write under each of the CV headings.

#### Describing skills

- IT literate (Word, Excel, Powerpoint)
- French: fluent / intermediate / elementary
- Current driving licence    • Basic first aid

### Writing

Write your CV. Use your notes and the useful phrases to help you.



## Global review

## Study skills

## Grammar

1 Complete the sentences with the correct form of the verb in brackets.

- 1 \_\_\_\_\_ (you / ever / be) to the US?
- 2 Yes, I \_\_\_\_\_ (go) there last year.
- 3 I hate \_\_\_\_\_ (write) letters, but \_\_\_\_\_ (chat) to friends on the phone is great fun.
- 4 I \_\_\_\_\_ (never / ride) a camel, but I \_\_\_\_\_ (see) one in a zoo.

2 Complete the job description for a shop assistant using *can*, *have to*, *don't have to* or *mustn't*.

- 1 You \_\_\_\_\_ be polite to customers.
- 2 You \_\_\_\_\_ have a driving licence.
- 3 You \_\_\_\_\_ arrive late.
- 4 You \_\_\_\_\_ earn a bonus if you sell a lot of goods.

## Vocabulary

Match the words on the left to the ones on the right.

play	a walk
do	television
go for	a meal
chat	exercise
collect	on the computer
read	a magazine
watch	stamps
cook	on the phone

## Speaking

1 Work in small groups. Think of three leisure activities you enjoy and mime them. The others try to guess the activities.

A: I think you like playing tennis.

B: Yes, that's right. / No, that's not right.

2 Work in small groups. Talk about a job you do or would like to do.

- Talk about the things you have to do.
- Talk about the good and bad parts of the job.

## Recording new words and phrases

1 Work in pairs and discuss these questions.

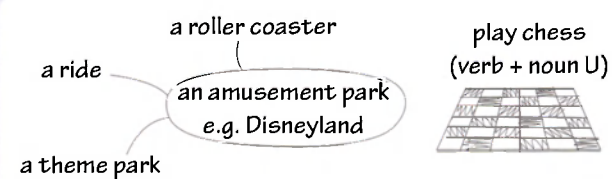
- Where do you write down new English words and expressions that you learn?
- When do you write down new words and expressions?
  - a In class?
  - b When you are reading?
  - c When you are doing homework?
  - d At some other time?
- What information do you write down about the words? Show your partner.
- How do you use your vocabulary notes when you have written them?

2 Look at how three Polish students have recorded new words from this unit. What are the differences between them?

upset = przygnębiony    take off = wziąć (sobie) wolne  
chess = szachy          amusement park = park rozrywki

upset /ʌp'set/ adj. sad, worried or angry about something. I miss my parents. I can't tell them when I feel upset.

take time off work = wziąć (sobie) wolne z pracy  
You can take next Saturday off.



3 Work in pairs and discuss the questions.

- Which method do you prefer?
- How can the different ways help?
- If you record words in a different way, why is that?

4 This week try recording vocabulary in a different way. How will you do it?



## UNIT 6

## Science &amp; Technology

## Part 1

Writing &amp; Speaking

Happiness

Reading

The science of happiness

Grammar

Comparatives

Pronunciation &amp; Reading

The schwa /ə/

## Writing and Speaking

1 Write down five things that make you happy.

2 Work in pairs. Compare your lists and discuss these questions.

- Which items do you have in common?
- Is there anything you would like to change in your list?
- What do you think makes people happy?
- On a scale of 1 to 10 how happy are you?

## Reading

1 Read the article *The science of happiness* and put the headings in the correct place.

Climate and happiness

Measuring happiness

Money and happiness

What makes people happy?

2 Read the text again. Look at the answers and complete the questions.

1 Q: How \_\_\_\_\_ happiness?

A: By asking people how happy they are.

2 Q: Which \_\_\_\_\_ satisfied with their lives?

A: Those who live in warmer parts of the country.

3 Q: Does money \_\_\_\_\_?

A: If you have a home, food and clothes then no, it doesn't.

4 Q: What three things \_\_\_\_\_?

A: Family and friends, belief in something and enjoyable objectives.

3 Match the **highlighted** words in the text to the definitions.

- officially acceptable
- something that makes you happy
- meaning
- your general view of things
- to discover a number or result using mathematics

4 Do you agree with what the text says about happiness? Do you think it is possible to measure happiness?

## Extend your vocabulary – metaphors for happy

We often use words that mean *high up* or *moving upwards* when we want to describe feeling happy or hopeful.

We often use words that mean *low down* or *falling* when we want to describe feeling sad.

Look at these expressions. Is each person feeling happy or sad?

- That news really lifted my spirits.
- My heart sank when I saw him.
- I feel pretty low today.
- I'm on top of the world.
- I'm walking on air.
- She's a bit down today.

## The science of happiness

Everyone wants to be happy. Some argue that the main reason people do the things they do is to become happier. Others argue that happiness is a basic human right. But what is happiness? What really makes people happy?

1 \_\_\_\_\_  
Social scientists usually **calculate** happiness simply by asking how happy people are. They ask people the question 'How happy are you from 1 to 10?' Ed Diener, an expert on happiness from the University of Illinois, says that this is a **valid** way of getting information about people's happiness.

2 \_\_\_\_\_  
In one study, researchers asked people in different parts of a country 'How satisfied are you with your life?' People in parts of the country with nicer weather said they were more satisfied with their lives. They said they lived better than people from a city with bad weather.

3 \_\_\_\_\_  
Researchers have examined the relationship between money and happiness for many years. They conclude that very poor people are less happy than rich people. But lots of money doesn't make you happier. If you have a home, food and clothes, extra money doesn't automatically make you more content.

4 \_\_\_\_\_  
According to researchers, there are three things which make people happy:

- 1 Having close relationships with people – family and friends. The closer and deeper the relationships are, the better for your happiness.
- 2 Believing in something. This could be religion, a spiritual **outlook** or a special philosophy in life.
- 3 Having objectives that you find **enjoyable** and interesting. This means that your life has a **purpose**.



## Grammar

*Lots of money doesn't make you **happier**.  
People with close family relationships were  
**more satisfied than** people with no family.  
People said they **lived better** in warm  
countries.*

- use comparative adjectives to compare two people or objects
- use adjective + *er* for short adjectives and *more* + adjective for longer adjectives
- use comparative adverbs to compare two actions

Complete the texts with the comparative form of the adjectives in brackets.

## Health and happiness


Scientists say that happy people are            (*healthy*) than unhappy people. They also live            (*long*) and            (*good*) lives and are            (*fit*). One study found that            (*happy*) people live up to nine years longer.

Research in the United States suggests that married couples with children are            (*satisfied*) when their children are            (*young*). When researchers asked married couples about happiness with teenage children they said their lives were a lot            (*stressful*).

A survey of British men and women between 1993 and 2003 found that many people said their lives were            (*enjoyable*) as they became older. It showed that men were            (*content*) than women in their teenage years, but women were            (*happy*) than men            (*late*) in life.

**G Grammar focus** – explanation & more practice of comparatives on page 142

## Pronunciation and Reading

**1**  **2.01** Listen to the words and phrases. How are the underlined sounds pronounced?

fitter happier more productive  
comfortable regular exercise  
patient better driver

**2** Listen again and repeat the words.

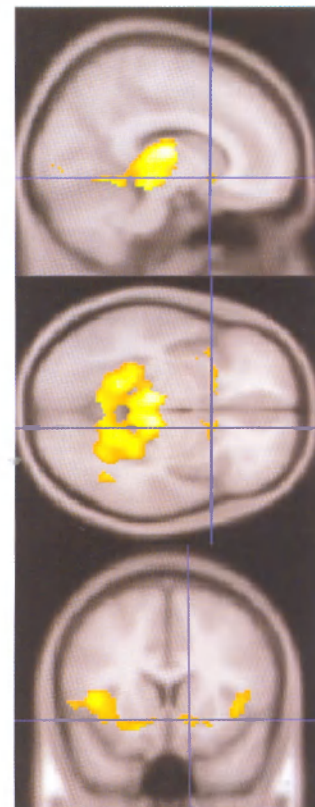
**3** The words in exercise 1 come from a song by the English rock group *Radiohead*. Work in pairs. A: read the first line of the song. B: read the second line. Pay attention to the underlined schwa sounds.

**4** The songwriter said that this song is about people in Britain in the 90s. Do you think he liked the 90s? Would you say the same about your country in the 90s?



## Fitter Happier

Fitter, happier, more productive  
Comfortable  
Not drinking too much  
Regular exercise at the gym  
(3 days a week)  
Getting on better with your associate  
employee contemporaries  
At ease  
Eating well  
(No more microwave dinners and  
saturated fats)  
A patient better driver  
A safer car  
(Baby smiling in back seat)  
Sleeping well  
(No bad dreams)  
No paranoia





## UNIT 6

## Science &amp; Technology

## Part 2

Speaking &amp; Listening

Someone has to do it

Grammar

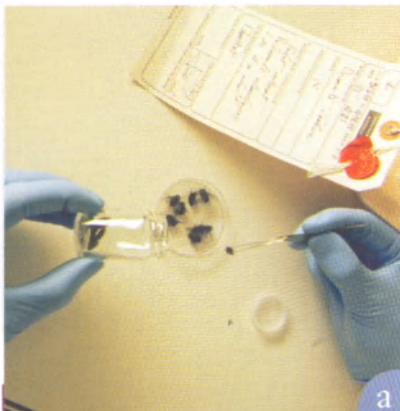
Comparatives (*a bit, much, as ... as*)

Vocabulary

Noun formation

Reading &amp; Speaking

Frankenstein



a



b



c

## Speaking and Listening

1 Work in pairs. Look at pictures a–c and discuss what you think the jobs are.

2 Read the text below and match the jobs to the pictures. Then discuss what you think these people do in their jobs.

Someone has to do it ...  
in the name of science

The American magazine *Popular Science* looked at all the possible jobs you could have in science, and they picked out the worst ones. Here are three of them:

**Garbologist** – studies rubbish

**Forensic entomologist** – studies insects in the bodies of dead people

**Gravity research subject** – participates in experiments to study the effects of zero gravity on the human body

**Language note:** *garbage* is American English and *rubbish* is British English.

## Useful language

- dirty
- flies
- rubbish
- experiments for space travel
- gloves
- turns around and around

## Useful phrases

- Maybe he / she ...
- It looks like he / she works in ...
- He / she probably ...
- This looks ...

3 2.02–2.03 Listen to two people talking about their jobs. Which two jobs do they talk about?

4 Listen again and choose the correct answers.

- Speaker 1 stayed in bed for ...  
a the summer. b 50 days.  
c 15 days.
- They paid speaker 1 ...  
a \$6,000. b \$600. c \$60,000.
- Speaker 2 thinks her work ...  
a is disgusting. b is interesting.  
c is boring.
- Speaker 2 is finishing a project on ...  
a office rubbish. b restaurant rubbish.  
c office and restaurant rubbish.

5 Do you think these jobs are bad? Which is the worst, in your opinion?

## Grammar

*Office rubbish is less disgusting than restaurant rubbish.*

*It's not as bad as you think.*

*It's a bit more difficult than that.*

*She works much faster than him.*

- use *less* + adjective to mean not as much
- use (*not*) *as* + adjective + *as* to make comparisons
- use *as* + adjective + *as* to say that two things are the same
- use *a bit* or *much* to modify comparative adjectives and adverbs

1 Read the sentences from the listening and choose the alternative that is closest in meaning.

- Office garbage is much less disgusting than restaurant garbage.  
a Restaurant garbage is much more disgusting than office garbage.  
b Office garbage is much more disgusting than restaurant garbage.
- My job isn't as bad as people think.  
a My job is worse than people think.  
b My job is better than people think.



2 Complete the sentences with your own ideas.

I speak English a bit better now than ...

The weather today is a bit less ... than ...

English is a bit easier than ...

I think ... is much more ... than ...

I don't believe ... is as ... as people say.

3 Work in two groups. Group A: turn to page 127. Group B: turn to page 129.

**G Grammar focus** – explanation & more practice of comparatives on page 142

## Vocabulary

1 Match each word to a suffix to make a new noun.

Word	Suffix	New noun
happy	-ist	happiness
science	-er	
relation	-ence	
exist	-ness	
research	-ship	

2 Make new nouns from the words in the box. Which noun endings are used for jobs?

economy friend paint nervous  
silent teach tour weak

3 Complete the text with the correct form of the words.

### The NASA researcher

My wife Karen is a \_\_\_\_\_ (research).  
She won a \_\_\_\_\_ (scholar) from NASA  
to research a special project. She is studying  
the possible \_\_\_\_\_ (exist) of life on other  
planets. She loves the work, except for the  
\_\_\_\_\_ (lonely). She works alone in a little  
office. She listens in complete \_\_\_\_\_  
(silent) for unusual radio signals from space.

## Reading and Speaking

1 2.04 Read and listen to the extract from the book *Frankenstein*. What was the problem with the science experiment?

2 Work in pairs and discuss this question.

- One of the themes of *Frankenstein*, and of many science fiction stories, is *dangerous knowledge*. Do you think scientific knowledge can be dangerous? Think of some examples.



### Mary Shelley (1797–1851)

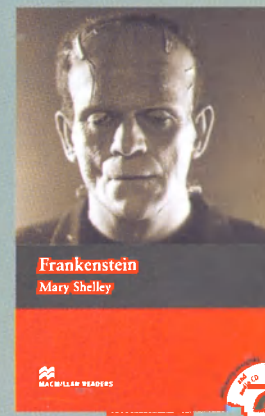
was an English romantic novelist. She is best known for the novel *Frankenstein*, which she wrote when she was 19 years old. Some critics have called her the first English science fiction author.

*Frankenstein* tells the story of the scientist Dr. Frankenstein and his wish to create life from a dead body, but how he creates a monster instead.

The body moved and I went nearer. I held out my arms and smiled. The man sat up and turned his head. His eyes were open.

I thought to myself 'Oh, God. What have I done? What has gone wrong?'

The man's skin was wrinkled and yellow. His eyes were yellow and dry. His thin, black lips opened in a terrible smile. I had made a Monster!





# UNIT 6 Science & Technology

## Part 3

Vocabulary

Compound nouns

Reading

Going, going, gone

Grammar

Superlatives

Listening & Speaking

Website addresses



## Vocabulary

1 Look at the photo. How many of the things can you name in English?

2 Match the words in A to the words in B to make compound nouns. Which things can you see in the picture?

A	B
computer	phones
head	top
key	site
lap	screen
memory	board
mobile	message
mouse	stick
text	phone
web	pad

3 2.05 Listen and repeat the words. Underline the stress in each compound noun. Which one is different?

## Reading

1 Work in pairs and ask each other the questions.

- Do you use the internet often? What for?
- Which websites do you often visit?

2 You are going to read about online auctions. Tick (✓) the words you think you will see.

businessman	buy	dangerous
expensive	global	internet
jet	kidney	river
	sell	

3 2.06 Read and listen to *Going, going, gone* on page 71 and check your answers.

4 Read the text again and answer the questions.

- 1 What do people do in online auctions?
- 2 How many people use eBay?
- 3 Name five unusual things that people have sold or tried to sell on eBay.

5 Have you ever bought or sold anything on the internet? Would you buy anything in an online auction?

## Grammar

*Online auctions are among the biggest businesses on the internet.*

*Of all the online auction sites, eBay is probably the most famous.*

*It is one of the most popular websites I've heard of.*

- use superlative adjectives to compare two or more people or objects
- use adjective + *est* for short adjectives and *the most* + adjective for longer adjectives
- we often use superlatives with the present perfect tense

1 Complete the sentences with the correct word.

- 1 Online auctions are popular because you can find *the strangest / stranger* things there.
- 2 Many things online are *the cheapest / cheaper* than the same things in a shop.
- 3 I prefer buying from shops because I think it's *the safest / safer* than buying on the internet.
- 4 I think online shopping is *the best / better* way to get things.
- 5 The founder of eBay is one of *the richest / richer* men in America.

2 Complete the sentences with the superlative form of the adjectives.

- 1 What's \_\_\_\_\_ (*long*) time you've ever spent on the internet?
- 2 Who's \_\_\_\_\_ (*funny*) person you've ever spent time with?
- 3 What's \_\_\_\_\_ (*cold*) place you've ever been to?
- 4 What's \_\_\_\_\_ (*strange*) thing you've ever eaten?
- 5 What's \_\_\_\_\_ (*good*) film you've ever seen?

3 Work in pairs. Choose **three** of the questions from exercise 2 and ask each other.

**Grammar focus** – explanation & more practice of superlatives on page 142



## Going, going, gone ...

### Online auctions and the eBay phenomenon

Online auctions are among the biggest businesses on the internet. These are sites that use the technology of the internet to allow people to buy things from each other. People can buy and sell almost anything online now. Of all these online auction sites, eBay is probably the most famous. Let's look at the numbers.

**241,000,000 +**

Ten years after eBay started in 1995 there were more than 241 million registered users, making it one of the most popular websites on the planet.

**4th**

With more than 200 million registered users, eBay's population is almost as big as that of Indonesia, which has the world's fourth biggest population.

**£1.81**

Many people have tried to sell fake items or silly things online. One man tried to sell the internet for a million dollars. Nobody wanted it. Another person tried to sell the meaning of life. It sold for £1.81.

**\$4.9 million**

One of the most expensive items sold on eBay was a Gulfstream II private business jet for \$4.9 million. One of the largest items ever sold was a World War II submarine. It was sold by a small town in New England that decided it did not need it any more.

**50,000**

In 2004 a 50,000-year-old mammoth appeared on eBay. The Dutch owner of the animal sold it for £61,000. It was one of the most unusual things sold on eBay.

**1999**

People have tried to sell all sorts of human body parts on the internet. In 1999 a human kidney went on sale on eBay. The website cancelled the auction and stops any auctions that aren't ethical.



### Listening and Speaking

**1** **2.07** Listen and write the email and website addresses you hear. Which of these websites do you know?

#### Useful phrases

.	dot
/	slash
@	at
learn_English	learn underscore English
learn-English	learn dash English

**2** Write five website or email addresses that you know – they can be real or invented.

**3** Work in pairs and read the addresses to each other. Write the addresses as you listen.

### Glossary

**ethical** (*adjective*) – something that people consider to be right

**fake** (*adjective*) – made to look like something else

**mammoth** (*noun*) – an animal similar to an elephant with long hair that lived a very long time ago

**submarine** (*noun*) – a ship that can travel under the water



# UNIT 6 Science & Technology

## Part 4

Speaking & Listening

Computer problems

Vocabulary & Pronunciation

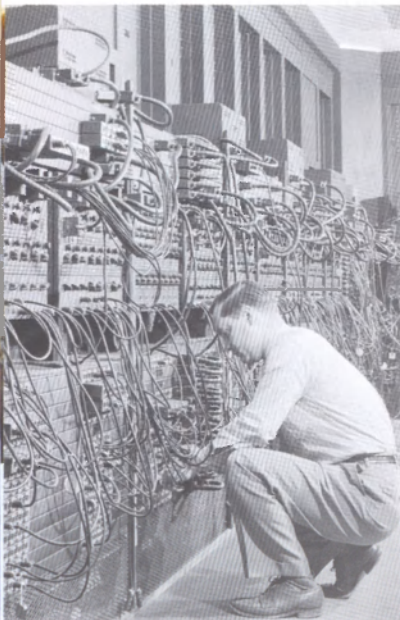
Phrasal verbs, sentence stress

Grammar

Phrasal verbs & objects

Reading & Speaking

The Luddites



## Speaking and Listening

1 Read the quotes about computers below. Work in pairs and tell each other if you agree with them and why.

Computers are useless.  
They can only give you answers.  
*Pablo Picasso, Spanish artist*

I do not fear computers. I fear the lack of them.  
*Isaac Asimov, American science fiction writer*

Think? Why think? We have computers to do that for us.  
*Jean Rostand, French scientist and philosopher*

Computers are like dogs. They smell fear.  
*Simon Alexander, American comedian*

2 2.08–2.12 Listen to five conversations about computer problems and number the problems in the order you hear them. There is one extra problem.

computer screen	email
internet connection	password
printer and printing	saving work

3 Listen again and choose the correct answers.

- What did the man change in conversation 1?  
a a cable   b the mouse  
c the computer screen
- How does the man feel at the end of conversation 2?  
a happy   b worried   c frustrated
- What's wrong with the man's email in conversation 3?  
a there's a virus  
b there's too much email  
c he needs a password
- Who saves their work in conversation 4?  
a the woman   b the man  
c the woman and the man
- What happened to the woman's password in conversation 5?  
a she forgot it   b she changed it  
c she doesn't have one

## Extend your vocabulary – other ways of saying yes

Here are some common ways of saying yes. *Yep* and *yeah* are informal ways of saying yes.

*Definitely* is a stronger way of saying yes. *That's right* is used instead of yes to respond to a question or statement.

*I'm afraid so* is used when you think the person hopes you will say no.

- Look at the audioscript on page 155. Find an example of each way of saying yes.
- Write five questions to ask your partner. You want them to answer *yes*.
- Work in pairs and ask each other the questions. Answer *yes* in different ways.

## Vocabulary and Pronunciation

1 Complete the sentences from the listening with the words in the box.

down (x2)   in   on   out (x2)   up

- Now **log** \_\_\_\_\_ to the system.
- Shut** \_\_\_\_\_ the computer and leave it.
- The laptop's **gone** \_\_\_\_\_ again.
- Type** \_\_\_\_\_ your username and password.
- When I try to **print** \_\_\_\_\_ a document the computer **prints** \_\_\_\_\_ a different document.
- You should really **back** \_\_\_\_\_ all your work.

2 2.13 Listen and check your answers.

3 Listen and repeat the sentences. Try to copy the stress.



## Grammar

*Turn on the computer.*

*Now log on.*

*Shut down the computer.*

*Shut the computer down.*

*Turn it on.*

- some phrasal verbs such as *turn on* can take an object
- other phrasal verbs such as *log on* do not take an object
- when the phrasal verb takes an object, it can usually go before or after the particle
- if the object is a pronoun, it can only go between the verb and particle

1 Tick (✓) the sentences that are correct.

- Pick up the phone.
  - Pick it up.
  - Pick up it.
- Can you print out them please?
  - Can you print them out please?
  - Can you print out the documents please?
- Turn them off.
  - Turn off them.
  - Turn off all the computers.

2 Circle the object of the phrasal verb in the sentences below. Sometimes there is no object.

Please sit down and open your books. (no object)

Did you plug in the computer?

- Turn the volume up please.
- Philip isn't here today. He called in sick.
- I forgot to log on to the school system.
- Look up the words in the dictionary.
- Write the words down in your notebook.
- My flight takes off at seven o'clock tonight.

3 Look at the sentences again. If there is an object, replace it with a pronoun.

Did you plug it in?

**G Grammar focus** – explanation & more practice of phrasal verbs on page 142

## The Luddites



One of the most famous anti-technology movements was the Luddite movement in 19th century England. The Luddites were organised groups of workers who were losing work to the new textile machines. They went out at night and destroyed the machines with hammers. Today the term *luddite* is used in English to talk negatively about people who are anti-technology.

### Glossary

**movement** (noun) – a group of people who work together for a particular reason

**textile** (noun) – any type of woven cloth

## Reading and Speaking

1 2.14 Read and listen to the text about the Luddites.

What kind of people were they?

2 Read the statements and mark your opinion next to each one. 1 = strongly disagree, 4 = strongly agree

### Modern technology ...

- makes us work harder, not less hard.
- is giving away our privacy.
- has taken away more jobs than it has created.
- has made us safer.
- is giving us too much information, so it's difficult to know what is true.
- has to be free for everyone.

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

3 Work in pairs. Discuss your opinions and try to give reasons for them. Are you a modern *Luddite*?

*I agree that modern technology makes us work harder. In my job, I have to answer lots of emails and messages, and I have to do it more quickly than before.*



## UNIT 6 Function globally finding things in common



### Warm up

1 Look at the pictures of four situations. Work in pairs and describe the similarities and differences between them.

#### Useful language

- chatting
- diary
- laptop
- in an airport
- on a train
- suit

#### Useful phrases

- I think they are on a train.
- They look like friends / colleagues / strangers.

2 What do you think the people in each picture are talking about? Choose one of the pictures and write a short conversation. Then present your conversation to another pair.

### Listening

1 2.15 Listen to a conversation between two people in a taxi. Where are they going? What happens at the end?

2 Listen again and tick (✓) the things they have in common.

- 1 They are both going to the Technology Conference. —
- 2 They have both been to San Francisco before. —
- 3 They are both from Germany. —
- 4 They both went to school in England. —
- 5 They both work for ABT Technology. —
- 6 They have both been to conferences before. —
- 7 They are both staying at the conference hotel. —

### Language focus: finding things in common

Look at the **highlighted** expressions in the audioscript on page 155. Then complete the rules with *so*, *too* or *neither*.

We use **so / neither** when we have something in common.

Use \_\_\_\_\_ + auxiliary + *I* for affirmative statements.

Use \_\_\_\_\_ + auxiliary + *I* for negative statements.

We also use **me + too / neither**.

Use **me +** \_\_\_\_\_ for affirmative statements.

Use **me +** \_\_\_\_\_ for negative statements.

**Language note:** when we don't have something in common, we can respond with the short form.

A: *I am from Scotland.*

B: *I'm not.*

A: *I live in the city centre.*

B: *I don't.*

A: *I've never been to an art gallery.*

B: *I have.*

### Speaking

1 Look at the topics in the box. Write five true sentences about yourself. Use the phrases to help you.

Topic	Phrases
You & your family	I live with ... I'm married / single ...
Food & drink	I like / don't like ... I don't eat / drink ...
Art & music	I have / haven't read / seen ... I listen to ... I don't like ...
Hopes & fears	I'm planning to ... I'm afraid of ...
Work & leisure	I work in ... In my free time I ...

2 Work in pairs. A: tell your partner about yourself. B: respond. Find three things you have in common. Use the new expressions you have learnt.

3 Swap roles and repeat the activity.



## Global voices

### Warm up

1 Put the letters in the correct order to make words for technological advances.

treniten velsietoni limboe nohep  
pmretuco lenap

2 Why are these advances important or useful?  
Complete the sentence for each of the advances above.

I think the ... is important / useful because ...

### Listening

1 2.16–2.22 Listen to seven people talking about technological advances. Which advance from exercise 1 is each person talking about?

- |                   |                   |
|-------------------|-------------------|
| 1 Honor, England  | 5 Maxim, Russia   |
| 2 Arthur, France  | 6 Starla, England |
| 3 Sara, Italy     | 7 William, Ghana  |
| 4 Antonis, Greece |                   |

2 Listen again. Which speakers give reasons for their choice?  
What reasons do they give?



Honor, England



Arthur, France



Sara, Italy



Antonis, Greece



Maxim, Russia



Starla, England



William, Ghana

### Language focus: *and, so, because*

1 Read what Guy says about another technological advance. Complete the sentences with *and, so* or *because*. Use the explanations in brackets to help you.



I think the most important technological advance – well for me personally recently has been a hard disk recorder for recording TV programmes [says his opinion]

- 1 \_\_\_\_\_ it means I can record everything very easily [gives a reason]
- 2 \_\_\_\_\_ I can see exactly what I have recorded by looking at everything on the screen [adds another reason]
- 3 \_\_\_\_\_ I don't have to find lots of video tapes and different things like that [adds more information]
- 4 \_\_\_\_\_ it is much easier now to record TV programmes than it was in the past [explains a consequence]
- 5 \_\_\_\_\_ because of digital television we have lots more programmes to choose from [adds another reason]
- 6 \_\_\_\_\_ there's much more variety and choice [explains a consequence]
- 7 \_\_\_\_\_ that means you need to record even more programmes than in the past. [explains a consequence]

2 2.23 Listen and check your answers.

**Language note:** in spoken English, it is very common to add lots of clauses together with words like *and, or, so, or because*.

### Speaking

- 1 What is the most important or useful technological advance? Why do you think so? Make a few notes.
- 2 Work in pairs and present your ideas. Try to speak for at least one minute.

#### Useful phrases

- For me personally, the most important technological advance is the ...
- I think the most useful advance is the ... because ...
- ... and ...
- ... so that means ...



## UNIT 6 Writing describing advantages and disadvantages

### Reading

**1** Read Mohammed's essay on *The advantages and disadvantages of the internet*. Does he think there are more advantages or disadvantages?

**2** Do you agree with his ideas? Can you think of other advantages or disadvantages?

The internet has revolutionised people's lives all over the world. People use the internet every day for their studies, to contact friends and family, and for pleasure. It has turned the world into a global village.

Using the internet has many advantages.

- You can send instant messages and contact people all over the world by email and in chat rooms.
- You can access huge amounts of useful information for your studies or for research.
- You can download games, music, videos, films and other software, often for free.

However, there are also certain disadvantages in using the internet.

- It can be dangerous to put personal information, such as credit card details, online.
- The internet is a good environment for hackers, who spread viruses and spy ware.
- There are some websites that are unsuitable for children.

In conclusion, despite the disadvantages, the internet brings huge benefits to our lives. It is hard nowadays to imagine a world without the internet.

### Language focus: listing points

**1** Look at a corrected version of the second paragraph of Mohammed's essay. What is different?

Using the internet has many advantages. First of all, you can send instant messages and contact people all over the world by email and in chat rooms. In addition, you can access huge amounts of useful information for your studies or for research. Another important advantage is that you can download games, music, videos, films and other software, often for free.

**2** Change the third paragraph in the same way. Use some of the useful phrases below to help you. Remember to use commas.

#### Listing points

- Firstly ... / First of all ...
- Secondly ...
- In addition ...
- As well as that ...
- Another advantage is that ...
- Finally ... / Lastly ...

### Writing skills: getting ideas

Work in small groups and discuss this question.

When you want to get ideas for an essay do you ...

- read a book or article on the subject?
- do a keyword search on the internet?
- speak to other people?
- brainstorm all you know and think about the topic?
- write freely to express your ideas?
- use mind maps?
- do something else?

All of these methods can help. Try using a different one next time you write an essay.

### Preparing to write

**1** Work in pairs and choose one of the topics below.

clocks    mobile phones    satnavs    television

**2** Make a list of all the advantages and disadvantages.

**3** Think about what to put in the introductory paragraph. For example, how and where the invention is used, its history, its effects on modern life etc.

**4** Think about what you will write in the last paragraph. What is your conclusion? Are there more advantages or disadvantages? Why?

### Writing

Write the essay. Use your notes and the useful phrases below to help you. Write four paragraphs:

a introduction, b advantages, c disadvantages, d conclusion.

#### Introducing advantages and disadvantages

- There are several advantages / disadvantages of ...
- However, there are also some / certain disadvantages.
- One of the main advantages / disadvantages is ...



## Global review

## Study skills

## Grammar

Circle the correct options. Sometimes both are correct.

- Where do I *plug in the computer* / *plug the computer in*?
- If you don't want to lose your documents, it's a good idea to *back them up* / *back up them*.
- Your computer is much *better* / *more better* than mine.
- Tom works *harder* / *less hard* than his sister.
- Shopping online is *more convenient* / *convenienter* than going to the supermarket.
- The Nile is *the most long* / *the longest* river in the world.
- Your job isn't *as well-paid as* / *as well-paid than* mine.
- Time passes *faster* / *more fast* than you think.
- Germany is a bit *less colder* / *less cold* than Norway.

## Vocabulary

Read the definitions and put the letters in the correct order to make the correct words.

- you use this to type documents on a computer  
yebadrok \_\_\_\_\_
- you store and carry computer information on this  
rymome kiets \_\_\_\_\_
- a small computer that you can carry around  
potpal \_\_\_\_\_
- you use these to listen to music without making a noise  
nohapsheed \_\_\_\_\_
- your computer sometimes does this if there is a problem  
thus wond \_\_\_\_\_
- a relationship with a friend  
sprifidhen \_\_\_\_\_
- the state of being happy  
shipspane \_\_\_\_\_
- a person who does a study to find new information  
screherra \_\_\_\_\_

## Speaking

- Work in pairs and find three differences between the items below. Which do you prefer and why?
  - emails and text messages
  - laptop computers and desktop computers
  - mobile phones and landlines
- Work in pairs. A: your partner has never seen one of the items below. Describe it and explain how it works. Then swap roles and repeat.
  - a computer
  - a printer

## Personalising language learning

- Look at how Atsuko has recorded new words and grammar from the unit.

*nervous (adj.) feeling excited and worried, or slightly afraid.  
Get nervous about / of something.*

*\* I got nervous when I have to speak in class.*

*\* My sister used to be nervous of ducks.*

*outlook (n. sing.) Your general attitude to things. Share the same outlook on something.*

*\* Fumie and I share the same outlook on friendship.*

*back up (verb T) to make a copy of information on your computer.*

*\* I must remember to back up my work on a memory stick.*

*\* My hair is much longer than Fumie's hair.*

*\* I prefer summer to winter because I love sunbathing.*

If you can relate new language to yourself, your experiences or your ideas, it often makes it easier to remember.

- Think of three words or phrases you have learnt this week. Write a true sentence about yourself or your life using each word or phrase.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Write one true sentence about yourself or your life using a comparative structure and one using a superlative structure.

- \_\_\_\_\_
- \_\_\_\_\_

- Work in pairs and read out your sentences. Ask questions to find out more information from your partner.

Remember to write sentences personalising new language when you record it in your vocabulary notebook or grammar notes.



# UNIT 7 Time & Money

## Part 1

Vocabulary & Speaking

**Prepositions of time**  
(*in, on, at*)

Reading

**A brief history of time zones**

Grammar

**Present perfect with**  
*for & since*

These kinds of puzzles are common in IQ (Intelligence Quotient) tests.

## Vocabulary and Speaking

**1** What do the letters mean? Solve the time puzzle.

### Time Puzzle

24 h in a d (hours in a day)

365 d in a y

29 d in F every four y

60 s in a m

7 d in a w

**2** Here are three other *time numbers*. Can you make more puzzle items with them?

60 12 52

**3** Complete the rules with the expressions in the box.

dates (4<sup>th</sup> October, 12<sup>th</sup> March)

seasons (summer, spring)

specific times (6 o'clock, eight-thirty)

years (1999, 2005)

Use **in** with months (*February, December*), times of the day (*the afternoon, the evening*), \_\_\_\_\_ and \_\_\_\_\_.

Use **on** with days (*Monday, Friday*) and \_\_\_\_\_.

Use **at** with \_\_\_\_\_ and certain time expressions (*the weekend, night*).

**4** Choose five questions and write your answers on a piece of paper. Use a preposition + a time expression.

What's the best time to ...

- go on holiday?
- wake up on a day when you aren't working?
- do homework or study?
- visit your home town?
- watch television for films or series?
- get married in your country?
- do exercise?

**5** Compare your answers with a partner. Ask why.

A: *The best time to get married is in June.*


B: *Why?*

A: *Because the weather is always good in June.*

## Reading

**1** Work in pairs and discuss the questions.

- How many time zones are there in your country?
- Can you name a country where it is the middle of the night right now?
- Can you name a country that is one day behind you right now?

**2**  **2.24** Read and listen to *A brief history of time zones* on page 79. Are these statements true (T) or false (F)?

- 1 Time zones have existed for 500 years.
- 2 Greenwich Mean Time and Coordinated Universal Time are the same thing.
- 3 China has always had the same number of time zones.
- 4 Jet lag makes you tired.
- 5 There is only one internet time.

**3** Work in pairs and choose **one** of the tasks below.

**A** Choose three pieces of information from the text that you think are the most interesting. Compare with your partner.

**B** Discuss the questions.

- Have you visited a place with a different time zone? Where? When?
- Have you ever had jet lag?
- Do you know any good ways to avoid jet lag?





## Grammar

We **have had** standard time **for** less than 200 years.  
Greenwich internet time **has existed since** 2000.

- use *for* and *since* with present perfect to talk about unfinished time
- use *for* with a period of time
- use *since* with a point in time
- do not use *in* + a time expression with the present perfect tense

1 Complete the text with *for*, *since* or *in*.

## A brief history of ... watches

The idea of a portable object that tells the time has been around \_\_\_\_\_ five hundred years.

\_\_\_\_\_ the past, people held watches in their hands. They were later called pocket watches, because you could put them in your pocket.

The wristwatch has existed \_\_\_\_\_ 1880, and electronic watches first appeared \_\_\_\_\_ the 1950s. Digital watches have existed \_\_\_\_\_ 1970.

Watches have been sold as jewellery \_\_\_\_\_ more than a hundred and fifty years. A watch is often considered a traditional gift idea for a man.



2 Complete the sentences with the present perfect and *for* or *since*.

- I \_\_\_\_\_ (live) in this town \_\_\_\_\_ ten years.
- I \_\_\_\_\_ (study) English \_\_\_\_\_ I was twelve years old.
- I \_\_\_\_\_ (be) in class \_\_\_\_\_ eight o'clock.
- I \_\_\_\_\_ (know) the teacher \_\_\_\_\_ two years.
- I \_\_\_\_\_ (have) my watch \_\_\_\_\_ my twentieth birthday.
- I \_\_\_\_\_ (know) my oldest friend \_\_\_\_\_ we were at primary school together.

3 Complete the sentences with your own ideas and compare with a partner.

**G Grammar focus** – explanation & more practice of *for* & *since* on page 144

## A brief history of time zones

### Origin

The idea of time zones has not existed for very long. People used to measure time using the shadow of the sun. For years, each country used its own time, and local times used to be very different from one place to another. After the 19th century people began to travel more. There was a lot of confusion about times. Countries needed a single, standard time. In 1884 members from 27 countries met in Washington, US to create a system of time zones. The world has had a time zone system for less than 200 years.

### GMT, UTC, DST

The time zone system starts with the Prime Meridian, an invisible line through Greenwich, England. This time is called GMT (Greenwich Mean Time) or UTC (Coordinated Universal Time). Many countries also observe daylight saving time, or summer time. This is the time of year when people change their clocks.

### Different zones

Some large countries have more than one time zone. The United States has ten time zones and Russia has eleven. China used to have five time zones but changed to one single zone in 1949. This means that when you cross the border from China to Afghanistan, you have to change your watch by four hours! Some countries have differences of less than one hour. For example, when you go across the border from India to Nepal you change your watch by only 15 minutes.

### Jet lag

If you travel across many time zones by plane, you may get jet lag. Jet lag is the feeling of being very tired because you have travelled across parts of the world where the time is different.

### Internet time

The spread of the internet has also increased communication between people from different countries. The Swiss company Swatch introduced internet time so that people on the internet would all use the same time. Greenwich has had its own internet time, called GET (Greenwich Electronic Time), since the year 2000.



NEW YORK



LONDON



BERLIN



HONGKONG



PARIS



MOSCOW



SYDNEY



TOKYO



# UNIT 7 Time & Money

## Part 2

### Vocabulary

#### Time expressions

#### Listening

#### The concept of time

#### Pronunciation

/aɪ/ & /eɪ/, sentence stress

#### Speaking

#### Time saving inventions

#### Reading & Speaking

#### A Tale of Two Cities

## Vocabulary

1 Match the phrases in bold to the pictures. Which ones do you think are funny?

- 1 I think he **spends** too much **time** in front of the television.
  - 2 It looks like Tom's worked **overtime** again.
  - 3 Well, it **saves time** in the mornings!
  - 4 Have you ever thought this job is a **waste of time**?
  - 5 Advantage #1: lots of **free time**.
- 2 Look at the words and phrases in bold. What are they in your language?



## Listening

1 2.25 Listen to a talk about the concept of time in English. Finish the sentence to summarise the main point of the talk.

Time is ...

2 2.26 Match 1–4 to a–d to make sentences. Then listen and check your answers.

- 1 The concept of time in the English language ...
  - 2 You can spend time and money ...
  - 3 You can give someone your time, ...
  - 4 We can convert time into money ...
- a and money into time.
  - b is connected to money.
  - c just like you can give them money.
  - d or save it.
- 3 Are there similar expressions for time in your language?

## Pronunciation

1 2.27 Listen and repeat the sounds and words.

/aɪ/, time      /eɪ/, save

2 2.28 Listen and tick (✓) the word that has a different sound. Listen again and repeat the words.

- |          |       |        |         |
|----------|-------|--------|---------|
| 1 fly    | gym   | why    | eye     |
| 2 time   | smile | life   | machine |
| 3 mobile | might | friend | height  |
| 4 save   | waste | mail   | money   |
| 5 great  | break | meat   | paper   |

3 Look at the words in exercise 2. What are some common spellings for /aɪ/ and /eɪ/?

4 2.29 Listen and repeat the proverbs. Do you have any similar proverbs in your language?

- 1 Time flies when you're having fun.
- 2 Time waits for no man.
- 3 So many things, so little time.
- 4 Life is short and time is swift.



## Speaking

1 Work in pairs and choose the five most important inventions from the list. Then rank them from 1 (most important) to 5 (least important).

### Top Time Saving Inventions

The hairdryer	The personal computer
The internet and email	The photocopier
The microwave oven	The plane
The mobile phone	The washing machine

### Useful phrases

- I think ...
- Why do you think so?
- Because ... used to take a very long time.
- I agree / disagree.

2 Compare your list with another pair.  
Do you agree?

3 Can you think of other things that save time?



## A Tale of Two Cities

It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, [...] it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us ...

*A Tale of Two Cities* is a romantic adventure set in London and Paris. It happens in the years just before the French Revolution, a time of great changes in Europe.



Actor Sir John Martin-Harvey playing Sidney Carton, the main character in the story (1926).

*A Tale of Two Cities* is a historical novel. The story is invented, but the background is based on real events.

### Glossary

**foolishness** (noun) – stupid behaviour

**wisdom** (noun) – knowledge and experience

## Reading and Speaking

1 2.30 Read and listen to the first lines of *A Tale of Two Cities*.

2 Work in pairs. Some people say that the first line of the extract could be about the times we live in now. Do you agree? Are we living in the best of times and the worst of times?

3 Complete the sentences with your own ideas.

It is the best of times because ...

It is the worst of times because ...

4 Compare your ideas with another pair.



### Charles Dickens (1812–1870)

Considered one of the greatest English novelists in history, Dickens came from a very poor family. His books often talk about the situation of poor people in Victorian England.



# UNIT 7 Time & Money

## Part 3

### Vocabulary

#### Money, verb phrases

### Reading

#### A lifetime of financial concerns

### Grammar

#### Present perfect with yet & already

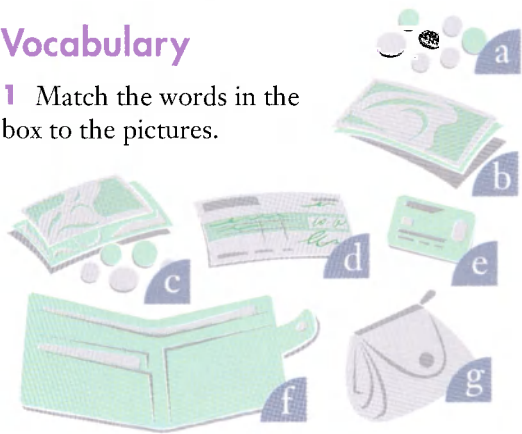
### Pronunciation

/ʌ/



## Vocabulary

1 Match the words in the box to the pictures.



cash cheque coins  
credit card notes purse wallet

2 Cross out the option that is not possible.

- 1 You earn
  - a a salary
  - b money
  - c the lottery.
- 2 You can spend money
  - a on clothes
  - b on food
  - c in the bank.
- 3 You can take out a loan
  - a from a bank
  - b from your wallet
  - c for a car.
- 4 You owe money
  - a to a friend
  - b to the bank
  - c for your wallet.
- 5 People pay
  - a electricity bills
  - b water bills
  - c money bills.

3 Look at the questions about money. Which questions would you **not** normally ask someone you don't know very well?

- 1 How much do you earn?
- 2 Where's the nearest cash machine?
- 3 Can you lend me some money?
- 4 How much did your jacket cost?
- 5 How much do you spend every week on food?
- 6 Do you have change for a five (dollar/euro/pound) note?
- 7 How much cash do you have with you now?
- 8 Do you owe a lot of money?

4 Compare your answers with a partner.

## Reading

1 Look at the title of the text on page 83. What do you think it is about?

2 Read the text and check your answer.

3 Read the text again and answer the questions.

- 1 How much does the child's toy cost?
- 2 Does the university graduate have a job?
- 3 When does the family man pay the bills?
- 4 Where do the young couple work?
- 5 What has the heir done with her money?
- 6 Do the retired couple have money problems?

4 What are common money concerns for people your age?

## Grammar

*I've **already** saved €3.*

*I **haven't** started work **yet**.*

- use **already** to emphasise something has happened before now
- use **yet** to talk about something that has not happened, but will probably happen soon

1 Find examples of **yet** and **already** in the text and complete the rules.

We use **yet** and **already** with the \_\_\_\_\_ tense.

We use \_\_\_\_\_ in affirmative statements.

We use \_\_\_\_\_ in negatives and questions.

2 Work in pairs. Look at the *to do* list and make sentences with **yet** or **already**.

*She **has already** done the shopping.*

*She **hasn't** paid the bills **yet**.*

do the shopping ✓  
pay the bills  
call work about a day off  
do English homework ✓  
go to the bank ✓  
phone parents



3 Make your own *to do* list. Write down six things. Include ...

- three things you haven't done yet, but would like to do this week.
- three things you have already done this week.

4 Compare your list with a partner. Ask questions.

A: Have you done your homework yet?

B: Yes, I have.

A: Have you visited your parents yet?

B: No, I haven't.

A: When are you going to visit them?

**G Grammar focus** – explanation & more practice of *yet* & *already* on page 144

### Pronunciation

1 **2.31** Listen and repeat the sound and words.

/n/, sun, mother

2 **2.32** Tick (✓) the words that have the /n/ sound. Then listen and check your answers.

brother	bus	buy
cost	home	money some

3 **2.33** Read and listen to the poem below.

4 Work in pairs. Read the poem, one line each at a time.

### Routine

More **work**.

Less **fun**.

More **money**.

More **buying**.

More **fun**.

Less **money**.

More **work**.

Less **fun**.

More **money**.

More **buying**.

More **fun**.

Less **money**.

More **work**.

Stuart Doggett

## A lifetime of financial concerns

As we get older our money concerns change, but they don't go away...

### The retired couple

'My wife and I stopped work last month. We haven't received any money from the government yet but we have our savings, and we've already paid for our house. When the money comes, we'll travel. We've always wanted to go to France. Maybe now we can.'



### The university graduate

'I haven't started work yet and I owe \$10,000. How am I going to pay this money back?'



### The heir

'With the money my uncle left me, I've already paid for my house and a new car. I'm going to put the rest in a special bank account for my children.'



### The family man

'Our situation has become more difficult since we had our second child. Everything is getting more and more expensive. We really don't look forward to the end of the month when we have to pay everything.'



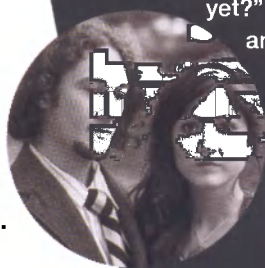
### The eight year old

'I've already saved €3. Two more and I can buy the toy I want!'

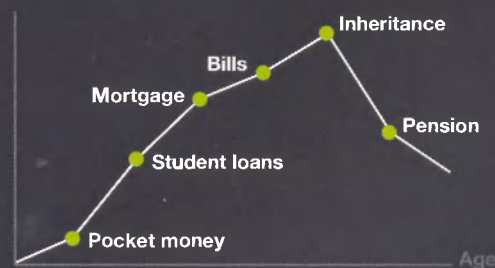


### The young couple

'Our friends often ask us: "Have you bought a place yet?" Well, we've already visited three banks and none of them want to help us. It's crazy, houses are so expensive here. We're thinking of living outside the city centre, but that means we have to commute and we don't really want that.'



Financial concerns





# UNIT 7 Time & Money

## Part 4

### Speaking

#### Describing pictures

### Reading

#### A different kind of bank

### Speaking

#### A bank loan

## Speaking

Look at the pictures of people meeting at a bank. Work in pairs and describe the similarities and differences between them.


## Useful language

- formal clothes
- married couple
- outside
- group of women
- modern office
- traditional clothes

## Useful phrases

- In this picture ... but in this picture ...
- In this picture they are wearing ... but in this one they are wearing ...
- This picture was probably taken in ... while this one was taken ...

## Reading

1  2.34 Read and listen to *A different kind of bank*. Find two differences between a Grameen Bank and a normal bank.

I made a list of people who needed just a little bit of money. And when the list was complete, there were 42 names. The total amount of money they needed was \$27. I was shocked.  
Muhammad Yunus

## A different kind of bank

The Grameen Bank in Bangladesh is very different from a normal bank. In the words of its founder, Muhammad Yunus, **normal banks work on the principle 'the more you have, the more you can get.'**

In other words, if you have little or nothing, you get nothing.' The Grameen Bank system works on the principle that the person who has nothing is the first person who should get a loan from the bank.

The bank was started as a project in 1976 by Yunus. It gives people very small loans, called microcredit. In 1983 the Grameen Bank Project became an independent institution and the bank is now owned by its borrowers. There are more than seven million people who borrow from the Grameen Bank and 97% of them are women. It has more than 2,000 branches covering 79,000 villages. In normal banks, people go to the bank for a loan. In Grameen banks, the bank workers go and visit people in the villages. The bank often lends money to groups of women to start their own small businesses.

The Grameen bank system works very well in Bangladesh. Borrowers pay back more than 98% of the loans, and the bank has made a profit almost every year. It uses its profits to help with natural disasters.

In 2006 the Nobel committee gave Mohammad Yunus the Nobel Peace Prize for his work with the bank.

This is not charity. This is business: business with a social objective, which is to help people get out of poverty.

Muhammad Yunus

## Glossary

**branch** (noun) – an office representing a large company

**charity** (noun) – an organisation that gives money and help to people who need it

**founder** (noun) – someone who starts an organisation

**poverty** (noun) – a situation where people do not have enough money to pay for basic needs



2 Read the text again and choose the correct answer.

- 1 The Grameen Bank thinks that ... should get loans first.
  - a rich people    b people with nothing
  - c women
- 2 It lends ... to people.
  - a small amounts of money
  - b large amounts of money
  - c no money
- 3 Most of the people who borrow from the bank are ...
  - a women.        b poor.
  - c both women and poor.
- 4 Grameen Bank workers meet the borrowers ...
  - a in their offices.    b in the capital city.
  - c in their villages.
- 5 The bank gets back ... of the money it lends.
  - a a bit    b almost all    c all

3 What do you think of the Grameen bank? Is it a good idea?

### Extend your vocabulary – borrow and lend

If we **borrow** something from someone, they give it to us and we agree to give it back.

*I need to borrow some money from the bank.*

If we **lend** something to someone, we give it to them and they agree to give it back to us.

*The bank is going to lend me some money.*

Complete the sentences with the correct form of **borrow** or **lend**.

- 1 My pen isn't working. Can I \_\_\_\_\_ yours?
- 2 She \_\_\_\_\_ him two thousand euros for the car. He hasn't paid it back yet.
- 3 I don't have enough money for the bus. Could you \_\_\_\_\_ me some?
- 4 We didn't have enough chairs, so we \_\_\_\_\_ some from the neighbour.

## Speaking

1 Read the situation below.

### Situation

The bank has lent your learning institution €12,000 to modernise the facilities. The director has asked you for suggestions on how to spend the money. What does your institution need?

2 Work in small groups and discuss what you are going to buy. Remember that your budget is €12,000. Write down your final list of items.

3 Present your plan to another group. Give reasons for your decisions.

### Useful phrases

- We need ...
- We don't need ...
- ... is more important than ... because ...
- I don't think ... is as important as ... because ...
- I don't think ... is very important because ...
- We have decided to spend ... on ... because ...

**CD players**  
€150 each

**Computers**  
€1,000 each

**Electronic whiteboards**  
€1,000 each

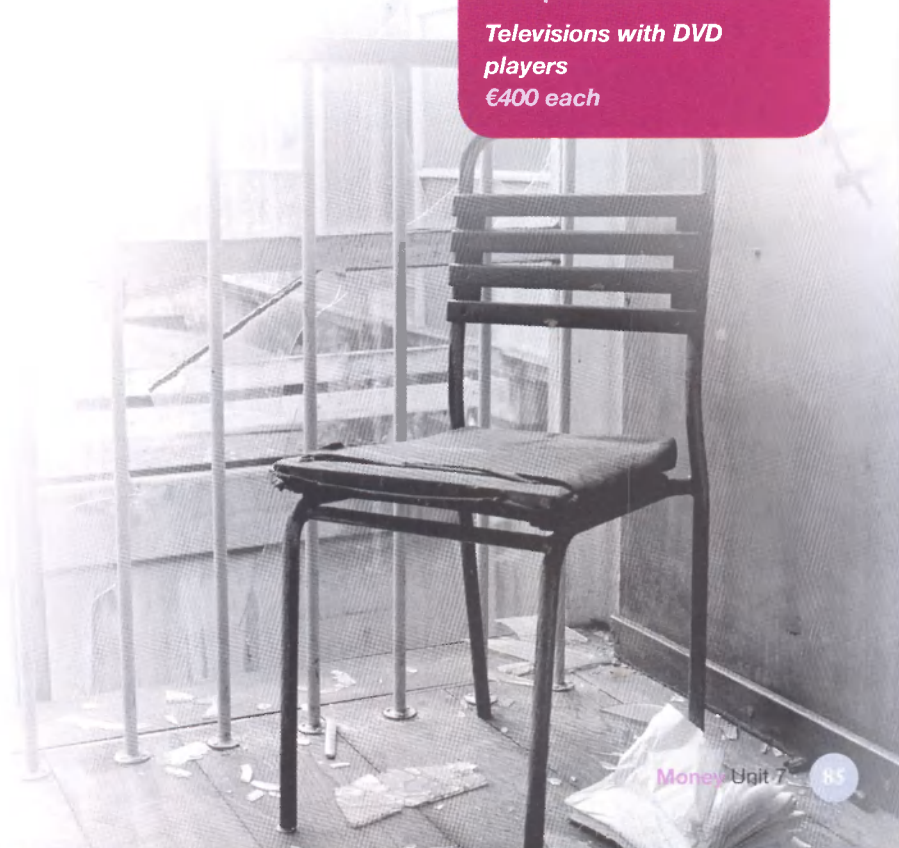
**Food and drink machine for students**  
€2,500

**Modern desks and chairs**  
€1,500 per classroom

**Nice chairs for the teachers**  
€150 each

**Painting and decoration**  
€400 per classroom

**Televisions with DVD players**  
€400 each





## UNIT 7 Function globally shopping in a market



### Warm up

1 Look at the pictures of four different markets. Work in pairs and describe the similarities and differences between them.

#### Useful phrases

- This stall sells ...
- I think this market is in ...
- The stallholder is ...

2 Which market could you see in your country?

### Listening

1 2.35–2.37 Listen to three conversations. Match each one to a photo.

2 Listen again and answer the questions.

- Conversation 1: What does the man want?  
How much is the final price?
- Conversation 2: What does the woman buy?
- Conversation 3: What does the woman want?  
Why is she sad at the end?

### Language focus: shopping

1 Correct the mistakes in these sentences.

- 1 How much it is?
- 2 I can help you?
- 3 I just looking thanks.
- 4 Have you a red shirt?
- 5 You can to have it for a hundred and twenty-five.
- 6 I take it.
- 7 No, thanks. I leave it.
- 8 That very expensive.

2 2.38 Listen and check your answers. Then listen and repeat the phrases.

### Speaking

Work in pairs and choose **one** of the tasks below.

**A** Choose one of the markets and roleplay a conversation. Use the new expressions you have learnt.

**B** Choose three things (eg your book, your pencil, your phone). You are going to try and *sell* them to your partner. Decide a price for each thing.

Try and sell your things to your partner. Use the new expressions you have learnt.



## Global English

### The English language and the number **four** by David Crystal



If there's a number you should remember when thinking about the way the English language has changed over time, it is the number four.

The first boats carrying Angles, Saxons and Jutes from the north of Europe arrived in several parts of the British Isles in 449 AD. The different dialects they spoke gave us the earliest form of English – Old English, or Anglo-Saxon. Exactly 400 years later, King Alfred 'the Great' was born. He is especially famous in the history of English, because it was thanks to his planning that Old English literature survived.

In 1400, Chaucer died, leaving us the literary highlight of Middle English, *The Canterbury Tales*. Soon after, a major sound change began which affected many English vowel sounds. This 'Great Vowel Shift' is the main reason that Chaucer's language sounds so different from the English we use today.

In 1600, when Shakespeare was writing, roughly 4 million people spoke English in Britain. Today, around 400 years later, 400 million people

speak English as a mother-tongue, and four times as many speak it as a second or foreign language.

#### Glossary

**Angle, Saxon, Jute** (*noun*) – the names of Germanic peoples who lived in England

**dialect** (*noun*) – a way of speaking a language that is used only in a particular area or by a particular group

**shift** (*noun*) – a change in something

#### Warm up

Look at the timeline for the English language. Tick (✓) the bold phrases that you have heard of before.

#### Reading

1 Read the text *The English language and the number four*. Find three reasons why the number four is important.

2 Read the text again and complete the timeline with information from the text.

#### Language focus

Choose the option with the same meaning as the underlined phrases.

- 1 exactly 400 years later  
a 400                      b 390–410
- 2 roughly 4 million people  
a 4 million              b 3.8–4.2 million
- 3 around 400 years later  
a 400                      b 395–405
- 4 400 million speak English as a mother-tongue, and four times as many speak it as a second or foreign language  
a 100 million              b 1,600 million

#### Timeline of the English Language

449 AD \_\_\_\_\_



787 AD **Viking raids** began in England – Scandinavian influence on English names for people and places

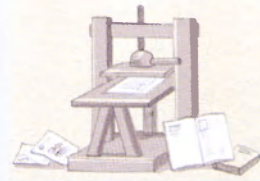
849 AD \_\_\_\_\_

1066 **Norman invasion** of England. The French language influences English in many ways.

1400 \_\_\_\_\_

1400s–1500s \_\_\_\_\_

1476 **First printing press** invented in England. Standard writing system starts to develop.



1600 \_\_\_\_\_

1600s English comes into contact with other languages through **colonisation**.

1800s Time of the **Industrial Revolution** and **British Empire**. Huge changes in English.

1884 New English Dictionary project begins – will become the **Oxford English Dictionary**.

late 1900s Rise of the internet and **globalisation**. English becomes world language.

2000 \_\_\_\_\_

#### Speaking

Work in pairs and discuss the questions.

- Can you think of any examples of how your language has changed? For example, a word or phrase that doesn't exist anymore.
- What other languages have an influence on your language? Can you give examples?
- Does your language have an influence on any other languages? Which ones?



## UNIT 7 Writing giving your opinion



### Reading

1 Read Tayse's essay on *Life today is too fast and people don't have enough time for what is important*. Does she agree with the statement?

(1) People have too many things to do and spend all their time rushing from place to place. We travel by car and plane, communicate by email and mobile phone, and get information immediately on the internet. Even our food nowadays is often fast food.

(2) We worry about work and our obligations, and consequently become stressed and ill. We spend our time earning more money and buying more and more things, and so we lack time for what is important. We rarely spend time with friends and family or stop to relax or have fun.

(3) We should spend more time seeing our friends and family. We also need to think about relaxing and enjoying ourselves, even for a few hours a day. We need to find time to listen to music, read books for enjoyment, and enjoy our hobbies. We can't let life pass us by.

2 Read the essay again and put the sentences in the correct places. How do the sentences help us to understand each paragraph?

- a I believe it is important to realise that there are other things in life as well as work and money.
- b As a result of this, we save time but end up filling it with other things.
- c It is certainly true that for many people, especially in big cities, life today is too fast.

3 Do you agree with Tayse's opinions?

### Writing skills: organising your ideas

Look at Tayse's essay plan below. Put the points in each paragraph in the correct order.

- 1 *Life today too fast*
  - a *too many things to do – always rushing*
  - b *life in big cities too fast*
  - c *transport, communication, internet, food*
- 2 *Don't have enough time for what is important*
  - a *no time for friends and family*
  - b *earn money – buy things*
  - c *worry about obligations – become stressed*
  - d *save time but fill it with other things*
- 3 *Conclusion – what to do*
  - a *spend more time with friends & family*
  - b *can't let life pass us by*
  - c *relax, have fun – music, reading, hobbies*
  - d *need to realise other things are important*

### Language focus: giving your opinion

Complete these sentences from the text.

- 1 \_\_\_\_\_ realise that there are other things in life as well as work and money.
- 2 \_\_\_\_\_ spend more time seeing our friends and family.
- 3 \_\_\_\_\_ find time to listen to music.
- 4 \_\_\_\_\_ let life pass us by.

### Preparing to write

1 Work in pairs and choose one of the statements below to write about. Do you agree with the statement?

- Schools and universities do not teach students enough about how to manage their time.
- The love of money is the root of all evil.

2 Write three paragraph headings and then write notes under each heading.

### Saying what you think

- It is (certainly) true that ...
- I (personally) believe that ...
- It is my opinion / view that ...

### Writing

Write your essay. Use your notes and the useful phrases to help you.



## Global review

### Grammar

1 Complete the sentences with the correct word.

- 1 My birthday is                November 12th.
- 2 What are you doing                the weekend?
- 3 The best time to get married is                the spring.
- 4 I've lived in my house                six years.
- 5 I've studied French                last year.
- 6 I've had this purse                I was ten years old.

2 Put the words in the correct order.

- 1 yet / bill / paid / electricity / you / the / have?
- 2 gave / me / a / bank / loan / the.
- 3 saved / three / have / I / already / euros.
- 4 fun / flies / you're / time / having / when.

### Vocabulary

1 Match the words on the left to the ones on the right.

jet	money
student	jam
pocket	watch
over	lag
traffic	loan
cash	time
wrist	machine

2 Put *owe*, *borrow* or *lend* in each gap.

- 1 Could you                me ten dollars, please?
- 2 I need to                some money from the bank.
- 3 How much do I                you for the tickets?

### Speaking

1 Work in groups of three. Talk about yourselves using *for* and *since* and try to find three things that are the same for all of you.

*I've known Maria **for** three years.*

*I've had my watch **since** January.*

*We've all studied English **for** two years.*

2 Work in groups of three and discuss your English classes. Find three things you've already studied, and three things you haven't studied yet.

*We've **already** studied the present perfect.*

*We haven't practised writing letters **yet**.*

3 Work in pairs and ask each other these questions.

- What do you usually spend your money on?
- Do you save money? How? What for?
- How do you like to spend your free time?

## Study skills

### Managing your study time

1 Answer the questions about study time. Then discuss your answers with a partner.

- 1 When do you study best?
  - a In the morning.
  - b In the afternoon or evening.
  - c Late at night.
- 2 What do you do with homework?
  - a Do it straight away.
  - b Do it when you are ready.
  - c Do it at the last minute.
- 3 How do you study outside class?
  - a Just do your homework.
  - b Re-read the work done in class.
  - c Do other work as well.
- 4 When do you re-read your notes?
  - a Before meals.
  - b Travelling to school or work.
  - c Before going to sleep.

### Top tips for study time

- \* Find the time when you work best, and study then.
- \* Re-read the work you have studied in class. Little and often is best, e.g. ten minutes a day.
- \* Use spare moments to re-read your class work, eg before meals, between classes, on the bus or waiting for an appointment.
- \* Decide what is most important.
- \* Make a work plan and follow it.
- \* Don't waste time thinking about work – do it straight away!

2 Make a study plan for next week. Use your answers to exercise 1 and the Top tips to help you.

- What will you do?
- When will you do it?



# UNIT 8 Home & Away

## Part 1

### Speaking

#### A tour of your home

### Pronunciation

/h/

### Listening

#### Famous homes

### Grammar

#### Passive voice

### Reading & Writing

**Bram Stoker's  
Dracula**

## Speaking

Draw an outline of the rooms in your house or flat. Then work in pairs and take your partner on a *tour* of your home.

### Useful language

- balcony
- bathroom
- bedroom
- dining room
- front door
- hall
- kitchen
- living room
- study
- toilet

### Useful phrases

- This is the ...
- Over here there's a ...

## Pronunciation

**1** 2.39 Listen and repeat the sound and the word.

/h/, home

**2** 2.40 Listen to the sentences. Underline the words with the /h/ sound.

Home is where ... the heart is.  
happy memories are.  
you hang your hat.  
the hard drive is.  
your hopes are.

**3** Listen again and repeat the sentences. Which one do you like the best?

## Listening

**1** Look at the pictures of three famous homes. Where are they? Who do you think lived there? Use the words in the box to help you guess.

castle Dracula film set ghost  
haunted prince prisoner tower

**2** 2.41–2.43 Listen to people talking about these homes and check your answers.

**3** Listen again. Are the statements true (T) or false (F)?

Conversation 1:

- a The tower was built more than 900 years ago.
- b The young princes were put in the tower by their uncle Richard III.

Conversation 2:

- a The house was used in a film.
- b The house is never open.

Conversation 3:

- a The castle is still occupied by the government.
- b Dracula never saw the castle.

**4** Are there any famous homes in your town? Where are they? Who lived there?

### Extend your vocabulary – house and home

A *house* is a building that people live in.

*She lives in that big house.*

Someone's *home* is the place where they live.

*That flat is the home of a large family.*

Complete the sentences with *house* or *home*.

- 1 I'm going \_\_\_\_\_ after class.
- 2 Please do exercise 3 for \_\_\_\_\_ work.
- 3 See that big red \_\_\_\_\_ over there?  
My father lives there.
- 4 I'll do the shopping and cleaning, but you do the other \_\_\_\_\_ work.
- 5 Hi, I'm not at \_\_\_\_\_ at the moment.  
Please leave a message.





## Grammar

People say the tower **is haunted**.  
The castle **was returned** to its owners.

- we use the passive voice when we want to focus on the action, not the person who does the action
- we also use the passive voice when we do not know who does the action or it is not important

1 Read the sentences from the listening and decide if they are active (A) or passive (P).

- 1 The Tower of London was built in 1078.
- 2 Their uncle put them in the tower.
- 3 It was used in the film *Psycho*.
- 4 People believe that Vlad Tepes – the original Dracula – lived here.
- 5 It is visited every year by thousands of people.

2 Complete the texts with the correct form of *to be*.

## Official residences around the world


The **Palacio de la Moncloa** is the official residence of the Spanish prime minister in Madrid. It **was / is** destroyed during the Spanish Civil War, but it **was / is** rebuilt afterwards.

**Abdeen Palace**, in central Cairo, **is / was** built in 1874 for the Egyptian royal family. Today it **is / was** used as an official residence for the president and a museum.

**The Lodge**, located in Canberra Australia, **is / was** built in 1926. It **was / is** meant to be a temporary home for the Australian prime minister. Now it is the official one.

The official residence of the president of Ukraine is **Mariyinsky Palace** in Kiev. It **is / was** constructed in the 18th century and **is / was** used as military headquarters between 1917 and 1920.

**The Zhongnanhai** is a group of buildings in Beijing, China. It **is / was** used as an official residence of the head of state in the past. Today, when foreign politicians come to visit, they **were / are** welcomed there.

 **Grammar focus** – explanation & more practice of the passive on page 146

## Bram Stoker's Dracula

As Jonathan Harker approaches the castle doors, they open. An old man, carrying a lamp, enters the room.

**Dracula:** Welcome to my home.

**Harker:** Count Dracula?

**Dracula:** I am Dracula, and I bid you welcome, Mr Harker, to my house. Come in.

**Dracula:** You will, I trust, excuse me that I do not join you. But I have already dined and I never drink ... wine.



The novel *Dracula* was written in 1897 by the Irish novelist Bram Stoker. There have been many adaptations of the novel for film. The 1992 film *Bram Stoker's Dracula* was directed by Francis Ford Coppola.

## Reading and Writing

1 Read the scene from the film *Bram Stoker's Dracula*.

2 Work in pairs and write the next three lines of the dialogue. Then present your scene to another pair.

**Language note:** *I bid you welcome* is a formal, literary way of saying welcome.





# UNIT 8 Home & Away

## Part 2

Vocabulary & Speaking

**Animals**

Reading

**The cat came back**

Vocabulary

**Prepositions of movement**



## Vocabulary and Speaking

**1** Look at the pictures of different animals. Would you keep any of these animals in your home? Which ones?

budgie cat dog goldfish hamster  
horse mouse rabbit snake spider

**2** Which of these animals have ...  
a tail? eight legs? fur?  
big ears? fins? wings?

**3** Work in pairs and ask each other these questions.

- Did you have a pet as a child? What was it?
- Are you afraid of any of these animals?

## Reading

**1** Do you prefer cats or dogs? Why? Tell a partner.

*I prefer ... because they are friendlier / more intelligent / more interesting.*

*I don't like cats or dogs.*

**2** Read the introduction to *The cat came back* on page 93 and discuss the questions in pairs.

- Do cats have any special meaning in your country?
- Do many people keep them as pets? What is the most common pet?
- In English, people sometimes say that cats have nine lives. Does this expression exist in your language?

**3** Quickly read the rest of the text and choose the best subtitle.

- True stories of cats who lived in different countries.
- True stories of cats who travelled a long distance to come home.
- True stories of cats who loved their owners.
- True stories of cats who travelled a long distance to leave home.

**4** **2.44** Read and listen to the text and complete the sentences with the names of the cats.

- \_\_\_\_\_ lived in the USA.
- \_\_\_\_\_ came home after about two months.
- \_\_\_\_\_ and \_\_\_\_\_ came back home after a week.
- \_\_\_\_\_ went to his owners' second home.
- \_\_\_\_\_ was happy but very dirty.

**5** Find words in the text with these meanings.

- so important that you should not criticise it (introduction)
- the official line that separates two countries (paragraph 1)
- very dirty (paragraph 2)
- the sound a cat makes when it's happy (paragraph 2)

**6** Which story do you think is the most surprising? Do you know any unusual pet stories?



## The cat came back

Archaeologists estimate that humans and cats have lived together for more than 9,000 years. In Ancient Egypt, cats were considered sacred animals and protectors of the home. Today there are an estimated 500 million domestic cats in the world, making cats one of the most common animals in the home. It's common to say that cats have nine lives because of their strange ability to survive as the following true stories show.

**Minosch** – travelled 2,400 km through Germany. In 1981 Mehmet Tunc, a Turkish man living in Germany, went to Turkey with his cat and family for a holiday. At the Turkish border Minosch disappeared. Sixty-one days later, back in northern Germany, the family heard a noise at the door. It was Minosch.

**Howie** – walked 1,900 km across Australia. In 1978 this three-year-old cat walked home from the Gold Coast in Queensland, Australia to Adelaide. The trip took a year. Kirsten Hicks, the cat's owner, said that although he was filthy and bleeding, Howie was actually purring.

**Ernie** – travelled 965 km to Texas. In September 1994 Chris and Jennifer Trevino's cat Ernie jumped out of a pick-up truck while it was travelling down the motorway. The cat was 965 km away from home. A week later, Ernie walked back into the Trevino family home in Victoria, Texas.



**Gringo** – travelled 780 km down to the French Riviera.

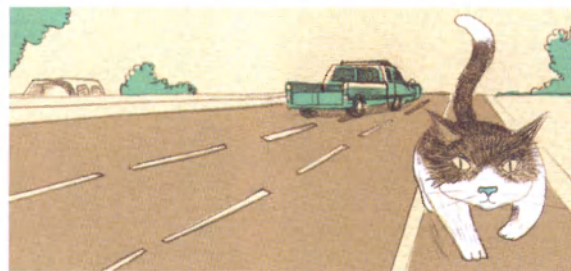
The Servos family lost their pet cat Gringo from their home in northern France in December 1982. The following July they learnt that the cat was in the south of France. Gringo had travelled through France and arrived at the Servos's summer home a week later. The neighbours took care of him until the Servos family arrived.

### Vocabulary

1 Look at the pictures and complete the sentences with the correct prepositions from the box.

across across  
along down in  
into out of past  
through up

2 2.45 Listen and check your answers. Then cover the sentences and try to retell the story.



1 Ernie jumped \_\_\_\_\_ the truck and walked \_\_\_\_\_ the highway.



2 He went \_\_\_\_\_ a bridge, and \_\_\_\_\_ some fields.



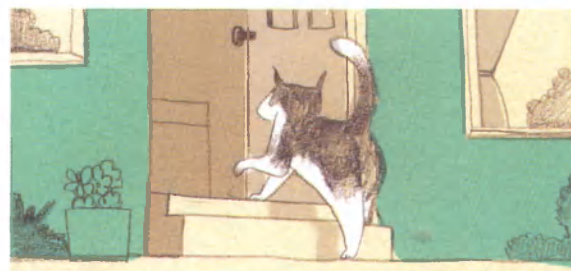
3 He walked \_\_\_\_\_ the river, but fell \_\_\_\_\_ by accident.



4 He ran \_\_\_\_\_ some sleeping dogs.



5 He climbed \_\_\_\_\_ a tree to sleep and climbed \_\_\_\_\_ again the next morning.



6 He walked \_\_\_\_\_ the family home one week later.



# UNIT 8 Home & Away

## Part 3

Reading

Travel guidebooks

Listening

Conversations with  
travel guides

Grammar

First conditional

Reading & Speaking

The Beach

## Reading

Read *A quick guide to the world's most famous guidebooks* and complete the sentences with the names of the guidebooks.

- \_\_\_\_\_ became famous for its restaurant reviews.
- \_\_\_\_\_ was written by a soldier.
- \_\_\_\_\_ was the first modern guidebook.
- \_\_\_\_\_ and \_\_\_\_\_ were written for people without a lot of money.

Which of these guidebooks did you know about already?



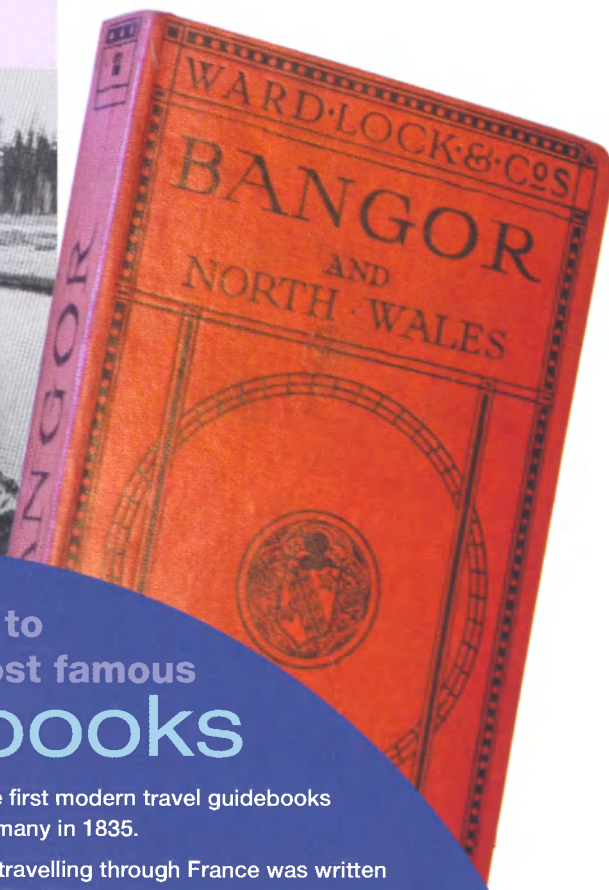
## A quick guide to the world's most famous guidebooks

**Baedeker's:** these were the first modern travel guidebooks and were published in Germany in 1835.

**Michelin:** the first guide to travelling through France was written by Andre Michelin in 1900. The Michelin stars are one of the most famous systems for reviewing restaurants in the world.

**Frommer's:** the book *Europe on \$5 a day* was written in 1957 by Arthur Frommer, an American soldier, and was one of the first budget travel guides.

**Lonely Planet:** the *Lonely Planet* guidebooks were started by Tony and Maureen Wheeler in 1973. They were originally written for budget travel in Asia, but now cover almost every country in the world.



## Listening

**1** **2.46-2.48** Listen to three conversations between tourists and travel guides / agents. Choose the correct situation for each one. There is one place you don't need.

beach   city centre   market   travel office

**2** Listen again and choose the correct answers.

Conversation 1: The man wants to travel.

- a to the USA.   b this month.  
c next month.

Conversation 2: The tower is ...

- a the newest building in the city.  
b the tallest building in the city.  
c the oldest building in the city.

Conversation 3: The guide persuades the man to ...

- a buy a carpet.   b have lunch.  
c visit the city.

## Extend your vocabulary — words that mean *trip*

A *trip* is when we go somewhere and come back again.

A *drive* is a trip in a car. A *flight* is a trip in a plane.

A *journey* is a long trip from one place to another.

A *tour* is a trip to a place where there are interesting things to see.

A *ride* is a short trip in a car or bus or on a bicycle or motorcycle.

Replace the underlined words with other words that mean *trip*.

- I went for a trip in my brother's new car.
- They were very tired and had jet lag after the third plane trip.
- He took me for a trip in his new Volkswagen.
- She's saving money for her next trip across Europe.





## Grammar

*If you go up the tower, you won't regret it.  
If you buy one of these carpets now, I can get  
a good price for you.  
I'll ask if you like.*

- use the first conditional to talk about a possible future situation
- use the present simple in the *if* clause
- use *will*, *can* or *might* plus verb in the main clause
- the *if* clause can be the first or second clause in the sentence

1 Complete the sentences from the listening with the correct phrase.

- 1 If you *travel* / *will travel* this month, you'll / you get an extra 20% discount.
- 2 If you *will go* / *go up* the tower, you *won't* / *don't* regret it.
- 3 *We'll* / *We* go there later if you *will want* / *want*.
- 4 If you *buy* / *will buy* two, she *will give* / *gives* you a big discount.

2 What is the difference between these sentences?

- a If I go to London, I'll buy an English guidebook.
- b If I go to London, I might buy an English guidebook.
- c If I go to London, I can buy an English guidebook.

3 Work in pairs. Read the situations and complete the sentences with your own ideas.

- 1 You want to go somewhere this weekend. (sunny or raining?)  
*If it's sunny, we'll ...*
- 2 You have won a big prize (a trip for two or money?)  
*If we win the trip for two, we ...*
- 3 Your friend is going to have a baby and you want to buy a present. (boy or girl?)  
*If it's a boy ...*

**Grammar focus** – explanation & more practice of the first conditional on page 146

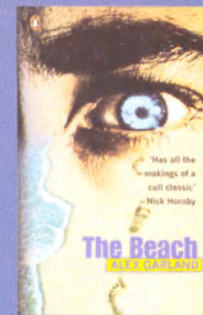
# The Beach

'Of course this is more than a beach resort. But at the same time, it is just a beach resort. We come here to relax by a beautiful beach, but it isn't a beach resort, because we're trying to get away from beach resorts. Or we're trying to make a place that won't turn into a beach resort. See?'

'No.'

Sal shrugged. 'You will see, Richard. It really isn't that complicated.'

In *The Beach*, the main character Richard finds a secret community of travellers in Thailand. They live on a perfect beach, a place that is not in any guidebooks. Here Sal, a woman who lives there, explains the idea behind the secret community to Richard.

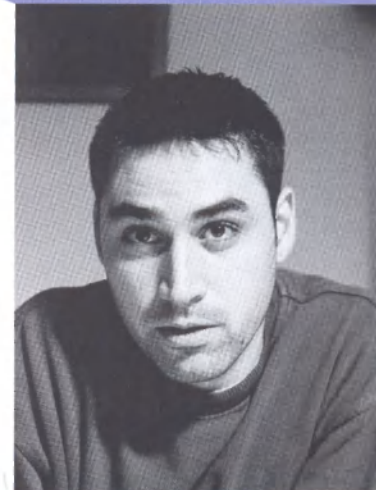


## Reading and Speaking

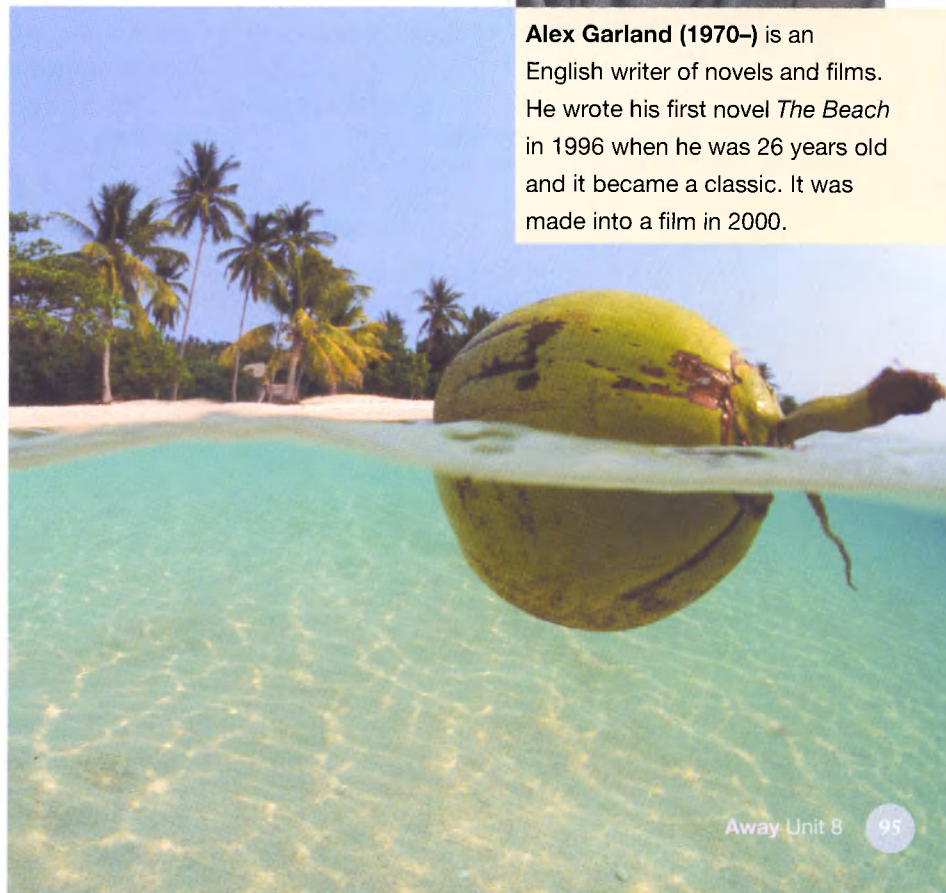
1 Check you understand the phrase *beach resort*. Are there any beach resorts in your country? Do you like them?

2 2.49 Read and listen to the text. Then work in pairs and discuss the questions.

- What do Sal and the others want to avoid? Why?
- Do you often visit places that are popular with tourists?
- Are there any places in your country that have too much tourism? Where?



**Alex Garland (1970–)** is an English writer of novels and films. He wrote his first novel *The Beach* in 1996 when he was 26 years old and it became a classic. It was made into a film in 2000.





# UNIT 8 Home & Away

## Part 4

Speaking

Describing photos

Vocabulary

Adjectives & prepositions

Reading

New kinds of tourism

Grammar

Second conditional

Pronunciation & Speaking

Sentence stress

## Speaking

Work in pairs. Look at the pictures below and describe them. How do you think they are connected?

### Useful language

- ancient
- disaster area
- operating theatre
- castle
- kitchen
- storm

### Useful phrases

- It looks a bit like ...
- This picture shows ... while this one shows ...
- This picture looks nicer / more interesting / more boring than ...

## Vocabulary

1 Complete the sentences with the correct prepositions.

about at in of of with

- 1 I'm interested \_\_\_\_\_ historical and cultural places.
- 2 I'm bored \_\_\_\_\_ beach holidays; we go to the beach every year.
- 3 I'm worried \_\_\_\_\_ the situation and I want to help.
- 4 I'm fond \_\_\_\_\_ sand, sea and sun.
- 5 I'm not good \_\_\_\_\_ cooking, but I want to learn.
- 6 I'm a bit afraid \_\_\_\_\_ old castles and places like that.

2 Match the sentences in exercise 1 to the pictures from the speaking activity. More than one answer may be possible.

3 Complete the sentences in exercise 1 with your own ideas.

## Reading

1 Read the text *New kinds of tourism* on page 97. Which kind of tourism does each picture show?

2 Read the text again and put the sentences in the correct places in the text.

- a This kind of tourism involves going to a different country for health care and at the same time enjoying more typical tourist attractions.
- b New Zealand has benefited from this kind of tourism since the film *The Lord of the Rings* was made there.
- c The increase in the number of tourists also means an increase in the kinds of tourism now available.
- d Cooking holidays are growing in popularity, especially in countries like Italy and France.
- e This kind of tourism is not very popular with local residents for obvious reasons.

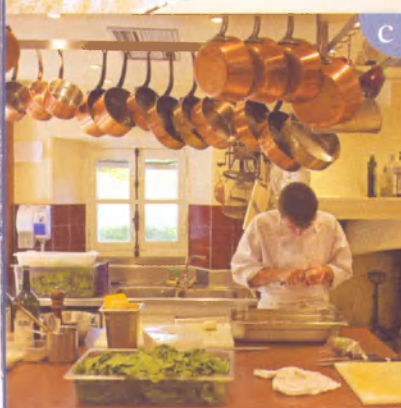
3 What is your opinion of these different kinds of tourism? Write a number for each one. 1 = very acceptable, 5 = completely unacceptable

Then compare your ideas with a partner.

*I think ... is very acceptable.*

*I have some problems with ...*

*I think ... is unacceptable.*





# New kinds of tourism

Would you do it if you had the chance?

People are travelling more than ever before. The World Tourism Organisation (UNWTO) predicts that by 2020 the number of international travellers will be more than 1.6 billion people per year (see chart). Here are four different kinds of tourism that have appeared recently.

## Medical tourism

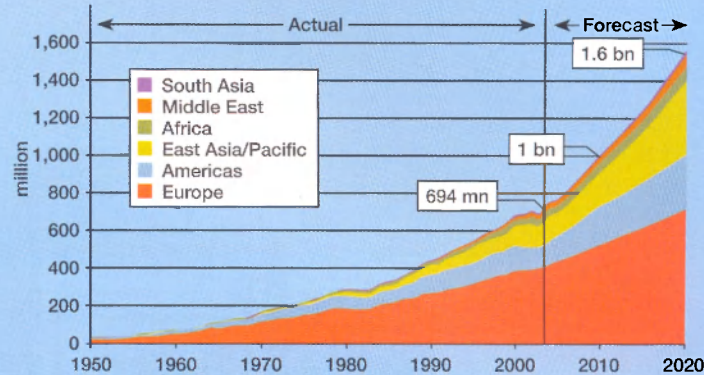
Medical tourism can be for a variety of things, from operations to visits to the dentist or even cosmetic surgery.

A few of the popular countries offering medical tourism are India, Cuba, Thailand, Argentina and Jordan. In Kenya they even offer medical safaris.

## Culinary tourism

Nearly all tourists eat in restaurants, and dining is one of the top three tourist activities. But if you were in a country famous for its food, would you learn how to cook it?

Welcome to the more extreme form of culinary tourism, where people go to another country to learn how to prepare its food.



## Disaster tourism

Disaster tourism involves visiting the site of a disaster. Examples include tours to New Orleans after Hurricane Katrina, to parts of Thailand after the tsunami or tourist visits to ground zero in New York.

## Literary tourism

Another growing area of tourism is literary tourism. This is a kind of cultural tourism and there are several types. It can be connected to the life of an author, for example visiting the author's home or favourite places, or connected to the lives of characters in a story. It can also be a visit to a place where a film was made.

### Glossary

**cosmetic surgery** (noun) – medical operations that improve someone's appearance

**ground zero** (noun) – a place where a lot of people have been killed

**health care** (noun) – the services that look after people's health

**safari** (noun) – a journey, especially in Africa, to see wild animals in their natural environment

**tsunami** (noun) – a very large wave that is caused by an earthquake under the sea

## Grammar

1 Look at sentences 1–3 and answer questions a–c below.

- 1 If you were in a country famous for its food, would you learn how to cook it?
- 2 If I went to Morocco, I would visit the market in Medina.
- 3 We wouldn't visit the disaster area if we were in New Orleans.

- a What tense are the verbs in the underlined parts of the sentences?
- b What form of the verb follows *would* in the other part of the sentences?
- c Are these real or unreal situations?

2 Which sentence in each pair is about an unreal situation?

- 1 a We'll go if we have the money.  
b We'd go if we had the money.
- 2 a Would you visit there if you could?  
b Will you visit there if you can?
- 3 a I'd never visit a disaster zone.  
b I'll never visit a disaster zone.

**Grammar focus** – explanation & more practice of the second conditional on page 146

## Pronunciation and Speaking

1 2.50 Look at this question. Only the stressed words are written. Listen and write the missing words.

— you — go anywhere  
— world, where — go?

2 Listen again and repeat the question. Then work in pairs and ask each other.

3 Work in pairs and ask each other the questions in the box. Pay attention to the stressed words.

- If you could work or study in another country, would you do it? What country would you prefer?
- If some foreign friends visited you for one day and wanted to see some sights, where would you take them?
- What would you do if your son or daughter told you they wanted to travel on their own?
- If you went to England, would you buy souvenirs? What would you buy? Who for?



## UNIT 8

## Function globally speaking on the telephone



## Warm up

Work in pairs. Roleplay a short phone conversation for each situation.

## Situations

- 1 A: phone B. You can't go to work today. Say why.
- 2 B: phone A. You have a problem in your kitchen. You want A to come and fix it.
- 3 A: phone B. You would like to reserve a room in B's hotel for two nights.
- 4 B: phone A. Tell A about a fantastic holiday you have just returned from.

## Listening

**2.51–2.54** Listen to four short phone conversations. What is the man trying to do? What happens at the end?

## Language focus: telephone English

**1** Put the words in the correct order to make useful phrases.

- 1 about calling the English learning holiday I'm.
- 2 Mrs Knight can speak to I?
- 3 please a moment, just.
- 4 call back I'll.
- 5 a message I can take?
- 6 Greenway hello, Holidays.
- 7 Pablo Alonso is hello, this.
- 8 you put I'll through.

**2** **2.55** Listen and check your answers. Then listen and repeat the phrases.

**3** Look at sentences 1–8 in exercise 1 and match them to the functions a–h below.

Which phrase do you use ...

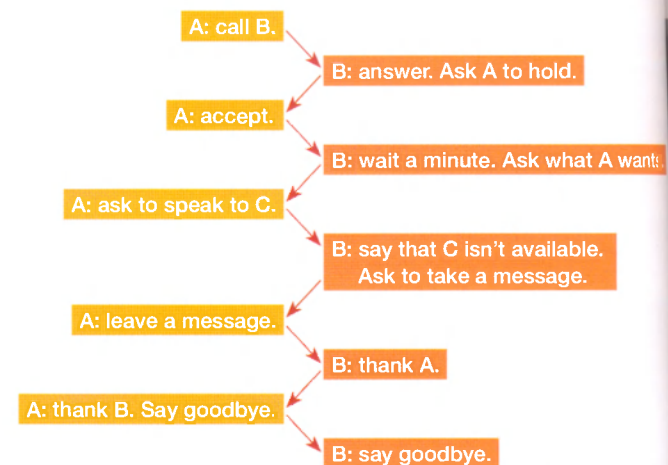
- a when you answer the phone?
- b to say who you are?
- c to say the purpose of your call?
- d to politely ask the other person to wait?
- e to connect one caller to another?
- f to ask to speak to someone?
- g to ask if the other person wants to leave a message?
- h to say you will call again later?

## Speaking

Work in pairs and choose **one** of the tasks below.

**A** Repeat the warm up activity using the new expressions you have learnt.

**B** Prepare a phone conversation. Use the diagram below to help you. Then practise your conversation.





## Global voices



### Warm up

- 1 Look at the pictures of different homes. Work in pairs and describe the similarities and differences between them.
- 2 Are any of the pictures similar to homes in your country?



### Listening

2.56–2.60 Listen and cross out the topic the speaker doesn't mention.

- 1 David, Georgia  
a blocks of flats   b houses in the villages   c house prices
- 2 Elena, Russia  
a big houses   b house prices   c rooms in a house
- 3 Valeria, Bolivia  
a blocks of flats   b coloured houses   c homes in Oxford
- 4 Katie, Northern Ireland  
a terraced houses   b blocks of flats   c varied homes
- 5 Bea, England  
a house prices   b living rooms   c house mates



### Language focus: adverbs of degree

- 1 Put the adverbs of degree into three groups.

+	++	+++
_____	_____	_____

a bit   extremely   fairly   quite   slightly   very

- 2 Match the speakers 1–5 to the summaries a–e. Then listen again and check your answers.

- 1 David, Georgia \_\_\_\_\_
  - 2 Elena, Russia \_\_\_\_\_
  - 3 Valeria, Bolivia \_\_\_\_\_
  - 4 Katie, Northern Ireland \_\_\_\_\_
  - 5 Bea, England \_\_\_\_\_
- a The homes in my country are quite varied. They have different pretty colours.
  - b Homes in my country are very big; in the cities there are blocks of flats, and in the country there are more houses.
  - c In my country many young people share a big house together; homes are quite large.
  - d Flats in my country are extremely expensive, much more expensive than flats in Great Britain.
  - e Terraced houses in my city are fairly typical. They have two rooms upstairs and two rooms downstairs.

- 3 Which sentences in exercise 2 are true for your country?

### Speaking

- 1 Choose **one** of the topics below. Make some notes using the questions to help you.

- Homes in your country and homes in Great Britain / USA. Different? How?
- An extremely big house you have visited. Whose? Where? What's it like?
- A part of your city where the buildings are quite ugly. Where? What do they look like?
- A part of your country where homes are fairly cheap. Where? How much? Why?

- 2 Work in pairs and tell each other about your topic.

*I'm going to tell you about an extremely big house I've visited. It's a friend's house, and it is outside the town. It has many bedrooms, and a very large living room ...*



## UNIT 8 Writing a description of a town

### Reading

Read Aneta's description of her town and answer the questions.

- 1 What are the town's main attractions?
- 2 What does Aneta like and dislike about the town?
- 3 Would you like to visit the town? Why?

Hi Mariko

How are you? I hope you are well. I'm so glad you are coming to stay with me next month. Will be great to see you again.

Let me tell you a bit about my town. Is called Rajec and is in the north of Slovakia, near the Mala Fatra mountains. Is not a large town (are about 7,000 inhabitants) but is very old and beautiful. The main attraction of the town is the 16th-century Town Hall. Is also a medieval square in the centre of the town, as well as lots of historical buildings. Outside the town are also thermal baths, and a golf course and tennis courts.

The worst thing about Rajec is that is a bit quiet and isn't much to do at night. Is no cinema, and are not many bars and restaurants. But what I like best is the countryside around the town. Is wonderful to go walking there in the summer. Are mountains nearby, as well as a small lake.

Anyway, that's all for now. I'm looking forward to seeing you soon.

Love,  
Aneta



### Writing skills: giving more information

Make your writing more interesting by giving more information about places.

Put the clauses with *where* in the best place in the email.

- 1 ..., where people go skiing in the winter
- 2 ..., where you can go for a day trip
- 3 ..., where you can go fishing
- 4 ..., where you can enjoy the natural hot water all year round

### Preparing to write

Work in pairs and ask each other the questions. Use the useful phrases below to help you.

- 1 What's your town called?
- 2 What sort of town is it?
- 3 Where is it exactly?
- 4 What is it like?
- 5 What are the main attractions?
- 6 What can you do there?
- 7 What is the worst thing about the town?
- 8 What do you like best about the town?

### Describing a town

- It's a small / medium-sized / large town / city / village.
- It's historical / modern / touristy / a bit quiet / quite lively.
- It's in the north / in the south-east / in the centre of ...
- It's on the coast / near the capital city.
- There are lots of shops / no historical buildings.
- There's a medieval castle / no shopping centre.
- There's a lot / not much / nothing to do (at night).

### Writing

Write an email like Aneta's to describe your town to a friend. Use your answers from above to help you.

### Language focus: *it* and *there*

1 Aneta has forgotten to use *it* seven times and *there* seven times. Write the words in the correct places in her description.

*It will be great to see you again.*

2 Complete the rules using *it* or *there*.

- a Use \_\_\_\_\_ to talk about something for the first time.  
\_\_\_\_\_ is an old Town Hall. \_\_\_\_\_ aren't many bars.
- b Use \_\_\_\_\_ to talk about something you have already mentioned.  
\_\_\_\_\_ is very old. \_\_\_\_\_ is near the mountains.



## Global review

## Study skills

## Grammar

Complete the sentences with the correct words.

- 1 The Tower of London *was built / was build / built* in 1078.
- 2 Every year, Dracula's Castle *visited / visit / is visited* by thousand of tourists.
- 3 People *do not permit / is not permitted / are not permitted* to take photographs too close to 10 Downing Street.
- 4 I'm bored *at / with / on* my job so I'm going to leave.
- 5 If you *don't / won't / wouldn't* hurry, you'll miss the bus.
- 6 I would visit Brazil if I *have / had / would have* enough money.
- 7 You'll never pass the exam if you *don't / won't / didn't* study.
- 8 You *will / can / could* see lions if you went on safari.

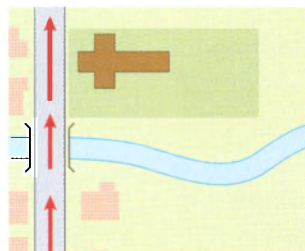
## Vocabulary

1 Read the definitions and complete the words.

- |   |         |
|---|---------|
| 1 an animal with a very long neck             | g _____ |
| 2 the biggest animal in the world             | w _____ |
| 3 an insect that makes honey                  | b _____ |
| 4 a book that tells you about places to visit | g _____ |
| 5 something you pack before you travel        | s _____ |

2 Complete the directions using the correct prepositions.

- Go (1) \_\_\_\_\_ the road,  
 (2) \_\_\_\_\_ the bridge and  
 (3) \_\_\_\_\_ the church.



## Speaking

1 Work in pairs and ask each other the questions.

- If you could live anywhere in the world, where would you live, and why? What would your house be like?
- Where would you go if you could travel anywhere in the world? What would you do there? What could you see?

2 Work in pairs. You are going on holiday together. Discuss and decide where you are going.

A: you want to go to a tropical beach. Think of some reasons why.

B: you want to go to a city. Think of some reasons why.

## Useful phrases

- A: If we go to Hawaii, we can ...
- B: Yes, but ... is boring. If we go to ..., we can ...

## Learning words with prepositions

1 Work in pairs. Can you remember which prepositions were used in these sentences?

- 1 Hi, I'm not \_\_\_\_\_ home \_\_\_\_\_ the moment.
- 2 The castle is known \_\_\_\_\_ Dracula's Castle.
- 3 If you were in a country famous \_\_\_\_\_ its food, would you learn how to cook it?
- 4 You are going \_\_\_\_\_ a three-day trip.

When you learn new words, it is a good idea to learn them with the preposition they are used with.

interested *in*      at home      go *on* a trip

2 Look up these adjectives in your dictionary. Write the preposition they are used with and an example sentence from the dictionary.

Similar *to* \_\_\_\_\_

Their situation is very similar to ours.

- 1 different \_\_\_\_\_
- 2 married \_\_\_\_\_
- 3 related \_\_\_\_\_
- 4 keen \_\_\_\_\_

3 Use a dictionary to find out whether these words are used with *to*, *for* or *on*.

- 1 go \_\_\_\_\_ holiday
- 2 go \_\_\_\_\_ a drive
- 3 go \_\_\_\_\_ the cinema
- 4 go \_\_\_\_\_ a drink
- 5 go \_\_\_\_\_ safari
- 6 go \_\_\_\_\_ a picnic
- 7 go \_\_\_\_\_ a cruise
- 8 go \_\_\_\_\_ a concert
- 9 go \_\_\_\_\_ lunch
- 10 go \_\_\_\_\_ a tour



# UNIT 9 Health & Fitness

## Part 1

Speaking & Listening  
The common cold

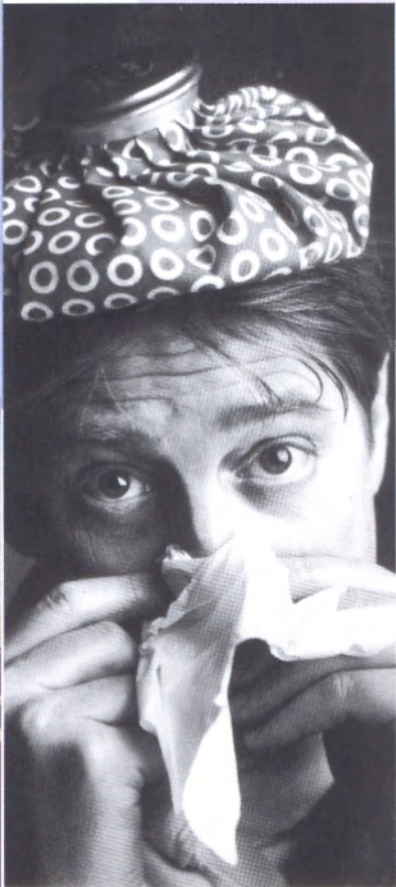
Vocabulary  
Feeling ill

Pronunciation  
Ch & gh

Listening  
Cures for the common cold

Grammar  
Modal verbs of advice

Writing  
A sick note



## Speaking and Listening

1 Work in pairs and ask each other the questions.

- How often do you get a cold?
- Have you had a cold yet this year?
- Do you ever take time off work or school with a cold?

2 Try to complete the information about the common cold with the numbers in the box. There are two numbers you don't need.

24–48 hours   2 months   2–5   50  
200+   2–3 years   \$3.5 billion   6–10

### In numbers ... the common cold

- the number of viruses that cause the common cold
- the average number of colds an adult gets every year
- the average number of colds a child or baby gets every year
- the average time you have a cold before you feel the symptoms
- the average time in your life you will have a cold
- the cost of the common cold in the US every year (from lost time at work and school)

3 2.61 Listen and check your answers.

## Vocabulary

1 Complete the sentences with the correct word.

- 1 What's / How's the matter?
- 2 I feel / have tired.
- 3 I've got / feel a headache.
- 4 I've got a hurt / sore throat.
- 5 My back hurts / is hurts.
- 6 I have a blocked / blocking nose.
- 7 I'm / I've always sneezing.

**Language note:** when you talk about feeling ill you can use *I have* or *I've got*.

2 Replace the underlined words in exercise 1 with the words in the box. There may be more than one possible answer.

cough   coughing   fever  
head   leg   sick  
stomach ache   toothache   wrong

3 Work in pairs. A: turn to page 127.  
B: turn to page 129.

## Pronunciation

1 2.62 Listen to the groups of words. Which word has a different *ch* or *gh* sound?

- 1 cheap   chicken   choose   machine
- 2 character   catch   technique   headache
- 3 tough   enough   ought   cough

2 Write the words from exercise 1 in the correct columns.

/f/	/k/	/tʃ/	/ʃ/	silent

3 2.63 Listen and repeat the sentences. Pay attention to the *ch* and *gh* sounds.

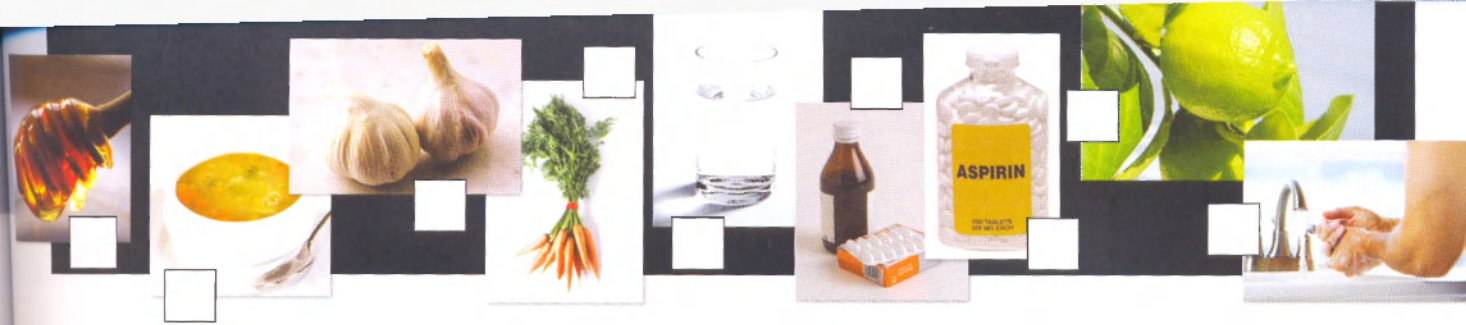
- 1 I've had enough of this cough.
- 2 I think I caught it from Charles.
- 3 He's had a headache for ages.

4 2.64 Read and listen to the poem below. How many different pronunciations of *ough* are there?

I take it you already know  
Of tough and bough and cough and dough.  
Others may stumble but not you,  
On hiccough, thorough, slough and through.  
...  
A dreadful language? Man alive,  
I'd mastered it when I was five.

5 Try to read the poem aloud.





## Listening

1 Read the quote about the common cold. What advice would you give to someone with a cold?

“It's the most common illness in the whole world. There is not one single cure, but people have their own ideas about how to deal with the common cold.”

2 2.65 Listen to different people answering the same question. Number the pictures above in the order that you hear them.

3 Choose one of the verbs in the box. Listen again and make notes on the advice you hear with that verb.

breathe   drink   eat  
go   stay   take   wash

4 Compare your notes with a partner. Then check the audioscript on page 157.

## Grammar

*You should eat garlic.*

*You shouldn't do any exercise.*

*You really ought to wash your hands regularly.*

*You must stay in bed.*

- use *should* to give advice and make suggestions
- we can also use *ought to*, but *should* is more common
- *must* is similar to *should* but is stronger

1 Use the pictures and your own ideas to give advice to someone with a cold.

*I think you should ...*

*I don't think you should ...*

2 Make new sentences with the words in brackets.

### Can't sleep at night? Advice for insomniacs ...

Drinking coffee before bed is a very bad idea. (*mustn't*)

*You mustn't drink coffee before bed.*

- 1 Try taking a warm bath before bed. (*should*)
- 2 Sleep on a good bed. (*should*)
- 3 It's a good idea to see a doctor if the problem continues. (*ought to*)
- 4 Smoking before you go to bed isn't a good idea. (*shouldn't*)
- 5 Try to get some exercise during the day. (*should*)

**Grammar focus** – explanation & more practice of modal verbs on page 148

## Writing

1 Read the three situations and choose **one**.

### Situations

- 1 You have been invited to a party tonight, but you don't feel well. Write a note to your friend. Explain the situation and apologise.
- 2 You have a special exam tonight but you don't feel well. Write a note to your professor. Explain the situation and ask if you can do the exam another time.
- 3 You don't feel well today and you can't go to work. Write a note to your co-worker. Explain the situation and ask them to change shifts with you.

2 Work in pairs and swap your sick notes. Write a short reply and give the person some advice.

## Useful language

- I'm sorry but I can't ...
- I'm sorry but I won't be able to ...
- I'm not feeling very well.
- I've got ...
- I think I've got ...
- Sorry to hear that you're not feeling well.
- Don't worry, we / you can ...
- Get better soon.



# UNIT 9 Health & Fitness

## Part 2

Vocabulary

Medical treatment

Pronunciation

Word stress

Reading

Milestones of modern medicine

Grammar

Could / couldn't, had to / didn't have to

## Vocabulary

1 Complete the questions with the correct form of the verbs.

Have you ever ...

\_\_\_\_\_ an operation?

\_\_\_\_\_ in a hospital overnight?

\_\_\_\_\_ a bone?

**break   have   stay**

Do you ...

\_\_\_\_\_ a check-up with your doctor?

\_\_\_\_\_ the dentist? How often?

\_\_\_\_\_ any pills?

**go for   take   visit**

Are you afraid of ...

\_\_\_\_\_ injections?

\_\_\_\_\_ to hospital?

\_\_\_\_\_ ill?


**become   go   have**


2 Choose one question from each box. Work in pairs and ask each other the questions.

## Pronunciation

1 Put these words into groups with the same number of syllables. Then mark the stressed syllable.

alcohol	Arabic	hospital
medical	operation	originally
pharmacy	preservation	translation

2  2.66 Listen and follow *Arab influences on medicine* to check your answers. What do you notice about the last syllable of the words?

3  2.67 Listen and repeat the words from exercise 1.

## Arab influences on MEDICINE

The world of **medicine** was influenced greatly by the Arab world.

The first **pharmacies** and **medical schools** were developed in Damascus, Cairo and Cordoba.

The Arabs were also the first to use **alcohol** to treat illnesses. The word **alcohol** is **originally** an **Arabic** word.

In 977 one of the biggest **hospitals** in the world was founded in Baghdad. More than 20 doctors performed **operations** there.

The world of **Arab medicine** is also responsible for the **translation** and **preservation** of important **medical works** by Ancient Greeks, such as Hippocrates.

4 Work in pairs and practise reading the text. Each person reads one line each. Pay attention to the word stress.


## Reading

1 The words in the box are from a text called *Milestones of modern medicine*. Check you understand what they mean.

anaesthesia	antibiotics
disease	DNA   vaccines

2 What do you think the text is about? Choose one answer.

- a important discoveries in medicine
- b the most serious diseases in medicine
- c a competition between doctors

3  2.68 Read and listen to the text on page 105 and check your prediction.

4 Read the text again and complete the sentences with the names of the milestones.

- 1 \_\_\_\_\_ helped identify many diseases.
- 2 \_\_\_\_\_ reduced deaths from dirty water.
- 3 \_\_\_\_\_ reduced deaths by infection.
- 4 \_\_\_\_\_ helped doctors with operations.
- 5 \_\_\_\_\_ was invented to treat rabies.
- 6 \_\_\_\_\_ were discovered by accident.

5 The *British Medical Journal* asked doctors to vote for the most important milestone. Which do you think won?



Avicenna, Prince of Physicians (980–1037)



# UNIT 9 Health & Fitness

## Part 3

Vocabulary

Sport

Reading

Olympic ...

Grammar

Past perfect

Speaking

Sports questionnaire

## Vocabulary

1 Look at pictures a–i. What sports do they go with?

2 Look at the examples and complete the table with the names of sports from exercise 1.

play	go	do
squash	jogging	aerobics
		yoga

3 Read the clues. What sport is it?

This is a team sport. You play this sport outside. There are eleven players in the team. You have to pass the ball to other players with your foot. You have to kick the ball into the goal to get a point. You mustn't touch the ball with your hands.

4 Work in pairs. Choose a sport from this page and write some clues for it. Use the words in the box to help you.

dive goal hit hole individual  
kick ride run throw wear

## Reading

1 Do you watch the Olympic Games? Do you know when the next Olympic Games are? Do you know where they are? Tell a partner.

2 Quickly read the texts about the Olympics on page 107. What is the best way to complete the title?

- a winners c losers  
b dreams d records

3 Read the texts again. What do you think happened next? Write a sentence in each gap. Then compare your ideas with a partner.

4 Turn to page 130 to check your answers.

5 Do you know any interesting sport stories?

## Extend your vocabulary – win and beat

We *win* a game, competition, election or prize.

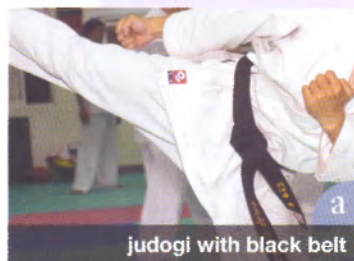
*She won the gold medal.*

We *beat* someone in a game, competition or election.

*He beat the other runners in the event.*

Complete the sentences with the correct word.

- 1 She always *beats / wins* me at tennis.
- 2 He *beat / won* his first race when he was twelve years old.
- 3 Russia *beat / won* the USA for the gold medal.
- 4 I don't think I can *beat / win* him. He's too good.
- 5 We were *beaten / won*. The other team was better.









# UNIT 9 Health & Fitness

## Part 4

Speaking

**A visit to the doctor**

Reading & Listening

**At the doctor's**

Grammar

**Reported statements**

Vocabulary

**Say, tell and ask**

Speaking

**Fitness questionnaire**


## Speaking

**1** Look at the pictures. What do you think is happening?

**2** Work in pairs. Choose one of the pictures and prepare a short dialogue to go with it.


**3** Present your dialogue to another pair.

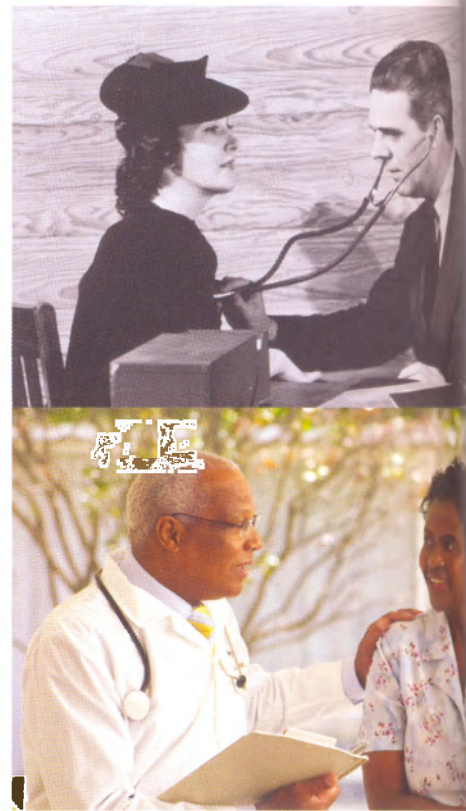
## Reading and Listening

**1**  **2.69** Read and listen to the dialogue between a doctor and his patient. What is the good news and the bad news?

**2** Cover the dialogue and try to remember. What did the doctor say ...

- |                   |                   |
|-------------------|-------------------|
| 1 about red meat? | 4 about exercise? |
| 2 about salt?     | 5 about work?     |
| 3 about coffee?   |                   |

**3**  **2.70** Listen to Mr Cartwright talking to his wife about his doctor's appointment. What information is the same and what is different?



**D = Doctor      P = Patient**

**D:** Ah yes. Mr Cartwright. Please sit down. How are you feeling?

**P:** I'm fine, thanks.

**D:** I have the results of your tests.

**P:** Oh good!

**D:** Hm.

**P:** What's the matter?

**D:** Well, there's good news and bad news. Good news and bad news.

**P:** Give me the bad news first.

**D:** The bad news is, well, you aren't very fit. And you need to change your eating habits.

**P:** Do you mean a diet?

**D:** I'm afraid so, Mr Cartwright. I'm afraid so.

**P:** I see.

**D:** You can't eat any more red meat. It's really not good for your heart.

**P:** Oh.

**D:** You also have to stop putting salt on your food.

**P:** Er. No meat, no salt.

**D:** That's right. The other thing is coffee. Do you drink coffee?

**P:** Um, yes. Four or five cups a day actually.

**D:** Yes, well, only one cup of coffee a day from now on. One cup of coffee. And no sugar in the coffee, either.

**P:** Is that all?

**D:** No. You also need to do exercise. I have a daily exercise plan for you here.

**P:** Every day?

**D:** That's right, Mr. Cartwright. Daily means every day.

**P:** What's the good news doctor?

**D:** The good news is that you are healthy enough to go back to work. You can start again tomorrow!

**P:** Oh.



## Grammar

'You are healthy.' She **said** I **was** healthy.  
'You can eat some red meat.' She **said** I **could** eat some red meat.

- use reported speech to say what another person said
- in reported speech, the verb often goes one tense *back*
  - present simple → past simple
  - present continuous → past continuous
  - present perfect → past perfect
  - past simple → past perfect
- other words such as pronouns can also change in reported speech

**1** Change the sentences to direct speech. Then check your answers in the conversation on page 108.

- The doctor told me she had the test results.  
*have the test results*
- I said I was fine.
  - She said that I wasn't very fit.
  - She told me that I couldn't eat any more red meat.
  - She told me that I also needed to do some exercise.

**2** Change these sentences to reported speech. Then decide who said each one: the doctor or the patient.

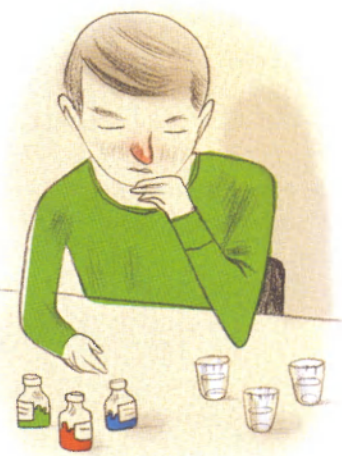
- 'I've felt very ill for the last five days.'  
The patient said he'd felt very ill for the last five days.
- 'You don't have a fever.'
  - 'I've ordered some more tests.'
  - 'I'm not feeling very well at the moment.'
  - 'Going to work isn't a good idea.'
  - 'I can give you a sick note.'
  - 'I have a bad headache.'

**Grammar focus** – explanation & more practice of reported statements on page 148

## Vocabulary

**1** Complete the story with *say, tell* or *ask*.

I went to the doctor last week.  
He \_\_\_\_\_ me 'How do you feel?'  
I \_\_\_\_\_ him I didn't feel very well.  
He gave me some pills.  
First, he \_\_\_\_\_ me I should take one green pill with a glass of water when I got up.  
Then he \_\_\_\_\_ 'Take one red pill with a glass of water after lunch.'  
Finally, he \_\_\_\_\_ that I should take a blue pill with a glass of water before bed.  
I \_\_\_\_\_ the doctor 'What's the matter with me?'  
He \_\_\_\_\_ me that I wasn't drinking enough water.



**2** **2.71** Listen and check your answers.

**3** Complete the rules with *say, tell* or *ask*.

- \_\_\_\_\_ always takes an object such as *me, him, her, the people*.
- \_\_\_\_\_ never takes an object.
- \_\_\_\_\_ can take an object, but doesn't have to.

## Speaking

**1** Choose **four** of these questions. Then work in pairs and discuss the questions.

- Do you do any exercise?
- Do you prefer to exercise alone or with friends?
- Did you do a sport when you were younger? Which one?
- What are the best ways to keep fit?
- Do you have a family doctor? What's their name? How long have you been a patient?
- What food do you think is the healthiest?
- Do children in your country get enough exercise?

**2** Work with a new partner. Report two things you learnt from your first partner. Use *said* or *told* plus reported speech.





## UNIT 9 Function globally describing illness

### Warm up

Read the label. Find words or phrases with these meanings.

- 1 takes away pain for a short period of time (4 words)
- 2 a woman who is going to have a baby (1 word)
- 3 ask (1 word)
- 4 don't let children touch this (6 words)
- 5 might make you feel tired or sleepy (3 words)

### How to read a drug label

**Uses or Indications** tell you what to use the medicine for.

**This section** tells you things you shouldn't do or take with this medicine.

**Active ingredient**  
Acetaminophen 500g

#### Uses

Temporarily relieves minor pains due to

- headache
- backache
- the common cold
- toothache

#### Warnings

Do not use with alcohol. If you are pregnant, consult a doctor before use. Keep out of reach of children. May cause drowsiness.

#### Directions

Adults and children 12 years and older. Take two tablets every four to six hours as needed. Do not take more than 8 tablets in 24 hours.

**This section** tells you the recommended dosage – how much you should take and how often.

**Active ingredient** tells you what chemicals are in the medicine.



### Language focus: talking about illness

Listen to the conversation again and complete the phrases with one or more words.

- 1 I \_\_\_\_\_ for a sore throat.
- 2 We \_\_\_\_\_ this syrup or these tablets.
- 3 \_\_\_\_\_ better?
- 4 How many \_\_\_\_\_?
- 5 How often \_\_\_\_\_?
- 6 \_\_\_\_\_ before mealtimes.
- 7 \_\_\_\_\_ allergic to any \_\_\_\_\_?
- 8 I'm afraid \_\_\_\_\_ a prescription for that.
- 9 You \_\_\_\_\_ a doctor if \_\_\_\_\_.

### Speaking

Work in pairs and choose **one** of the tasks below.

**A** Look at the audioscript on page 157 and practise the conversation. Then create a similar conversation with different information.

**B** Roleplay a visit to the pharmacy. Use the new expressions you have learnt.

A: you are visiting another country. You don't feel well. Think of your symptoms.

B: you work in a pharmacy. Listen to A and suggest something for the problem.



cough syrup



tablets



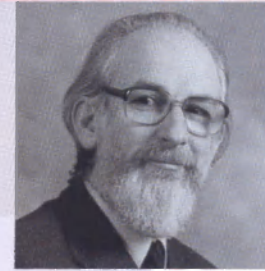
antibiotics



## Global English

## Sports English

by David Crystal



Sports commentary is very familiar these days but it only arrived with the start of radio and television broadcasting. The term *sports announcer* was first used in 1923, soon followed by *sporting commentator* in the UK and *sportscaster* in the US. The modern British term, *sports commentator*, dates from the 1930s.

- 5 Sports commentating sounds easy, but it's difficult to do well, especially on radio, where a long silence can mean disaster. Detailed knowledge of the sport, keen observational skills, the ability to **think on your feet**, and above-average linguistic skills are essential. To make the job easier, commentators can use 'tricks of the trade' such as formulaic expressions. In horse racing there are certain things commentators always say at particular moments such as *They're off!*, *in the lead*, and *into the straight they come*. This means there is less for them to remember and it helps with fluency.

Each sport has its own style, reflecting the atmosphere and momentum, from the wild excitement of football (*It's a GO-O-O-AL*) to the quiet tones of snooker. There's distinctive grammar and vocabulary too. Commentaries are the perfect place to find the English present tense, both simple and continuous (*he's looking for a chance ... he scores ...*), and incomplete sentences (*Beckham to Kaka ... back to Beckham ...*).

- 20 But if you're looking for new vocabulary, you'll find more in the keep-fit disciplines, such as yoga (with its hundreds of words taken from Sanskrit), Pilates (with its unusual pronunciation taken from the name of its founder, Joseph Pilates, 'puh-lah-teez'), and the combination of yoga and Pilates *yogalates*. And that's just **the tip of the iceberg** of new linguistic blends. If you're into *exertainment* (exercise + entertainment) you'll know about the many kinds of *exergaming* (exercise + gaming). The neologisms keep your tongue linguistically fit too.

## Glossary

**above-average** (*adjective*) – good, better than normal

**discipline** (*noun*) – a subject or sport

**formulaic expression** (*noun*) – an expression that has been used lots of times before

**keen** (*adjective*) – very strong

**linguistic blend** (*noun*) – a mixture of two or more words

**neologism** (*noun*) – a new word or expression, or an existing word with a new meaning

**sports commentator** (*noun*) – a person whose job is to give a description of a sporting event on television or radio as it happens.



## Warm up

Read the definition of *sports commentator*. Are there any well-known sports commentators in your country? What are they famous for?

## Reading

1 Read the text *Sports English*. Tick (✓) the topics that are mentioned. There are two topics you do not need.

- ☐ different words for sport
- ☒ sports commentary
- ☐ style of speaking
- ☐ winners and losers
- ☐ English grammar
- ☐ new vocabulary

2 Read the text again and find examples of ...

- ☐ something you need to be a good sports commentator.
- ☒ a 'formulaic expression' that helps commentators sound more fluent.
- ☐ an example of an incomplete sentence used in sports.
- ☒ a 'keep-fit' sport.
- ☐ a neologism.

## Language focus

1 Look at the expressions in **bold** in the text. Answer the questions below.

- 1 If you **think on your feet**, you ...
  - a are a very quick runner.
  - b have good ideas and make decisions quickly.
  - c get nervous in a difficult situation.
- 2 If we say something is **the tip of the iceberg**, it means ...
  - a there is a lot more of it that you can't see.
  - b there is only a little bit of it.
  - c it is a very dangerous thing.

2 Put each of the expressions into an example of your own. Tell a partner.

## Speaking

Work in pairs and ask each other the questions.

- Do you enjoy listening to commentators?
- What sports do you like to watch?
- Do you do any *exergaming*?



## UNIT 9 Writing an online post

### Reading

1 Read the question from an online forum. Then read Darina's response and tick (✓) the suggestions she makes.

do exercise at home   go for a walk  
go on a diet   have an exercise plan  
join a gym   spend a long time exercising  
take up a new hobby   walk or cycle to work



**Dear Darina**  
**Health & Fitness Expert**

I need to get fit but I work full time and don't have a lot of time to take exercise. Can anyone out there help please?  
Carla

Good question Carla. I had the same problem but I found some solutions. If you don't have much time, just try to be more active in your daily life. You could walk or cycle to work instead of taking the bus or driving. If you take a bus, why not get off one stop early and walk a bit longer? And try to go for a walk in your lunch break instead of sitting inside in front of a computer. It will make you feel a lot better!

If you have free time in the evening, consider joining an evening class. You could take up yoga, martial arts or dancing. That way you will meet people and have fun too! Alternatively, you could buy exercise equipment, a rowing machine or an exercise bike, and use it while you watch TV.

Most importantly, you should have a clear plan and stick to it. And you should exercise for a short time, but regularly. Hope this helps. Good luck and don't give up!

2 Do you do any of the things that Darina suggests? Which do you think is the best suggestion?

### Writing skills: giving examples

We use *for example*, *for instance* or *like* to give examples.

1 Find three places in Darina's answer where she could use one of these phrases. Where would you put a comma?

2 Complete the sentences with the correct phrase.

- 1 Try not to use your car so much. You could walk or cycle to the supermarket, \_\_\_\_\_.
- 2 Why not take up a sport \_\_\_\_\_ tennis or swimming?
- 3 Consider getting up an hour early to take exercise. \_\_\_\_\_, you could go jogging, or go for a swim.

### Language focus: giving advice

1 Look at Darina's response again and underline the phrases she uses to give advice.

2 Correct the sentences below.

- 1 Why you don't see a doctor?
- 2 Consider to go for a long walk.
- 3 You could starting a sport.
- 4 Just try be positive.
- 5 You should to watch less TV.

### Preparing to write

1 Work in pairs and choose one of the problems below. Think of some solutions.

2 Work with another pair who chose the same problem. Did they think of the same solutions as you?

- I feel tired all the time.
- I'm having problems getting to sleep at night.
- My seven-year-old son loves fast food and unhealthy snacks. How can I get him to have a more healthy diet?

### Writing

Write an online response like Darina's to give advice. Use your notes and the useful phrases below to help you.

#### Suggesting alternatives

- Instead of ..., you could ...
- Don't ...; ... instead!
- Alternatively, you could ...
- Most importantly, you should ...



## Global review

## Study skills

## Grammar

- Put *had to*, *didn't have to*, *could* or *couldn't* in the gaps.
  - I broke my leg so I \_\_\_\_\_ stay in hospital for six weeks, and I \_\_\_\_\_ walk for two months.
  - I \_\_\_\_\_ have an X-ray because I hadn't broken any bones.
- Complete the sentences with the past simple or past perfect form of the verbs in brackets.
  - Before the world \_\_\_\_\_ (develop) modern medicine, the Arabs \_\_\_\_\_ (found) many hospitals.
  - I \_\_\_\_\_ (feel) sick because I \_\_\_\_\_ (eat) too much chocolate.
- Complete the sentences to report the conversation.
  - A: You're working too hard and you don't take enough exercise.  
The doctor told me I \_\_\_\_\_.
  - B: I'll give up my job and take up jogging.  
I said I \_\_\_\_\_.

## Vocabulary

Complete the sentences with the correct word.

beat   feel   have   have   hurts  
matter   see   sore   take   won

- You look ill – what's the \_\_\_\_\_?
- I \_\_\_\_\_ sick.
- I've got a \_\_\_\_\_ throat.
- You should \_\_\_\_\_ a doctor.
- I have to \_\_\_\_\_ an operation.
- I \_\_\_\_\_ a fever.
- My back \_\_\_\_\_.
- You should \_\_\_\_\_ two aspirin.
- He \_\_\_\_\_ me at table tennis.
- Manchester United \_\_\_\_\_ the football match.

## Speaking and Writing

- Work in pairs. Tell each other about a race, match or sporting event you have seen. Then work in a new pair and report what your partner told you.
- Work in groups of four. Write down a real or invented problem. Then swap your papers and write advice using *should*, *shouldn't*, *must* or *mustn't*. Who gave you the best advice?

## Using your dictionary: exploring collocations

Collocations are words which are often used together.

catch a cold                      a sore throat  
(not take a cold)                (not a hurt throat)

- Look at these entries in the *Macmillan Essential Dictionary*. Notice how the dictionary gives information about collocations.

**health** (noun)

1 the condition of your body, especially whether or not you are ill: *His health improved once he stopped working. She's had serious health problems. Lola is 85 and still in very good health. My father has been in poor health for some time.*

## Adverbs often used with ill

**critically, dangerously, desperately, gravely, seriously, severely.** + ill: used for saying that someone is very ill

- Work in pairs. Try to guess which verb is **not** used with each noun below. Then check in a dictionary.

- |           |         |         |            |              |
|-----------|---------|---------|------------|--------------|
| 1 a get   | b do    | c make  | d take     | ... exercise |
| 2 a keep  | b build | c get   | d be       | ... fit      |
| 3 a call  | b see   | c order | d send for | ... a doctor |
| 4 a cause | b feel  | c make  | d relieve  | ... pain     |

- Complete the sentences with the correct option. Then check your answers in a dictionary.

- I have a *strong* / *heavy* cold today.
- He was *strongly* / *violently* sick last night.
- I had a *heavy* / *splitting* headache yesterday.
- She is a *heavy* / *strong* smoker.

- Use your dictionary to answer the questions.

- You can *catch a cold*. What else can you *catch*?  
\_\_\_\_\_
- You can have a *healthy diet*. What other adjectives go with *diet*?  
\_\_\_\_\_
- You can have a *sore throat*. What else can be *sore*?  
\_\_\_\_\_
- You can *recover from an illness*. What else can you *recover from*?  
\_\_\_\_\_

Remember to record collocations, not just words, in your vocabulary notebook.



# UNIT 10 New & Old

## Part 1

Reading & Listening  
**Brave new words**


Vocabulary  
**New words in context**

Grammar  
**Defining relative clauses**

Writing  
**Definitions game**

## Reading and Listening

**1** Look at the book cover and read the introduction to *Brave new words* on page 115. What do you think the book is about?

**2**  **2.73** Listen to an interview with the author of the book. Number the topics in the order you hear them.

abbreviations  
borrowing words  
combining parts of words  
combining words  
giving new meanings to words

**3** Listen again and match the example words to the categories in exercise 2.

brunch DVD mouse  
text messages tsunami  
virus windows

**4** Can you think of any new words in your language? What are they? What do they mean?



## Vocabulary

**1** Work in pairs. Look at the pictures below and read the captions. Try to guess the meanings of the words in bold.

## Useful language

• Maybe it means ... • It could be a kind of

**2** Match the words in exercise 1 to the definitions below. There are two definitions you don't need.

a kind of car that produces carbon \_\_\_\_  
the amount of greenhouse gases that an activity produces \_\_\_\_  
a Japanese love story which is written for women \_\_\_\_  
to search for something on the internet using the search engine Google \_\_\_\_  
a number game from Japan which is now popular in English newspapers \_\_\_\_

**3** Work in pairs and ask each other the questions.

- Do you ever google information on the web?
- Have you ever googled your own name?
- Have you ever done a sudoku puzzle?
- What are some ways of reducing your carbon footprint?



John tried to **google** information about Kenya for his next holiday.



His **carbon footprint** is bigger than yours.



Susan missed her stop because she was trying to finish her **sudoku**.



## Grammar

Kerry Maxwell is someone **who** has written books about new words in English.  
 Tsunami is a Japanese word **which** has become used very frequently in English.  
 Brunch is a meal **that** people can have at 11 o'clock in the morning.

- use relative clauses to give information about something or somebody
- if we are talking about a person, we use *who* or *that*
- if we are talking about an object, we use *which* or *that*

Complete the definitions with *who* or *which*.

- 1 An *emoticon* is ...  
 a a symbol \_\_\_\_\_ is used in email messages to show emotion.  
 b a strong emotion \_\_\_\_\_ people have about computers.
- 2 a person \_\_\_\_\_ doesn't show their emotions.  
 a *internaut* is ...  
 a a person \_\_\_\_\_ works for a short time in an office.  
 b a game \_\_\_\_\_ people play on the internet.  
 c a person \_\_\_\_\_ spends a lot of time on the internet.
- 3 *Hinglish* is ...  
 a a person \_\_\_\_\_ comes from the country Hingland.  
 b a language \_\_\_\_\_ is a mixture of English and Hindi.  
 c clothing from India \_\_\_\_\_ you wear on your head.

Work in pairs. What is the correct definition of each word?

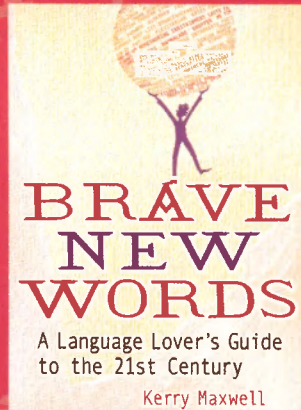
**Grammar focus** – explanation & more practice of defining clauses on page 150

# Brave new words

The English language is a dynamic phenomenon. Like your mobile phone or the grass in the garden, it is continually changing, constantly acquiring new characteristics. Many of these changes occur because of the way we live. As the world changes we need to find different ways of describing it, to fill the gaps in our vocabulary for new ideas.

Some of these words will stay in our vocabulary, others won't. Only time will tell. But

the ways we make new words will continue, and will create many more new expressions in years to come.



**Kerry Maxwell**

Kerry Maxwell is a lexicographer – a person who writes dictionaries. She has worked on many dictionary projects, including the *Macmillan English Dictionary*. She lives in England.

## Writing

Work in pairs and choose one of the boxes. You are going to write definitions for some new words.

**A**

blog  
Spanglish

Turn to page 127

**B**

metrosexual  
spam

Turn to page 129



# UNIT 10 New & Old

## Part 2

Vocabulary

Places

Reading

New places in a new world

Grammar

Definite article (the)

Speaking

Famous quotes

## Vocabulary

1 Put the words in order from small to large. Use your dictionary to help you.

capital	city	continent	country
planet	state / province	town	village

planet

2 Circle the word that does not belong in each group of words.

- |              |           |            |
|--------------|-----------|------------|
| 1 Africa     | Asia      | Armenia    |
| 2 Dallas     | Italy     | Frankfurt  |
| 3 Mars       | Jupiter   | Singapore  |
| 4 California | Canada    | Washington |
| 5 Tokyo      | Liverpool | Paris      |

3 Choose a word from exercise 1 and write down some examples. Then include a word that does not belong. Work in pairs and tell each other your words. Say the odd one out.

## Reading

1 Work in pairs. How many places in North America can you write down in one minute? Compare your list with another pair.

2 Read *New places in a new world* on page 117 and write the names in the correct places.

New Jersey	New Mexico	New Orleans
Newfoundland	New World	New York

3 Read the text again and complete the sentences with the same place names.

- \_\_\_\_\_ is not part of the US.
- \_\_\_\_\_ is very big and dry.
- \_\_\_\_\_ was nearly destroyed.
- \_\_\_\_\_ has many people who travel somewhere else for work or school.
- \_\_\_\_\_ was a Dutch colony.
- \_\_\_\_\_ was visited by Vikings.

4 Find words in the text with these meanings.

- a place where something is born
- to start a city or organisation
- very special or unusual
- to travel regularly to and from work

5 Do you know any other place names that begin with the word *New*? What are they?

## Extend your vocabulary – words that mean new

*New* is a very general word. We sometimes use words with more specific meanings that sound more natural in a particular context.

equipment, computers	advanced, cutting-edge, modern
ideas	innovative, fresh
films, books	latest, recent
something just bought and never used	brand new

Replace the word *new* in the dialogues with a more suitable word or phrase.

- A: Is that your car?  
B: Yes, it's *new*. I bought it yesterday.
- A: Did you speak to Jeffrey about the project?  
B: Yes, I did. It was very helpful. He has a lot of *new* ideas.
- A: What did you see?  
B: The *new* Tarantino film. It was OK.





## New places in a new world

In the 15th century Pietro Martyr d'Anghiera, an Italian historian, was **the** first person to give the continent of America the name De Orbo Novo, which means the **new world**. The prefix *New* for cities and regions of North America has since become very popular. Here we collect a few *new* places to live.

Nicknamed **the** Big Apple, **New York** is located in the American state of the same name. It's probably **the** most famous city in North America. Founded on Manhattan Island in the 17th century by the Dutch, it was originally called New Amsterdam.

**New Brunswick** is a province in Canada. **The** province is in the east of the country, and the newest one to join Canada – it joined in 1949. Because of its position it was one of the first parts of North America that European voyagers discovered. The Vikings arrived here in AD 1000.

One of the largest states in **the** United States of America, **Arizona** is in the south-west of the country. It is a very dry state, and is covered in mountains and desert. **The** state was one of the original Wild West states, and **the** population is unique for its Spanish, American and Native American mix.

Capital of the state of Louisiana in the south, **New Orleans** is famous for its multicultural history and nightlife. It is **the** birthplace of jazz. The city went through a dark period in its history in 2005 when it was almost destroyed by Hurricane Katrina.

Located in the north-east, **Connecticut** is one of the original 13 states of the USA. Because it's so close to New York, people sometimes call it the bedroom state as hundreds of thousands of its people commute to and from **the** city for work or school every day.

### Grammar

1 Look at the **highlighted** examples of *the* in the text and match them to the rules a–d below.

We use *the* when ...

- a there is only one of this person or thing.
- b this person or thing has been referred to before, in the text.
- c it is part of a name.
- d it is in a superlative phrase.

2 Choose the correct words to complete the texts.

New England is *a / the* region of *the / -* United States. It consists of *the / -* six states: Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut. New England was one of *a / the* first places *an / -* English people lived in America in 1620.

New Zealand is *a / the* country in the Pacific Ocean. It consists of two islands, *a / the* North Island and *a / the* South Island.

New Guinea is *an / the* island in the Pacific Ocean. It is *the / -* second largest island in *the* world. *An / The* island is divided into two parts – *the / an* Indonesian provinces of Papua and West Papua and *the / -* country of Papua New Guinea.

**Grammar focus** – explanation & more practice of *the* on page 150

### Speaking

1 Work in pairs. Read the incomplete quotes about America and try to finish them with your own ideas. Then work with another pair and share your ideas.

2 Which are the best quotes? Are they positive, negative or neutral about America?

3 Read the original quotes and find out who said them on page 130.



I think  
the most un-  
American thing  
you can say  
is ...

America  
is a ...

All great  
change in  
America begins  
at the ...

England  
and America  
are two countries  
separated by  
a ...

There  
is not a black  
America and a white  
America and Latino  
America and Asian  
America – there's



# UNIT 10 New & Old

## Part 3

Vocabulary & Speaking

Transport

Pronunciation

Consonant clusters

Reading

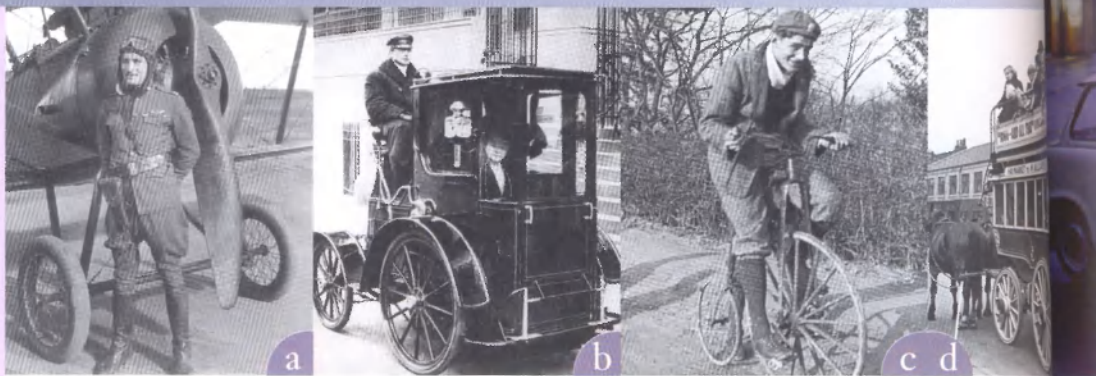
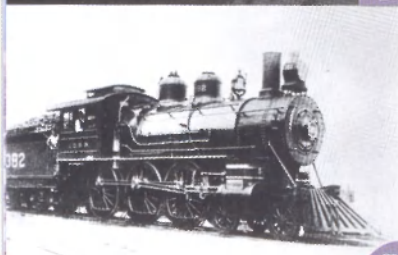
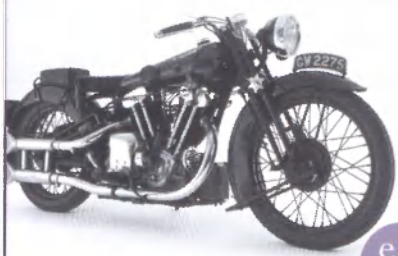
Old but loved: the Trabant

Grammar

Verb form review

Speaking

Driving questionnaire



## Vocabulary and Speaking

1 What different forms of transport can you see in the pictures?

2 Which of these forms of transport ...

- 1 have **wheels**?
- 2 go on **tracks**?
- 3 have **wings**?
- 4 have an **engine**?

3 Tick (✓) the correct collocations to complete the chart.

	drive	ride	get on get off	get in get out of
a car				
a bus				
a motorbike				
a bicycle				
the underground				
a plane				

4 Work in pairs and ask each other the questions.

- Which of the forms of transportation have you used?
- Which do you prefer?
- Are there any forms of transport that you never use?

## Pronunciation

1 2.74 Listen and repeat the consonant clusters and words.

- /pl/, plane
- /tr/, tracks
- /st/, stop
- /str/, street

2 2.75 Listen and repeat the sentences.

- 1 The driver tried to drive the train off the tracks.
- 2 There are still school students at the bus stop.
- 3 The station is straight down this street.
- 4 Please don't play with the plastic planes.

## Reading

1 You are going to read an article about an old car called the *Trabant*. Which of these words do you expect to see?

cheap communist fans fly  
Germany jokes nostalgic  
pollution smoke speed

2 2.76 Read and listen to *Old but loved: the Trabant* on page 119 and check your answers.

3 Read the text again and find ...

- 1 three reasons why the Trabant isn't a very good car.
- 2 three reasons that show the Trabant is still popular.

4 Work in pairs and discuss the questions.

- Have you ever seen a Trabant?
- Are there any objects that make you nostalgic for the past? Which ones?





## Old but loved: the Trabant

They're old, they're slow and they're noisy and smelly. So why are Trabants still popular?

They are still driving on Germany's roads, and have been in many popular films and music videos. The Trabant was East Germany's answer to the Volkswagen during communist times, and more than three million models were made before the fall of the Berlin Wall in 1989.

The name *Trabant* means *fellow traveller*. The first cars appeared in 1957. They were made from duroplast, a material made from recycled cotton from Russia. The Trabant needed 20 seconds to go from 0 to 100km per hour, and had a maximum speed of 112km per hour. The engine of the Trabant was special in two ways – it made a lot of noise and smoke and it produced a lot of pollution. Experts estimate that the Trabant produced five times more carbon monoxide than modern European cars.

Trabants – also called *Trabis* – have now become collectors' items, and have many fan clubs across Eastern and Western Europe. People say that the Trabi makes them nostalgic for old times. Even the smell of Trabi exhaust smoke is popular, and has been sold on the internet. Fan clubs celebrated the 50th anniversary of the Trabant in 2007, and many say there are going to be celebrations for the 75th anniversary in 2032.

There are many jokes about the Trabant, but if this kind of popularity continues the Trabi will have the last laugh.

### Grammar

1 Look through the text and try to find examples of the verb forms below.

- regular and irregular past tense verbs
- a continuous tense
- the present perfect
- *going to* future
- a real conditional
- past simple passive

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

### The Model T

The American Ford automobile company **exist** since 1903, and is one of the biggest car manufacturers in the world.

One of its first cars **be** the Model T. It **build** by the Ford Motor Company from 1908 to 1927. The president of the company, Henry Ford, **want** a car that was practical and not expensive for the American worker. The Model T **cost** around \$300 and **go** up to 70km an hour. It was one of the first cars to be produced on an assembly line. By 1930 Ford **produce** more than 10 million Model T cars, making it the most popular car in the world.

As newer cars came out in the 20s and 30s, people **start** making jokes about the Model T. But today there **be** still fan clubs of the Model T, and people still **drive** them at old car shows.



**Q: How do you double the value of a Trabant?**

**A: Put petrol in it.**

**Q: Why is a Trabant the longest car?**

**A: There's 5 metres of car, followed by 15 metres of smoke.**

**Q: Why is the Trabant's rear window heated?**

**A: To keep your hands warm while you push it.**

### Glossary

**exhaust** (*noun*) – gases or steam that are produced by an engine as it works

**model** (*noun*) – a type of vehicle that a company makes

**nostalgic** (*adjective*) – remembering happy times in the past

3 Complete the questions with the correct form of the verbs.

- 1 When \_\_\_\_\_ (*do*) you get your driving licence?
- 2 \_\_\_\_\_ (*do*) you have a car? What kind?
- 3 What \_\_\_\_\_ (*be*) your first car?
- 4 What is the fastest you \_\_\_\_\_ (*ever travel*) in a car?
- 5 What is the furthest you \_\_\_\_\_ (*ever travel*) in a car?
- 6 \_\_\_\_\_ (*have*) you ever \_\_\_\_\_ (*have*) an accident?
- 7 If you \_\_\_\_\_ (*can have*) any kind of car, what \_\_\_\_\_ (*you choose*)?
- 8 \_\_\_\_\_ (*be*) the traffic bad where you live?
- 9 \_\_\_\_\_ (*be*) it difficult to find parking where you live?
- 10 Who \_\_\_\_\_ (*be*) the best driver in your family?

**G Grammar focus** – explanation & more practice of verb forms on page 150

### Speaking

Choose **six** of the questions from exercise 3 above. Work in pairs and ask each other the questions.



# Unit 10 New & Old

## Part 4

Listening

Two classic board games

Grammar

Both, neither

Vocabulary

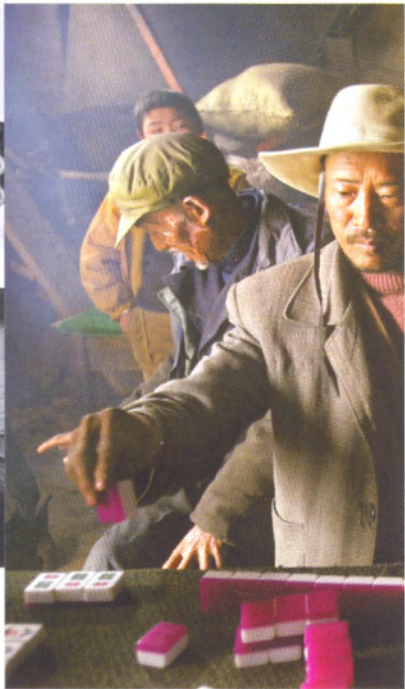
Games

Pronunciation

Sentence stress & intonation

Speaking

A board game



## Listening

1 Look at the pictures of two classic board games. Do you know these games? Have you ever played them? Tell a partner.

2 2.77 Listen to a talk about the invention of these games. How many things do they have in common?

3 Listen again. What do these words and numbers mean?

Great Depression	architect	
by hand	two or more	750 million +
200 million	80	25

## Extend your vocabulary – words that mean make

*Make* is a very general word. We sometimes use words with more specific meanings that sound more natural in a particular context.

things made in	<i>build, manufacture, produce</i>
factories	<i>produce</i>
buildings	<i>build</i>
problems, changes, effects	<i>cause, produce, generate</i>
new things	<i>design, develop, invent, create</i>

Replace the word *make* in the sentences with a more suitable word. More than one answer may be possible.

- 1 The traffic in the afternoon *makes* lots of problems.
- 2 They are *making* a new bank in the centre of town.
- 3 These cars are *made* in a Korean factory.
- 4 Alfred Butts *made* the game of Scrabble.
- 5 We've *made* a new computer program.



## Grammar

*Both games are successful today.*

*Neither game was successful at first.*

*Both of them are successful worldwide.*

- use *both* to talk about two things. *Both* is used with a plural noun and a plural verb
- use *neither* to say something negative about two things. *Neither* is used with a singular noun and verb
- use *both of / neither of* with a plural noun or pronoun

1 Work in pairs. Make sentences about Scrabble and Monopoly using these prompts plus *both* or *neither*.

- 1 games are American
- 2 inventors didn't have a job
- 3 games are played on a board
- 4 games were not accepted by toy companies at first
- 5 games are published in over 25 languages!

2 Work in pairs. How many sentences can you make with these ideas in three minutes?

Both of us ...

Neither of us ...

**Grammar focus** – explanation & more practice of *both* & *neither* on page 150



## Vocabulary

1 Complete the texts with the words in the box.

board   dice   miss a turn  
money   points   square   turn

### Scrabble

Scrabble is played with letters. Different letters are worth different \_\_\_\_\_.

Each player has seven letters per \_\_\_\_\_. You put the letters on the \_\_\_\_\_ and make words.

The object is to get as many points as possible. If you can't make a word with your letters, you \_\_\_\_\_.

### Monopoly

In Monopoly, players roll a \_\_\_\_\_ and move their counter around the board.

Each \_\_\_\_\_ on the board represents a property. If you land on someone else's property, you have to pay them. The object is to collect property and make \_\_\_\_\_.


2 Look at the pictures of other classic board games. Match each sentence to one of the games.

- 1 The object is to **reach the end** of the board first.
  - 2 You **move around the board** and answer questions.
  - 3 There are sixty-four black and white squares on the board.
  - 4 The objective is to **win** different coloured pieces when you answer correctly.
  - 5 There are snakes and ladders on the board. You **go down** snakes and **up** ladders.
  - 6 The object is to **capture** your opponent's king.
- 3 Work in pairs and discuss these questions.
- Have you ever played any of these games? Do you like them?
  - What other board games do you know?

## Pronunciation

1 Put the words in the correct order to make useful game phrases.

- 1 the roll dice
- 2 turn it's your
- 3 a card pick
- 4 turn miss a
- 5 again go
- 6 highest goes rolls first whoever
- 7 your is which piece
- 8 cheating no

2  2.78 Listen and check your answers. Then listen and repeat the phrases. Try to copy the intonation.

## Speaking

Work in groups of three or four. You are going to play a board game. Turn to page 131 and read the rules. Then play the game.



Snakes and ladders



Trivial Pursuit



Chess



## UNIT 10 Function globally ending a conversation



### Warm up

Work in pairs and choose two of the situations below. Have a one-minute conversation for each situation.

#### Situations

- 1 You are strangers. It's very hot outside. A: start talking to B about the weather.
- 2 You are friends. A: you are learning to drive. Tell B about it.
- 3 You work together. A: you are going somewhere special on holiday. Tell B about it.
- 4 A: you are the boss. The company is closing. Tell B the bad news.

### Listening

1 2.79–2.80 Listen to two conversations. Match each one to a situation above.

2 Listen again and answer the questions.

Conversation 1: How does each man feel?

Why do you think they feel this way?

Conversation 2: Does the woman have good memories of the past? Why?

### Language focus: ending a conversation

1 Put the words in the correct order to make useful phrases.

- |                           |                     |
|---------------------------|---------------------|
| 1 going be I'd better     | 3 off to rush sorry |
| 2 now really I go to have | 4 I be going should |

2 2.81 Listen and check your answers. Then listen again and repeat the phrases.

3 2.82 Listen to the end of five conversations. Which words do you hear? Complete the words with the correct letters.

- |               |                 |
|---------------|-----------------|
| 1 a _ _ _ _ y | 4 w _ _ l       |
| 2 r _ _ _ t   | 5 a _ _ r _ _ t |
| 3 O _         |                 |

### Speaking

Work in pairs and choose **one** of the tasks below.

**A** Repeat the warm up activity using the new expressions you have learnt.

**B** Create a conversation using **only** the words and phrases in the box. You can use each phrase more than once. Then practise the conversation.

Anyway.	Bye.	Goodbye.	OK.	OK, then.	Right.
See you.	Well.	Well, I'd better ...	Yes, of course.		




## Global voices

### Warm up

- 1 Write down three words you have learnt recently.
- 2 Work in pairs and give definitions for your words. Try to guess what your partner's words are.

### Listening

- 1  2.83–2.89 Listen to seven people talking about their favourite words and expressions in English. Number them in the order you hear them.

awesome and legendary \_\_\_\_ Oh my god! \_\_\_\_  
 gorgeous \_\_\_\_ perhaps \_\_\_\_  
 harmony \_\_\_\_ you know \_\_\_\_  
 love \_\_\_\_

- 2 Listen again and choose the correct answers.

- 1 Arthur, from France, likes the expression because he hears it in *songs / movies*.
- 2 Diego, from Italy, thinks there *are / aren't* a lot of very interesting words in English.
- 3 Kristina, from Russia, heard people use her favourite word when they talked about *clothes / the weather*.
- 4 Elodie, from Switzerland, likes her favourite word because of the *spelling / pronunciation*.
- 5 Semih, from Turkey, says his favourite words make him feel *happy / funny*.
- 6 Bea, from England, thinks her favourite words are useful because *they give her time to think / they mean lots of different things*.
- 7 Guy, from England, likes his word because of the sound, the structure and because *it doesn't exist in any other language / it exists in lots of other languages*.



Arthur, France

Diego, Italy

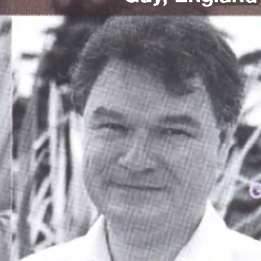
Kristina, Russia

Elodie, Switzerland

Semih, Turkey

Bea, England

Guy, England



### Language focus: you know

- 1 Bea talks about the expression *you know*. Read about how we use this expression in the box. Which uses did Bea talk about?

**Language note:** We can use *you know* ...

- a for emphasis.  
*It's a difficult test, **you know**.*
- b while we think about what to say next.  
*This is a brand new phone. It's a, **you know**, phone with video and music and everything.*
- c when we are giving extra information about something.  
*Have you seen my English book? **You know**, the black one.*
- d before we start to talk about a person or thing.  
***You know** the Japanese restaurant near the school, well, it's closing.*

- 2 Add *you know* to the sentences below.

- 1 This is an old card game. (add emphasis)
- 2 I don't feel well. (add *a headache, sore throat*)
- 3 He won an Olympic medal. (add emphasis)
- 4 I had never heard that before. (begin with *You know*)
- 5 It was a big change in her life. (add *she was never the same again*)

### Speaking

- 1 Write down two or three of your favourite words or expressions in English.
- 2 Work in small groups. Tell each other about your favourite English words or expressions and why you like them.

### Useful phrases

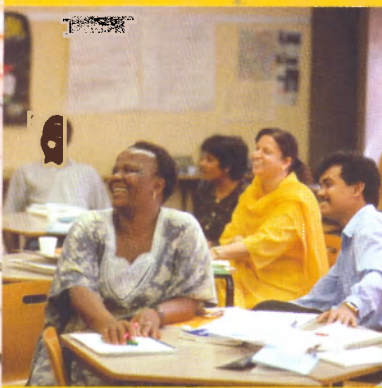
- My favourite expression is ...
- I like it because ...
- I don't know why.
- I agree. It's a good word.
- I don't know. I don't like it very much.



## UNIT 10 Writing a report on studies

### Reading

1 Magdalena's new English teacher has asked her to write a report on her previous language course. Read her report. Did she enjoy the course? Why?



Last summer I studied English for one month in language school in Oxford. We had classes every morning for three hours and in the afternoons we had free time or went on excursions. My class was elementary level and there were twelve students in the class, from all over the world. I stayed with host family.

We studied book called *Move* and sometimes we played games and listened to songs. We did a lot

of speaking and listening activities and we did some grammar exercises as well. There was study centre in the school. Sometimes I worked there in the afternoons.

I enjoyed the course very much. I really liked speaking with my classmates and our teacher was very patient and kind. I wasn't so keen on studying grammar. I think I made progress in my speaking, but I should try to speak more. I also need to improve my grammar and writing.

2 Fill in Magdalena's end-of-course report.

Magdalena has completed a \_\_\_\_\_ - month course at \_\_\_\_\_ level. She has worked hard, both in class and after class in the \_\_\_\_\_. She has made good progress, especially in her \_\_\_\_\_. However, she could still improve this, and also needs to work on her \_\_\_\_\_ and \_\_\_\_\_.

### Language focus: a / an for new information

We use *a* or *an* when we write about a singular noun for the first time. Magdalena wrote:

*Last summer I studied English for one month in language school in Oxford.*

She should write:

*Last summer I studied English for one month in a language school in Oxford.*

Find three more places where Magdalena forgot to use *a* or *an*, and correct them.

### Writing skills: giving reasons

Make your writing more interesting by giving reasons using *because* or *as*.

*I enrolled on a language course as / because I wanted to improve my English.*

1 Put these reasons in the correct places in Magdalena's report.

- 1 ... because I wanted to practise speaking outside the class.
- 2 ... as this was a good way to practise on my own.
- 3 ... because the classes were always varied and never boring.
- 4 ... as I am quite shy.
- 5 ... as I still make a lot of mistakes.

2 Complete the sentences with a reason.

- 1 I want to improve my English as \_\_\_\_\_.
- 2 Sometimes studying English is difficult because \_\_\_\_\_.

### Preparing to write

Work in pairs and make notes about your present English course. Use the useful phrases below to help you. Follow this format:

Paragraph 1: information about the course (level, length, number of students)

Paragraph 2: what you did during the course

Paragraph 3: feelings about the course, progress and areas to improve

### Describing language activities and progress

- We did a lot of / some listening / speaking activities.
- We did a lot of / some grammar exercises / games / communicative activities.
- I really enjoyed speaking but I wasn't so keen on grammar.
- I need to improve my reading / writing / study skills.
- I need to extend my vocabulary / work on my pronunciation.
- I made progress in my listening / writing / grammar.
- I should try to speak more / be more accurate.

### Writing

Write a report like Magdalena's for your next English teacher. Use your notes to help you. Check your report for *a / an* and correct past tense forms.



## Global review

## Study skills

### Grammar

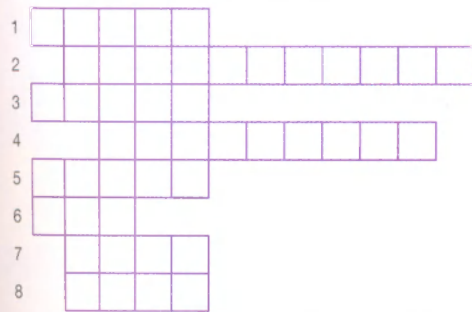
The writer of this text has forgotten to use *the* eleven times. Put it in the correct places.

China is largest country in East Asia. Population of China is over 1.3 billion, and capital city is Beijing. One of most famous buildings in Beijing is *Forbidden City*. This is where last Emperor of China lived, and today it is visited by millions of tourists every year.

Sport is very popular in China, and 2008 Olympic Games were held in Beijing. Every morning many people practise *qigong* and *tai chi chuan* in city's parks. Go is another famous game that was invented in China. It is played with counters on a board, and objective is to control largest part of board.

### Vocabulary

Complete the puzzle by reading the clues.



- 1 I've just bought a \_\_\_\_\_ new washing machine.
- 2 A fast form of public transport in a city.
- 3 Too much traffic can \_\_\_\_\_ pollution.
- 4 We should try to reduce our carbon \_\_\_\_\_.
- 5 You put your counters on this to play Scrabble.
- 6 You have to \_\_\_\_\_ on a bus before you travel.
- 7 When everyone else has played, it is your \_\_\_\_\_.
- 8 How do you get to work? I \_\_\_\_\_ a motorbike.

### Speaking and Writing

1 Work in small groups. Describe a long journey you have made and list what you had to do. Who used the most forms of transport?

2 Work in pairs and find three new words you have learnt in this book. Then complete the definitions.

- 1 \_\_\_\_\_ This is a person who \_\_\_\_\_.
- 2 \_\_\_\_\_ This is a place where \_\_\_\_\_.
- 3 \_\_\_\_\_ This is a thing which \_\_\_\_\_.

3 Work with another pair and read your definitions. Try to guess the words.

### Evaluating your pronunciation

1 Work in pairs and discuss the questions.

- 1 How would you describe your pronunciation of English?
  - a I speak like a native speaker.
  - b My pronunciation is generally clear and comprehensible
  - c I have a noticeable accent but my pronunciation is mostly comprehensible.
  - d I have a strong accent and am sometimes hard to understand.
- 2 How would you like your pronunciation to be?
- 3 Which of these areas of pronunciation have you studied in this class?
 

a vowel sounds	f sentence stress
b consonant sounds	g rhythm
c consonant clusters	h intonation
d word stress	
e the relationship between sounds and spellings	
- 4 Which area is the strongest for you?
- 5 Which area do you need to work on most?

2 Work in pairs. Answer the questions.

- 1 Which is your favourite English sound?
- 2 Which is your least favourite?
- 3 Which sound do you find most difficult to pronounce?

3 Which of these strategies for improving pronunciation have you tried?

\* Practise reading a short text aloud. Record it and listen to it, or ask a friend to listen and comment.

\* Repeat the lines from a DVD or a song.

\* Use a pronunciation book and CD.

\* Practise repeating the pronunciation of new words with an electronic dictionary such as the Macmillan English Dictionary.

\* Choose an area of pronunciation or a sound you want to improve. Focus on it for a few minutes every day when you are speaking.

\* Other ideas.

4 Compare your ideas with a partner and decide how you can improve your pronunciation. What will you try?



# Communication activities: Student A

## Unit 1, Speaking (page 11)

- 1 Complete the questions with the correct word – *do* or *are*.
- 2 Ask your partner the questions.
- 3 Answer your partner's questions.

### Family questions

- \_\_\_\_\_ you have a big family?
- How many brothers and sisters \_\_\_\_\_ you have?
- \_\_\_\_\_ you have family in other countries?
- \_\_\_\_\_ you in touch with them?
- How often \_\_\_\_\_ you in touch with your grandparents or grandchildren?
- \_\_\_\_\_ you have family reunions? How often?

## Unit 2, Reading (page 18)

- 1 Read the text about vegemite. Are there any interesting or surprising facts in the text? Write them down.
- 2 Read the text again. Write down a few key words to help you tell your partner about the text.
- 3 Tell your partner about vegemite.

## Vegemite

Vegemite is a dark brown food paste from Australia. You can put it on sandwiches, toast or crackers. It tastes salty and bitter and is not very popular in the world except in Australia and New Zealand. Vegemite has strong cultural associations in those countries, and many say it is a comfort food. Vegemite has very high levels of vitamin B, and during the 1940s the Australian army bought large amounts of it for the soldiers. According to the Prime Minister of Australia's website, Vegemite is 'the taste of Australia' and some Australians even take a jar with them when they travel to other countries.



jar of vegemite



crackers

### Glossary

- bitter** (*adjective*) – has a strong sharp taste that is not sweet
- jar** (*noun*) – a glass container for food, with a lid and a wide opening
- paste** (*noun*) – a food that is made by crushing meat, fish or vegetables



### Unit 6, Grammar (page 69)

1 Write the questions for numbers 1–5 of the quiz.

Use the comparative form of the adjective.

*Which is faster, the speed of light or the speed of sound?*

2 Work with a student from group B. Ask your questions.

3 Listen to questions 6–10 and try to answer them.

Write the correct answers in the table.

	Column A		Column B	Answer
1	microscope	modern?	X-ray	microscope
2	speed of light	fast?	speed of sound	speed of light
3	theory that the Earth is round	old?	theory of gravity	theory that Earth is round
4	oil	expensive?	coal	oil, but coal is <del>more polluting</del>
5	hydrogen	heavy?	nitrogen	nitrogen is more than 10 times heavier than hydrogen
6	Jupiter		Saturn	
7	100°F		100°C	
8	one metre		one yard	
9	one megabyte		one gigabyte	
10	-40°F		-40°C	

### Unit 9, Vocabulary (page 102)

1 Watch your partner and guess what's wrong.

2 Mime the symptoms below. Your partner must guess what's wrong.

- 1 You have a headache.
- 2 Your wrist hurts. / You have a sore wrist.
- 3 You're sneezing.
- 4 Your back hurts. / You've got a sore back.

### Unit 10, Writing (page 115)

1 Read the definitions of the new words. Copy them down and then write two incorrect definitions for each word.

2 Work with a pair who chose different words. Read out your words and definitions.

3 Listen to the other pair's words and definitions and try to guess which is correct.

*A blog* is a diary or journal which is on the internet.  
*Spanglish* is a language which is a mixture of Spanish and English.



# Communication activities: Student

## Unit 1, Speaking (page 11)

- 1 Complete the questions with the correct word – *do* or *are*.
- 2 Answer your partner's questions.
- 3 Ask your partner the questions.

### Friends questions

- How often \_\_\_\_\_ you talk to your neighbours?
- \_\_\_\_\_ you in touch with anybody you went to primary school with?
- \_\_\_\_\_ you go out with your colleagues from work or school?
- \_\_\_\_\_ you keep in touch with friends by email, phone, or face to face? How often?
- \_\_\_\_\_ you have any online friends or acquaintances?

## Comfort food for men and women

An article published in the American journal, *Physiology and Behavior*, shows differences between men and women and their choice of comfort food.

A survey of over 1,000 North Americans found that women often prefer snack-related comfort food while men prefer more meal-related comfort food. In particular, more women said they liked food like sweets and chocolate while men liked things such as pizza, pasta, steak or casseroles. Women often felt guilty and less healthy than men about their comfort food choices.

The researchers think that the differences between men and women may be because men like hot, prepared meals (that someone else made) while women look for easy comfort food that needs less preparation.



casserole

## Unit 2, Reading (page 18)

- 1 Read the text about popular comfort food for men and women. Are there any interesting or surprising facts in the text? Write them down.
- 2 Read the text again. Write down a few key words to help you tell your partner about the text.
- 3 Tell your partner about comfort food in North America.



bowl of sweets

### Glossary

**casserole** (*noun*) – a deep dish with a lid, used for cooking in the oven, or the mixture of food that is cooked

**guilty** (*adjective*) – ashamed and sorry because you have done something wrong

**prefer** (*verb*) – to like or want something more than something else



### Unit 6, Grammar (page 69)

1 Write the questions for numbers 6–10 of the quiz. Use the comparative form of the adjective.

*Which is further from the sun, Jupiter or Saturn?*

2 Work with a student from group A. Listen to questions 1–5 and try to answer them. Write the correct answers in the table.

3 Ask your questions.

	Column A		Column B	Answer
1	microscope		X-ray	
2	speed of light		speed of sound	
3	theory that the Earth is round		theory of gravity	
4	oil		coal	
5	hydrogen		nitrogen	
6	Jupiter	far from the sun?	Saturn	Saturn
7	100°F	hot?	100°C	100°C; 100°F is only 37°C
8	one metre	long?	one yard	a metre is 1.09 yards
9	one megabyte	big?	one gigabyte	a gigabyte
10	-40°F	cold?	-40°C	they are the same temperature

### Unit 9, Vocabulary (page 102)

1 Mime the symptoms below. Your partner must guess what's wrong.

- 1 You have a toothache.
- 2 You have a sore leg. / Your leg hurts.
- 3 You're coughing.
- 4 You've got a fever.

2 Watch your partner and guess what's wrong.

### Unit 10, Writing (page 115)

1 Read the definitions of the new words. Copy them down and then write two incorrect definitions for each word.

2 Work with a pair who chose different words. Listen to their words and definitions and try to guess which is correct.

3 Read out your words and definitions.

*A metrosexual* is a young man who enjoys good clothes, an attractive home and a good personal appearance.  
*Spam* are emails that are sent to many people and are not wanted.



# Additional material

## Unit 2, Function globally (page 26)

### PIZZA PALACE

Pizza (choose your own toppings) .....

Mushrooms .....

Salami .....

Ham .....

Cheese .....

Tomato .....

Onion .....

Green or Red Pepper .....

Drinks .....

Cola .....

Water .....

Fruit Juice .....

### The Liner Diner

*Please wait to be seated.*

- \* *Choose from our large self-service buffet.*
- \* *Great selection of fish and seafood. Ask your waiter for recommendations.*
- \* *Order your drinks and coffee from the waiter*

### BARNABY'S CAFÉ

**Today's special**

Cream of chicken soup  
or  
Green salad

Vegetarian lasagne  
or  
Traditional steak and potato pie

**Dessert**

Ice cream  
Fresh fruit

## Unit 9, Reading (page 106)

### Short cut

He had travelled by car for 11 miles of the marathon!

### A helping hand

... Olympic officials had helped him cross the line.

### The extra distance

Ramzan thought that he hadn't finished the race.

### A new Olympic record

He had never swum in a pool of that size before.

## Unit 10, Speaking (page 117)

1 Read the full quotes below. Do you think they are positive, negative or neutral about America?

2 Do you know any famous quotes about your country? Tell your partner.

“All great change in America begins at the dinner table.”

*Ronald Reagan, former US President*

“I think the most un-American thing you can say is ‘You can't say that’.”

*Garrison Keillor, American writer*

“England and America are two countries separated by a common language.”

*George Bernard Shaw, Irish writer*

“America is a mistake, a giant mistake.”

*Sigmund Freud, Austrian psychologist*

“There is not a black America and a white America and Latino America and Asian America – there's the United States of America.”

*Barack Obama, US President*



## Unit 10, Speaking (page 121)

## Rules

- ## Unit 10, Speaking (page 121)
- ### Rules
- 1 Play this game in groups of three or four. You need one coin and one board to play.
  - 2 Each person needs a counter. Put the counters on the square marked Start.
  - 3 Decide who is going first.
  - 4 The first player tosses a coin. If the coin lands heads up, move your counter forward two squares. If the coin lands tails up, move your counter forward one square.
  - 5 If you land on a grey square, follow the instructions. If you land on a red square, speak in English for one minute about the topic on the square.
  - 6 The winner is the person who gets to the end of the board first.

Start

<p>Move forward three squares</p>	<p>Describe a person in your social network</p>	<p>A food that makes you think of home</p>	<p>Miss a turn</p>	<p>2 Move back two squares</p>
<p>Your first car</p>				<p>The perfect food and drink for a hot summer's day</p>
<p>4 Go back four squares</p>				<p>A book you read at school</p>
<p>The perfect holiday</p>				<p>Go forward five squares</p>
<p>A total waste of time</p>				<p>Miss a turn</p>
<p>Go forward two squares</p>				<p>Music that causes strong emotions in you</p>
<p>The most useful piece of technology you own</p>	<p>Your free time</p>	<p>The worst job for you</p>	<p>Go back six squares</p>	<p>Hopes you have for your children</p>



# Grammar focus

## Unit 1

### Word order in question forms

#### Yes / No questions

In *yes / no* questions the verb goes before the subject:  
*They **are** from Spain.* → ***Are** they from Spain?*

In present simple or past simple questions, the auxiliary verb *do / did* goes before the subject.  
*She speaks English.* → ***Does** she speak English?*  
*She learnt French.* → ***Did** she learn French?*

#### Wh- questions

Question words (*What? Where? Who? When? Why? How?*) go at the start of a question.  
***Where** do you live? **When** were you born?*  
***What** is your favourite sport?*

### What and How questions

Use *how* and *what* with nouns and adjectives or adverbs to start questions.  
***What** pets do you have?*      ***What** kind of dog is it?*  
***How** expensive was it?*      ***How** often do you feed it?*

Use *like* in questions to ask about appearance or personality and characteristics.  
***What** does she look **like**?* – *She's tall and wears glasses.*  
***What's** that new restaurant **like**?* – *Noisy but the food is good.*

### Present simple, frequency

Affirmative	Negative	Question	Short answers Yes	Short answers No
I/You/We/They <b>work</b> .	I/You/We/They <b>don't work</b> .	<b>Do</b> I/you/we/they <b>work</b> ?	<b>Yes</b> , I/you/we/they <b>do</b> .	<b>No</b> , I/you/we/they <b>don't</b> .
He/She/It <b>works</b> .	He/She/It <b>doesn't work</b> .	<b>Does</b> he/she/it <b>work</b> ?	<b>Yes</b> , he/she/it <b>does</b> .	<b>No</b> , he/she/it <b>doesn't</b> .

Use the present simple to talk about:

- habits and routines.  
*He **gets up** at seven o'clock.*  
*They **don't go** to bed late.*
- things that are always true.  
*The sun **rises** in the east.*  
*Water **boils** at 100°C.*

We use frequency adverbs and expressions of frequency with the present simple. Frequency adverbs (*always, usually, often, sometimes, hardly ever, never*) go between the subject and the verb, except with the verb *to be*.  
*We **always** have lunch at 1 pm.*  
*He is **always** late for class.*

Expressions of frequency (*every day, twice a week, on Mondays, etc.*) usually go at the end of the sentence. They go at the beginning of the sentence when we want to emphasise when or how often.  
*We go shopping **on Saturdays**.*  
***On Saturdays**, we go shopping.*

### Present continuous

Affirmative	Negative	Question
I <b>am ('m)</b> working.	I <b>am ('m)</b> not working.	<b>Am</b> I working?
You/We/They <b>are ('re)</b> working.	You/We/They <b>are not (aren't)</b> working.	<b>Are</b> you/we/they working?
He/She/It <b>is ('s)</b> working.	He/She/It <b>is not (isn't)</b> working.	<b>Is</b> he/she/it working?

Use the present continuous to talk about:

- things happening now or about now.  
*We **are watching** TV. I'm **learning** English.*
- temporary situations.  
*He **is living** in London at the moment.*

The present continuous is often used with time expressions such as *now, these days, at the moment* and *this week / month / year*.

Some verbs (stative verbs) aren't used in the present continuous: *agree, appear, believe, forget, hate, hear, know, like, love, mean, need, own, prefer, realise, remember, see, seem, want*



## Unit 1 Exercises

### Word order in question forms

1 Decide if these questions are in the correct (✓) or incorrect (✗) order. Then correct the mistakes.

- 1 They are from Japan?
- 2 Where do your parents live?
- 3 Did learn you a language at school?
- 4 Who is your favourite actor?
- 5 Do like you chocolate?
- 6 How many students there are in the class?

2 Use the words to write the questions.

*where born? Where were you born?*

- 1 family from? \_\_\_\_\_
- 2 speak any languages? \_\_\_\_\_
- 3 job? \_\_\_\_\_
- 4 live? \_\_\_\_\_
- 5 married? \_\_\_\_\_
- 6 children? \_\_\_\_\_
- 7 play any sports? \_\_\_\_\_
- 8 favourite writers? \_\_\_\_\_
- 9 like music? \_\_\_\_\_

### What and How questions

Write the questions.

- How tall is he?* He's nearly two metres tall.  
 1 What \_\_\_\_\_? My car's red.  
 2 How \_\_\_\_\_? I'm thirty.  
 3 What \_\_\_\_\_? My teacher's tall with short, dark hair.

- 4 How \_\_\_\_\_? The school is ten kilometres from here.  
 5 What \_\_\_\_\_? I have a Visa and an American Express.  
 6 How \_\_\_\_\_? It doesn't rain here very often.  
 7 What \_\_\_\_\_? She's nice, really friendly.

### Present simple, frequency

Put the words in the correct order to make sentences.

- his parents / on Sundays / my boyfriend / visits  
*My boyfriend visits his parents on Sundays.*  
 1 check / every day / their email / they  
 2 TV / in the daytime / watch / hardly ever / we  
 3 goes / once a week / she / to the cinema  
 4 meet / at weekends / sometimes / I / colleagues from work  
 5 all evening / spends / he / on the internet / often  
 6 usually / my wife / before me / gets up  
 7 for a meal / go out / we / every Saturday night

### Present continuous

Complete the dialogue with the correct form of the present simple or present continuous.

- A: Where (1) \_\_\_\_\_ (you / work) at the moment?  
 B: In a hotel in Italy. My boyfriend (2) \_\_\_\_\_ (live) in Italy at the moment too.  
 A: (3) \_\_\_\_\_ (you / like) it there?  
 B: It's great. I (4) \_\_\_\_\_ (prefer) the lifestyle in Italy. In London everybody (5) \_\_\_\_\_ (work) long hours. People (6) \_\_\_\_\_ (not enjoy) life as much.  
 A: (7) \_\_\_\_\_ (you / speak) Italian?  
 B: Not very well, but I (8) \_\_\_\_\_ (take) classes now and I (9) \_\_\_\_\_ (learn) the language quite quickly. We (10) \_\_\_\_\_ (not plan) to go back to England for a while.





## Unit 2

### Countable / uncountable nouns, some, any

#### Countable and uncountable nouns

Countable nouns can be singular or plural. Most plural forms end in *s*.

*Put it on your **plate**. Where are the **plates**?*

Some plural countable nouns are irregular:

*child – children*

*woman – women*

*man – men*

Uncountable nouns don't have a plural form.

*Do you take **milk** and **sugar** in tea?*

**Language note:** Some words can be countable or uncountable.

*I like **coffee**. (= the drink)*

*Can I have a **coffee**? (= a cup of coffee)*

These are some common uncountable nouns: *accommodation, advice, bread, furniture, information, news, traffic, weather*

#### some and any

Use *some* and *any* with plural nouns or with uncountable nouns. We usually use *some* in affirmative sentences and *any* in negative sentences and questions.

*Do you have **any** plates?*

*We need to buy **some** milk.*

Use *a / an* with singular nouns.

*I don't have **a** plate. You need **an** egg for that recipe.*

### a lot of, a little, a few, (not) enough, much, many

Use quantifiers before a noun to show the quantity or amount of something.

- *a little* and *much* are used with uncountable nouns:  
***a little** coffee, too **much** sugar*
- *a few* and *many* are used with plural countable nouns:  
***a few** apples, too **many** bananas*
- *a lot of* and *(not) enough* are used with uncountable nouns and plural nouns: ***a lot of** pasta, **not enough** vegetables*

**Language note:** *much / many* are usually used in negative sentences and questions or with *too*.

*A lot of / lots of* is usually used instead of *much / many* in affirmative sentences. *There's **a lot of** salt in this dish.*

We use *a lot* to answer the question *How much / many ...?*

### The infinitive with to

Use the infinitive with *to* after some verbs: *agree, arrange, decide, forget, hope, learn, manage, mean, need, offer, prefer, promise, refuse, remember, try, want, would like*

*You need to eat slowly. Remember to add sugar.*

**Language note:** we don't use *to* after modal verbs such as *can / can't* and *must*. (See Grammar focus 5 page 140 for more on modals.)

*I **can drink** one glass of wine, but no more.*

Use the infinitive with *to* after adjectives.

*It's **healthy to eat** salad. It's **good to try** different foods.*

### Infinitive of purpose

We use the infinitive with *to* when we talk about the purpose of something or why we do something.

*I eat lots of vegetables to get important vitamins. (= because I want to get)*

*You use a corkscrew to open wine. (= so that you can open)*

**Language note:** We can use *in order to* instead of *to* in these sentences. *For* isn't used in these sentences.

*I eat lots of vegetables **in order to get** important vitamins.*

*Not: I eat lots of vegetables for to get important vitamins.*

## Unit 2 Exercises

### Countable / uncountable nouns, some, any

Complete the sentences with *a / an, some or any*.

- I'm going shopping. Do we need \_\_\_\_\_ eggs?
- Can I have \_\_\_\_\_ large cola and two coffees please?
- I'd like \_\_\_\_\_ information about restaurants in the area.
- There's \_\_\_\_\_ bread left, but there isn't \_\_\_\_\_ butter.
- I'm making \_\_\_\_\_ big cake for my son's birthday.
- I need \_\_\_\_\_ advice about vegetarian food.
- Let's buy \_\_\_\_\_ new furniture for the dining room.
- I need \_\_\_\_\_ onion for this dish.



### a lot of, a little, a few, (not) enough, much, many

1 Underline the correct quantifier in each sentence.

- A: I'm afraid there's too *much* / *many* milk in this.  
B: Sorry, I forgot you only like a *few* / *little* in coffee.
- A: How *much* / *many* biscuits would you like?  
B: *A lot* / *A lot of*!
- A: We have *lots of* / *much* space. Why don't you come and visit?  
B: Thanks but I *don't have enough* / *have too little* days off.
- A: My wallet was here *a little* / *a few* minutes ago!  
B: I'm afraid there are *lots of* / *many* pickpockets here, sir.

2 Choose one of the dialogues in Exercise 1. Think about what is happening and who is speaking. Write the next two lines.

### The infinitive with to

Read the text about a Japanese drink. Complete the text with *to* or nothing (-).

Sake is rice wine. The Chinese first learnt *to* make sake, but now it is the traditional drink of Japan. To make sake you need (1) \_\_\_\_\_ cook rice in water. It is important (2) \_\_\_\_\_ use a special kind of rice. You can (3) \_\_\_\_\_ serve sake warm or cold. In Japan people prefer (4) \_\_\_\_\_ drink warm sake in winter and cold sake in summer. You are meant (5) \_\_\_\_\_ drink sake with friends. Tradition says you mustn't (6) \_\_\_\_\_ pour sake for yourself. So if you drink sake in Japan, remember (7) \_\_\_\_\_ pour it only for other people.



### Infinitive of purpose

Make six sentences.

- |                            |                           |
|----------------------------|---------------------------|
| 1 I went to the baker's    | a meet our friends.       |
| 2 He looked round the cafe | b celebrate her birthday. |
| 3 She smiled at me         | c show she wasn't angry.  |
| 4 He went into the garden  | d buy some bread.         |
| 5 We cycled into town      | e find a good table.      |
| 6 They organised a party   | f pick some tomatoes.     |



## Unit 3

### Past simple and past continuous

#### Past simple

Affirmative	Negative	Question
I/You/He/She /It/We/They <b>worked.</b>	I/You/He/She /It/We/They <b>did not (didn't)</b> <b>work.</b>	<b>Did I/you/he</b> <b>/she/it/we/they</b> <b>work?</b>

#### -ed spelling

- for most verbs add *ed*: *look – looked*
- for verbs ending in *e*, add *d*: *smile – smiled*
- for verbs ending in *y*, change the *y* to *ied*: *study – studied*.  
(But verbs ending in vowel + *y* are regular: *play – played*).
- for verbs ending in consonant-vowel-consonant, double the consonant and add *ed*, eg *stop – stopped*

Use the same form for all persons (*I, you, he, she, it, we, they*) except for the verb *to be*.

Some verbs have an irregular affirmative form:

*have – had, go – went, see – saw, think – thought.*

See a more complete list of irregular verbs on page 159.

Use the past simple to talk about completed actions in the past.

*I watched a good film at the weekend.*

*I bought a book about history of art last week.*

#### Past continuous

Affirmative	Negative	Question
<b>I was working.</b>	<b>I was not (wasn't)</b> <b>working.</b>	<b>Was I working?</b>
<b>You/We/They</b> <b>were working.</b>	<b>You/We/They</b> <b>were not (weren't)</b> <b>working.</b>	<b>Were you/we</b> <b>/they working?</b>
<b>He/She/It was</b> <b>working.</b>	<b>He/She/It was not</b> <b>(wasn't) working.</b>	<b>Was he/she/it</b> <b>working?</b>

Use the past continuous to describe an activity or situation in progress in the past.

*He was watching a film on TV.*

We often use the past continuous for activities that are interrupted by a completed action. It is used in contrast with the past simple.

*He was watching a film on TV when the phone rang.*

	X
<i>watching a film</i>	<i>phone rang</i>

*While* is often used with the past continuous. *When* is often used with the past continuous and the past simple.

I fell asleep *while* I was reading a book.

I was reading a book *when* I fell asleep.

#### Used to

Affirmative	Negative	Question
I/You/He/She /It/We/They <b>used to work.</b>	I/You/He/She /It/We/They <b>didn't use to</b> <b>work.</b>	<b>Did I/you/he</b> <b>/she/it/we/they</b> <b>use to work?</b>

We use *used to* to talk about regular actions in the past which don't happen now.

*I used to play the guitar.* (= but I don't play it now)

We also use *used to* to talk about situations in the past which aren't true now.

*There used to be an art gallery in our town.* (= but there isn't one there now)

**Language note:** There is no present form of *used to*. We only use *used to* to talk about regular actions in the past.

Not: ~~I use to~~ download music.

## Unit 3 Exercises

### Past simple and past continuous

1 Use the prompts below to write what was happening yesterday lunchtime in the park.

- 1 What / people / do / in the park / at midday yesterday?
- 2 two workers / dig / a hole
- 3 a man / read / a newspaper / on a bench
- 4 a woman / eat / a sandwich – but she / not enjoy / it
- 5 two children / play / hide and seek
- 6 an old woman / walk / her dog
- 7 two tourists / take / photos

2 Underline the correct form of the verb in each sentence.

- 1 We were cleaning / cleaned the windows when it was starting / started to rain.
- 2 While she was looking / looked in the mirror, she was noticing / noticed her first grey hairs.
- 3 It was getting / got dark when I was switching on / switched on the lights.
- 4 They were dropping / dropped the sculpture while they were carrying / carried it inside.
- 5 While she was closing / closed the curtains, she was seeing / saw somebody outside.
- 6 I was painting / ainted the bedroom wall when I was falling off / fell off the ladder.



### Used to

Complete the sentences with *used to* or *didn't use to* and an appropriate verb.

- 1 He \_\_\_\_\_ to cassettes, he didn't use to listen to CDs.
- 2 He \_\_\_\_\_ the violin, but now he plays the guitar.
- 3 He \_\_\_\_\_ an MP3 player but he has one now.
- 4 He \_\_\_\_\_ to classical concerts, he used to go to music festivals.
- 5 He \_\_\_\_\_ miserable, now he feels relaxed and happy.
- 6 He \_\_\_\_\_ opera but he likes it now.





## Unit 4

### Future hopes and plans

Use verbs such as *hope*, *plan*, *want*, *would like* (+ infinitive with *to*) to talk about future hopes that aren't definite.

*I want to work in a developing country.*

*I'd like to be an aid worker.*

Use *look forward to* (+ verb with *-ing*) to talk about definite future plans.

*I'm looking forward to working in Africa next year.*

### Future plans and intentions (*going to*, present continuous)

#### Going to

Affirmative	Negative	Question
I am ('m) going to work.	I am not ('m) not going to work.	Am I going to work?
You/We/They are ('re) going to work.	You/We/They are not (aren't) going to work.	Are you/we/they going to work?
He/She/It is ('s) going to work.	He/She/It is not (isn't) going to work.	Is he/she/it going to work?

We use *going to* to talk about what we have already decided or intend to do in the future.

*He's going to train to be a doctor.* (= It is already decided)

*They're going to work for an NGO.*

**Language note:** *going to go* is often replaced by *going*.

*I'm going to go to France next year = I'm going to France next year.*

#### Present continuous

See Grammar focus 1 on page 132 for an explanation on how to form the present continuous.

Use the present continuous to talk about future plans, in particular for arrangements with a date and time, eg plans with friends or travel arrangements.

*I'm meeting friends this evening.* (= I've made an arrangement with them)

*We're going to Egypt on holiday this year.* (= We've already arranged the holiday)

### Prediction and ability (*will*, *be able to*)

#### Will

Affirmative	Negative	Question
I/You/He/She/It/We/They will ('ll) work.	I/You/He/She/It/We/They will not (won't) work.	Will I/you/he/she/it/we/they work?

Use *will* to talk about predictions or beliefs about the future. It is often used with the verbs *think*, *hope* and *be sure*.

*I think there'll be a nuclear accident.*

*I'm sure there will be more homeless people in the future.*

#### Be able to

Use *will be able to* to talk about ability or possibility in the future. We don't use *will can*.

*We won't be able to stop pollution.*

**Language note:** compare *will* and *going to*.

*We're going to reduce carbon emissions.*

(= definite plan / intention)

*I think we'll reduce carbon emissions.*

(= prediction, may or may not happen)

### Future time clauses

Future time clause		Main clause
If When Before After As soon as	+ present tense (usually present simple)	future form (usually <i>will</i> )

Use future time clauses with a present tense to talk about future predictions.

*If we reduce carbon emissions, we'll reduce global warming.*

It is possible to change the order of the future time clause and main clause.

*When you see the film, you'll be really frightened.*

*Will we have dinner before we go to the cinema?*

**Language note:** we use *if* for things that might happen but aren't certain. We use *when* for things that are certain.

## Unit 4 Exercises

### Future hopes and plans

Match the sentences.

- 1 She's a doctor. She wants
- 2 He's five years old. He hopes
- 3 I'm a teacher. I'm looking forward
- 4 I'm a student. I'm planning
- 5 They worry about pollution. They'd like
- 6 We're aid workers. We're looking forward

- a to working on a new project in Latin America.
- b to work for an environmental organisation.
- c to fight disease in developing countries.
- d to starting the new school year.
- e to get a good job when I leave college.
- f to get a bike for his birthday.

### Future plans and intentions (*going to*, present continuous)

1 Complete the sentences. Use the correct form of *going to*.

- 1 We \_\_\_\_\_ (*give*) our children a future!
- 2 This government \_\_\_\_\_ (*not help*) our country!
- 3 When \_\_\_\_\_ (*you / stop*) this war?
- 4 How \_\_\_\_\_ (*we / feed*) our children?
- 5 We \_\_\_\_\_ (*not give up*)!
- 6 Who \_\_\_\_\_ (*help*) the poor?
- 7 I \_\_\_\_\_ (*fight*) for what I believe!
- 8 Cars \_\_\_\_\_ (*destroy*) our environment.

2 Complete the dialogues with the correct form of the present continuous.

- 1 A: They're holding a big climate change conference at the end of the year.  
B: Where \_\_\_\_\_?
- 2 A: When are you meeting Lisa again?  
B: \_\_\_\_\_ after work tomorrow actually.
- 3 A: I'm going on holiday in June.  
B: Where \_\_\_\_\_?
- 4 A: What time is David coming round?  
B: \_\_\_\_\_ today, I'm afraid.
- 5 A: Are you working on Saturday?  
B: No, \_\_\_\_\_ at all this weekend.

### Prediction and ability (*will*, *be able to*)

1 Complete the text with *will* or *won't*.

What do we know about global warming? Well, global temperatures (1) \_\_\_\_\_ increase. Sea levels (2) \_\_\_\_\_ rise and in some areas there (3) \_\_\_\_\_ be floods. But in other areas there (4) \_\_\_\_\_ be enough rain. That means farmers in some areas (5) \_\_\_\_\_ be able to grow food any more. And some animals and plants (6) \_\_\_\_\_ be able to exist in changing environments, so there (7) \_\_\_\_\_ be fewer types of animals.

2 Underline the correct verb.

- 1 We are having / will have lunch with friends tomorrow.
- 2 I hope you are going to enjoy / will enjoy your visit.
- 3 What are you going to do / will you do this evening?
- 4 I'm sure we will find / are finding a solution.
- 5 She's going to be / will be an engineer when she leaves school.
- 6 What time will you meet / are you meeting them?
- 7 What do you think is happening / will happen tomorrow?
- 8 I'm going to check / 'm checking my email in a minute.

### Future time clauses

Complete the sentences with the correct form of the verb in brackets.

- 1 I think the baby \_\_\_\_\_ (*start*) to cry as soon as we \_\_\_\_\_ (*get*) on the bus.
- 2 If you \_\_\_\_\_ (*do*) the shopping, I \_\_\_\_\_ (*cook*) dinner.
- 3 You \_\_\_\_\_ (*be*) shocked when you \_\_\_\_\_ (*read*) that book.
- 4 After he \_\_\_\_\_ (*finish*) work, he \_\_\_\_\_ (*go*) the airport.
- 5 She \_\_\_\_\_ (*be*) upset if he \_\_\_\_\_ (*forget*) her birthday.
- 6 I \_\_\_\_\_ (*send*) you a text when we \_\_\_\_\_ (*arrive*).



Unit 5

Have

Affirmative	Negative	Question
I/You/We/They <b>have</b> a car.	I/You/We/They <b>don't have</b> a car.	<b>Do</b> I/you/we /they have a car?
He/She/It <b>has</b> a car.	He/She/It <b>doesn't have</b> a car.	<b>Does</b> he/she/it have a car?

Use *have* as a main verb to talk about possessions, relationships or characteristics.  
*I **have** two brothers.*  
*She **has** dark hair.*

**Language note:** We can't use short forms when we use *have* as a main verb. Not: *I've a cat.*

Instead of *have* we can also use *have got* for possession.  
*Have got* is often used in spoken and informal English.  
*I've **got** two brothers.*  
*She **hasn't got** dark hair.*  
***Have** you **got** any money?*

Use *have* as a main verb with certain nouns to talk about actions or experiences. For example:

- have breakfast / lunch / dinner / a drink / a coffee
- have a party / a holiday / a swim / an accident / a good time
- have a chat / a conversation / a meeting
- have an illness / a headache / a problem

Modal verbs

Use *must* and *have to* to talk about things that are necessary. We often use *must* and *have to* for rules. *Have to* is often used for something which is necessary because of a law or because someone else says it.  
*I **must** finish this report.*  
*He **has to** give a presentation tomorrow.* (=His boss said so)

Use *must not* (*mustn't*) to express prohibition.  
*You **mustn't** wear jeans and trainers in the office.*

Use *don't have to* to say that something isn't necessary, but it is possible or allowed.  
*Men **don't have to** wear a tie at work.* (= but they can if they want to)  
Use *can* to say that something is possible or allowed.  
*You **can** buy food in the staff canteen. Or you **can** eat your own sandwich there.*  
Use *can't* to say that something is not possible or allowed.  
*You **can't** eat lunch at your desk.*

-ing forms

The *-ing* form of the verb can be:

- the subject of a sentence  
***Working** long hours is very stressful.*  
***Playing** chess is very relaxing.*
- the object of some verbs, for example: *love, like, dislike, enjoy, mind, can't stand*  
*I like **playing** basketball.*  
*I can't stand **jogging**.*

- used after prepositions: *good / bad at, interested in, tired of, excited about, bored with, instead of, in spite of*  
*He's very good **at skiing**.*  
*I'm excited about **going** on holiday.*

Present perfect

Affirmative	Negative	Question
I/You/We/They <b>have</b> ('ve) <b>worked</b> .	I/You/We/They <b>have not</b> (haven't) <b>worked</b> .	<b>Have</b> I/You/We /They <b>worked</b> ?
He/She/It <b>has</b> ('s) <b>worked</b> .	He/She/It <b>has not</b> (hasn't) <b>worked</b> .	<b>Has</b> he/she/it <b>worked</b> ?

The present perfect is formed with the verb *have* + past participle. The past participle of regular verbs is the same as the past simple. (see Grammar focus 3 page 136). Irregular verbs often have different forms, eg go – went – gone. See a more complete list of past participles on page 159.

Use the present perfect to talk about an unspecific time in the past. Compare the present perfect and the past simple.  
*I **have been** to Disneyland.* (= no specific time, present perfect)  
*I **went** to Disneyland last summer.* (= specific time, past simple)

We often use the present perfect with *ever* and *never* to talk about experiences up to the present.  
***Have** you **ever been** to an amusement park?* (= at any time in your life)  
***I've never been** on a roller coaster.* (= up to now)

**Language note:** *have been to* = have visited a place.

Compare: *She's **been** to Germany.* (= and now she has come back home).  
*She's **gone** to Germany.* (= and she's still there).

## Unit 5 Exercises

### Have

Complete the sentences with the correct form of *have*.

- 1 She \_\_\_\_\_ a baby yesterday – a little girl.
- 2 They \_\_\_\_\_ got a car, they cycle everywhere.
- 3 We \_\_\_\_\_ a party on Sunday evening. Would you like to come?
- 4 Do you know him? He \_\_\_\_\_ glasses and he \_\_\_\_\_ much hair.
- 5 I \_\_\_\_\_ breakfast most days because I'm never hungry in the morning.
- 6 I'm afraid he \_\_\_\_\_ got time right now.
- 7 We \_\_\_\_\_ a printer at home so I bought one yesterday.
- 8 \_\_\_\_\_ a minute, please Madam?

### Modal verbs

Read the rules and choose the correct meaning.

- 1 Employees mustn't make private phone calls.
  - a Private phone calls aren't allowed.
  - b You can make private phone calls if you want.
- 2 Employees don't have to work fixed hours.
  - a You need to work at the same time every day.
  - b You choose when you work.
- 3 Employees have to follow the dress code.
  - a You can wear what you want.
  - b There are some clothes that you can't wear.
- 4 Employees can take breaks when they need them.
  - a You take a break when you want to.
  - b You need to tell the manager when you take a break.
- 5 Employees must clock in and out when they start and finish.
  - a It's necessary to clock in and out.
  - b It isn't necessary to clock in and out.
- 6 Employees can't call in sick without a doctor's note.
  - a It's possible to call in sick without a doctor's note.
  - b You need a doctor's note to call in sick.

### -ing forms

Put the words in the correct order to make sentences.

- 1 type / he / without / looking / can
- 2 training / two / had / weeks / we / of
- 3 new / starting / she's / job / about / her / excited
- 4 part / looking / is / an / good / job / the / important / of
- 5 at / tea / work / hate / coffee / making / I / and
- 6 magazines / she's / working / instead of / always / reading

### Present perfect

1 Write the dialogues with the correct form of the present perfect.

- 1 A: you / ever / try / skiing?  
B: Yes / we / go / skiing / in France / twice / so far.
- 2 A: what / you / done / with the remote control?  
B: I / not see / it / but / your mum / just / watch / a programme.
- 3 A: my son / stop / collecting / stamps.  
B: he / ever / think / about collecting / coins?
- 4 A: you / be / on holiday / this year?  
B: I / have / a busy year at work / so / I / not have / any time to relax.
- 5 A: She still / not finish / talking / on the phone.  
B: I hope / she / not call / that friend in Brazil.

2 Choose one of the dialogues. Think about what is happening and who is speaking. Write the next two lines.

3 Choose the correct ending.

- 1 They've built two amusement parks outside the city ...
  - a and they are going to build another.
  - b two years ago.
- 2 They went on a roller coaster last summer and ...
  - a they love it.
  - b they loved it.
- 3 She's been to the water park ...
  - a yesterday.
  - b lots of times.
- 4 I've never been in a haunted house because ...
  - a I'm scared of the dark.
  - b I was scared of the dark.
- 5 He bought a burger in the food area but ...
  - a it didn't taste very good.
  - b it hasn't tasted very good.
- 6 We've visited a great theme park in South Korea ...
  - a when we were on holiday.
  - b and one in Hong Kong too.



## Unit 6

### Comparative and superlative adjectives

	Adjective	Comparative	Superlative
One syllable adjectives and adverbs: add <i>-er / -est</i>	fast slow big	faster slower bigger	the fastest the slowest the biggest
Adjectives ending in <i>e</i> : add <i>-r / -st</i>	nice	nicer	the nicest
Adjectives ending in <i>y</i> : change the <i>y</i> to <i>ie</i> and add <i>-r / -st</i>	dry	drier	the driest
Two or more syllable adjectives and adverbs that end in <i>-ly</i> : <i>more / most</i> + adjective	important quickly	more important more quickly	the most important the most quickly
Irregular adjectives and adverbs	good  bad	better well worse badly	the best  the worst

**Language note:** For one-syllable adjectives ending with one consonant, double the final consonant and add *-er / -est*. Some two syllable adjectives, especially adjectives ending in *y*, can be used in either form (*more* + adjective or with *-er / -est*)  
angry – angrier / more angry

Use comparative adjectives to compare two things or people. Comparative adverbs compare two actions. *Than* is used after comparatives.

*People in warm countries are **happier** than people in cold countries. I can run **faster** than you.*

### Comparative adjectives (a bit, much, as ... as)

We can modify comparative adjectives and adverbs with *a bit* or *much*.

*That DVD player is **a bit** cheaper. This one is **much** cheaper.*

Use *(not) as ... as* to make comparisons.

*My job is **as** exciting **as** yours.* (= both our jobs are equally exciting)

*My job **isn't** as exciting **as** yours.* (= your job is more exciting than mine)

Use *less* with longer adjectives to mean *not as much*.

*She's **less** intelligent **than** her sister.* (= her sister is more intelligent)

### Superlatives

Use superlatives to compare someone or something in a group with all the other things in that group.

*This computer is **the cheapest** in the shop.*

*Shopping online is **the most convenient** method.*

Use superlatives with the present perfect.

*My girlfriend is **the most interesting** person **I've ever met**.*

Use superlatives with *in the ...*

*The internet is **the best** invention **in the world**.*

*I'm **the tallest** person **in the class**.*

### Phrasal verbs and objects

A phrasal verb is a two-word verb consisting of a verb + a particle. Some phrasal verbs take an object and some phrasal verbs don't.

- verb + particle

*Can you **log on**?*

- verb + particle + object

***Turn on** the computer.*

When phrasal verbs take an object, the object can usually go in two places:

- after the verb and particle

***Turn on** the computer.*

- between the verb and particle

***Turn** the computer **on**.*

If the object is a pronoun, it can only go between the verb and particle:

***Turn it on**.*

Not: *~~Turn on it.~~*

## Unit 6 Exercises

### Comparative and superlative adjectives

Write the comparative and superlative forms of the adjectives in the table.

Adjective	Comparative	Superlative
tall		
hot		
content		
safe		
good		
expensive		
enjoyable		
cheap		
beautiful		
heavy		

### Comparative adjectives (a bit, much, as ... as)

Write comparisons using the prompts below.

- he / be / patient / with the children / her
- she / be / happy / now / last year
- most people / get / a bit / fat / when / they / get / old
- I / sleep / good / in my own bed / in a hotel
- money / not be / as / important / health
- this chair / be / much / comfortable / that one
- some new robots / be / as / intelligent / humans
- my home computer / starts / slowly / my work computer

### Superlatives

Complete the sentences with the superlative form of the words in the box.

expensive fast good high popular strange

- The blog of a Chinese film actress has the \_\_\_\_\_ number of readers on the internet.
- The \_\_\_\_\_ name for @ is *elephant's trunk* in Danish.
- The \_\_\_\_\_ domain name cost \$7.5 million.
- Social networking is the \_\_\_\_\_ growing sector of the internet.
- 'How to kiss' and 'Who is God' were the \_\_\_\_\_ search questions in 2007.
- Books are the things that sell the \_\_\_\_\_ on the internet.



### Phrasal verbs and objects

Complete the sentences with the correct phrasal verb.

- The music is too loud.  
Well, turn \_\_\_\_\_!
- The TV isn't working.  
You need to plug \_\_\_\_\_.
- These web pages are really interesting.  
Can you print \_\_\_\_\_?
- How do I put the word into the search engine?  
Just type \_\_\_\_\_.
- The phone's ringing.  
Well pick \_\_\_\_\_!
- The computer is frozen.  
You have to shut \_\_\_\_\_.
- We need to find out train times.  
Can you look \_\_\_\_\_?
- I've found his email address.  
I'll write \_\_\_\_\_.



## Unit 7

### Present perfect with *for* and *since*

<i>for</i> ...	<i>since</i> ...
years ages six months a long time	1999 the 1960s this morning 2pm he was a child

Use the time expressions *for* and *since* with the present perfect to talk about unfinished time. *For* states the length of time and *since* is used with the beginning of the time.

*How long have you worked here?*

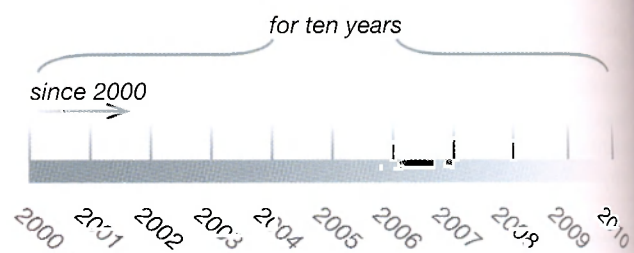
*I've worked here for ten years.*

*I've worked here for ages.*

*I've worked here since 2000.*

*I've worked here since I was 25.*

**Language note:** don't use the present perfect with time expressions like *in the 90s*, *in 2005*. Use the past simple with these expressions.



### Present perfect with *yet* and *already*

Affirmative	Negative	Question
I/You/We/They have <b>already</b> eaten.	I/You/We/They haven't eaten <b>yet</b> .	Have I/you/we /they eaten <b>yet</b> ?
He/She/It has <b>already</b> eaten.	He/She/It hasn't eaten <b>yet</b> .	Has he/she/it eaten <b>yet</b> ?

Use *already* with the present perfect to emphasise that something has happened before now.

The structure is auxiliary + *already* + past participle. It is usually used in affirmative sentences.

*I've already been to the bank.*

*I've already checked our account.*

Use *yet* with the present perfect to talk about something that has not happened, but will probably happen soon.

Use *yet* in negatives and questions. *Yet* goes at the end of the sentence.

*The money hasn't gone into my account yet.*

*Have you paid the bills yet?*

## Unit 7 Exercises

### Present perfect with *for* and *since*

1 Complete the sentences with *for* or *since*.

- 1 I've had this job \_\_\_\_\_ 2002.
- 2 She's known him \_\_\_\_\_ 20 years.
- 3 We've wanted children \_\_\_\_\_ ages.
- 4 I've liked travelling \_\_\_\_\_ I went on my first school trip.

2 Complete the text with the present perfect or the past simple form of the verb in brackets.

Microwaves (1) \_\_\_\_\_ (*be*) a popular time saver for years. An American company (2) \_\_\_\_\_ (*produce*) the first microwave in 1947 – it was almost 1.8 metres tall! Families (3) \_\_\_\_\_ (*use*) smaller modern microwaves since the 1970s. But many people don't think it is safe. So, is microwaved food safe? The answer is 'yes' if you (4) \_\_\_\_\_ (*cook*) the food for the right length of time. Microwaves (5) \_\_\_\_\_ (*be*) particularly popular since companies (6) \_\_\_\_\_ (*start*) producing freezer to microwave 'ready-meals' in the late 1980s. The UK (7) \_\_\_\_\_ (*be*) the largest European consumer of microwave ready meals for years. But a report in 2008 (8) \_\_\_\_\_ (*say*) British people are now starting to eat more healthily.

- 5 I've been working here \_\_\_\_\_ a long time.
- 6 They haven't had anything to eat \_\_\_\_\_ 6am.
- 7 We've had the same TV \_\_\_\_\_ the 1990s.
- 8 I haven't seen her \_\_\_\_\_ days.



### Present perfect with *yet* and *already*

1 Write the dialogues. Use *already* and *yet*.

- 1 A: you / pay / the electricity bill?  
B: no but I / pay / the water bill.
- 2 A: we / not hear / about that loan.  
B: I / call / the bank / twice about it.
- 3 A: we / spend / all our money for this month.  
B: oh dear, / you / check / the lottery ticket?
- 4 A: our / railway shares / make / a profit.  
B: good / but the water shares / not improve.
- 5 A: you / have / the letter about your inheritance?  
B: no, the solicitor / not send / anything.

2 Correct the mistakes in these sentences.

- 1 Tom has lived in Germany for he was a child.
- 2 Has Emma got already married?
- 3 He hasn't done his homework already.
- 4 They have finished the book yesterday.
- 5 She's worked here since three months.
- 6 We haven't done this already.



Unit 8

The passive voice

Present passive		Past passive	
I am	shocked.	I was	shocked.
You/We/They are		You/We/They were	
He/She/It is		He/She/It was	

Form the passive with the verb *to be* + past participle. See a more complete list of past participles on page 159.

Use the active voice to focus on the agent. (the person or thing who does the action)

*agent active verb object*  
*Zaha Hadid designed the building.*

Use the passive voice to focus on the action.  
*The building was designed in 2005.*

If we want to say who did the action we can use *by* + agent.  
*The building was designed in 2005 by a famous architect.*

We use the passive when we do not know who did the action (the agent), or it is not important.

*My bag was stolen.* (= I don't know who stole it)  
*A bomb was left in the station.* (= we don't know who left the bomb)

**Language note:** the passive is more frequent in formal speech and writing.

First conditional

if clause		Main clause
If	+ present simple	I / you, etc. <i>will / can / might</i> (not) + verb

Use the first conditional to talk about a possible future situation.  
*If it is bad weather, I'll watch TV. But if it's sunny, I'll go to the beach.*

Use *will*, *might* or *can* in the main clause:

- will*: the speaker thinks it's likely that the situation will happen
- might*: the speaker is not sure that the situation will happen
- can*: the speaker is not sure if it will happen or not

The *if* clause can be the first or second clause in the sentence.

*If we take the train, we'll enjoy the journey more.*  
*We'll enjoy the journey more if we take the train.*

Second conditional

if clause		Main clause
If	+ past simple	I / you, etc. <i>would / could</i> (not) + verb

Use the second conditional to talk about an unreal future situation. It is unlikely or almost impossible that the situation will happen.

*If I didn't have to work, I'd go to the beach today.*  
(But I have to work so I won't go to the beach)

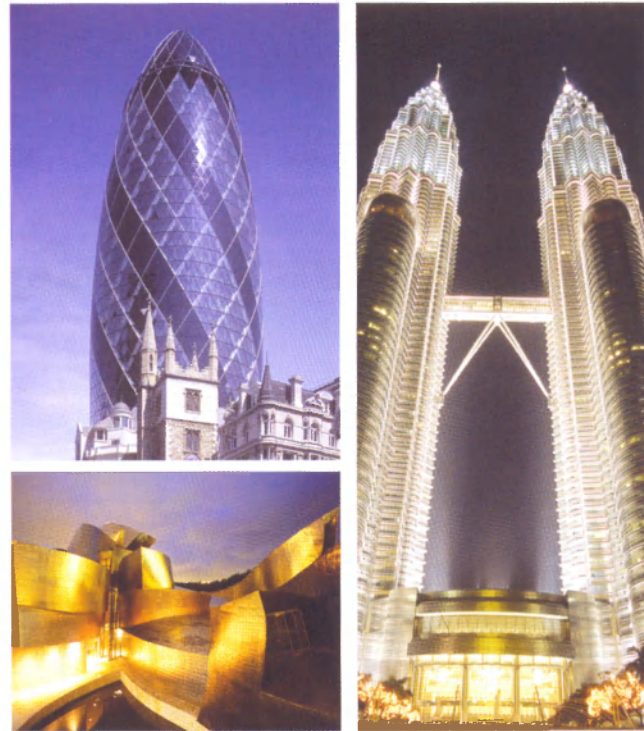
*If I had lots of money, I could travel round the world.*  
(I don't have lots of money and it's unlikely that I will have lots of money in the future)

**Language note:** we sometimes say *If I were* instead of *If I was*. Both verbs are correct. *Were* is especially common in the expression *If I were you ...* when giving somebody advice.

## Unit 8 Exercises

### The passive voice

- 1 Write about eight modern buildings. Use the present or past passive. Sometimes you need *by*.
- 1 The Empire State Building in New York / use / in the *King Kong* film.
  - 2 The two Emirates Towers in Dubai / connect to / a huge shopping centre.
  - 3 30 St Mary Axe in London / call / 'the Gherkin' / Londoners.
  - 4 Sydney Opera House / build / to look like a ship.
  - 5 The Guggenheim Museum in Bilbao / often / compare / to a fish or water.
  - 6 The Petronas Towers in Kuala Lumpur / occupy / international companies.
  - 7 The new Jewish Museum in Berlin / design / the architect Daniel Libeskind.
  - 8 The Pompidou Centre in Paris / name / after a French president.
- 2 Rewrite these sentences with the passive so they mean the same.
- We sold our flat last week.  
*Our flat was sold last week.*
- 1 Somebody built the flats in the 1980s.
  - 2 They call the building *Huntingdon House*.
  - 3 Restaurants and cafes surround the building.
  - 4 They painted the walls in our flat white.
  - 5 We put in a new kitchen last year.



### First conditional

Complete the sentences with the correct form of the first conditional.

- 1 If I \_\_\_\_\_ (give) you my email address, \_\_\_\_\_ (you / send) me the details?
- 2 I \_\_\_\_\_ (call) the police if I \_\_\_\_\_ (see) him again.
- 3 If you \_\_\_\_\_ (not have) a ticket you \_\_\_\_\_ (not / can / get) on the bus.
- 4 He \_\_\_\_\_ (might / take) you to the airport if he \_\_\_\_\_ (have) time.
- 5 If the weather \_\_\_\_\_ (be) nice, we \_\_\_\_\_ (can / go) to the top of the tower.
- 6 If we \_\_\_\_\_ (go out) for a meal, we \_\_\_\_\_ (not have to) go food shopping.
- 7 She \_\_\_\_\_ (not listen) to him if he \_\_\_\_\_ (not tell) her the truth.
- 8 If the internet \_\_\_\_\_ (not work) again, I \_\_\_\_\_ (complain) to the company.

### Second conditional

1 Complete the conversation with the correct form of the second conditional.

- A: What would you do (1) \_\_\_\_\_ (if / you / be) me?  
 B: Well, if I were in your shoes, (2) \_\_\_\_\_ (I / go) on a long trip.  
 C: Yes, I'd take a month's holiday tomorrow (3) \_\_\_\_\_ (if / my boss / give / me) time off.  
 B: If I had the choice, I think (4) \_\_\_\_\_ (I / go / walking) in New Zealand or Peru.  
 C: Yes, I'm sure I'd forget all my problems (5) \_\_\_\_\_ (if / I / do) something like that.  
 B: Perhaps your boss would help (6) \_\_\_\_\_ (if / you / explain) everything to her.

2 Match the conditional sentences.

- |                               |  |
|-------------------------------|--|
| 1 If I went to America,       | a we won't have to look for accommodation. |
| 2 If we went on the bus,      | b I'd go to San Francisco.                 |
| 3 If we take the credit card, | c we won't have to take lots of cash.      |
| 4 If I don't wear sandals,    | d my feet will be too hot.                 |
| 5 If we go camping,           | e we'd save lots of money.                 |
| 6 If I had a problem,         | f would you help me?                       |



## Unit 9

### Modal verbs of advice

Use *should* / *shouldn't* (+ infinitive without *to*) to give advice and make suggestions.

*You **should** go to bed if you don't feel well.*

*You **shouldn't** read in poor light – it's bad for your eyes.*

We often use the structure *I (don't) think* with *should*.

*I **don't think** you **should** drink any more.*

Not: *I think you shouldn't drink any more.*

*Ought to* can be used instead of *should* but it is more formal. *Should* is more common.

*You **ought to** take an aspirin.*

*You **ought not to** watch TV without your glasses.*

*Must* is similar to *should* but it is stronger and more definite (see Grammar focus 5 page 140 for more on *must*).

*You **must** take an aspirin.*

### Could / couldn't, had to / didn't have to

(For modals of obligation and possibility in the present, see Grammar focus 5 page 140)

Use *had to* / *didn't have to* to talk about past obligation.

*I **had to** take tablets for a long time.*

*I **didn't have to** stay in hospital long.*

Use *could* / *couldn't* to talk about things that were possible or not possible in the past.

*When I was in the hospital, I **couldn't** get out of bed.*

*We **could** have visitors in the afternoon.*

### Past perfect

Affirmative	Negative	Question
I/You/He/She /It/We/They <b>had (d) worked.</b>	I/You/He/She/It /We/They <b>had not</b> ( <b>hadn't</b> ) <b>worked.</b>	<b>Had</b> I/you/he /she/it/we/they <b>worked?</b>

(See a more complete list of past participles on page 159.)

Use the past perfect to talk about an event in the past that happened before another event or a specific time in the past.

*He **cried** because they **had lost** the match.*

*I **hadn't been** to a football match before last Saturday.*

With *before* and *after*, we can use the past simple instead of the past perfect as the order of events is clear.

***Before** I started doing regular sport, I **was** overweight.*

***Before** I started doing regular sport, I **had been** overweight.*

*The players **celebrated** **after** the match **finished**.*

*The players **celebrated** **after** the match **had finished**.*

Use the past participles *been* and *gone* in the same way as in the present perfect (see Grammar focus 5 page 140).

*they **had lost** the match    he **cried***

Past  Present

### Reported statements

Use reported statements to say what another person said.

*I'm not feeling well.    ———>    He said that he **wasn't** feeling well.*

*I'm going to the doctor's.    ———>    He told me that he **was** going to go to the doctor's.*

In reported statements, the verb goes one tense *back*.

Direct statements	Reported statements
<b>present simple</b> 'I <b>like</b> your new hairstyle.'	<b>past simple</b> She said (that) she <b>liked</b> my new hairstyle.
<b>present continuous</b> 'I <b>'m getting</b> married.'	<b>past continuous</b> He said (that) he <b>was getting</b> married.
<b>present perfect</b> 'We <b>'ve bought</b> the tickets.'	<b>past perfect</b> She said (that) they <b>had bought</b> the tickets.
<b>past simple</b> 'I <b>missed</b> the bus.'	<b>past perfect</b> He said (that) he <b>had missed</b> the bus.
<b>will</b> 'I <b>ll see</b> you later.'	<b>would</b> She said (that) she <b>would</b> see me later.
<b>am is / are going to</b> 'I <b>m going to</b> join a gym.'	<b>was / were going to</b> She said she <b>was going to</b> join a gym.

In reported statements other words can also change:

- pronouns: 'We're meeting at **my** flat.' ———> He said that **they** were meeting at **his** flat.
- places: 'I got **here** by train.' ———> He said he had got **there** by train.
- this / that: 'I've just bought **this** book.' ———> He said he had just bought **that** book.
- times: 'I met her **last week**.' ———> He said he had met her **the week before**.

Be careful with *say* and *tell*:

- we say something (to somebody)
- we tell somebody (about something)

*The doctor **told** me I **was** stressed. I **said** I **knew** that.*

## Unit 9 Exercises

### Modal verbs of advice

Complete the second sentence so that it has a similar meaning to the first. Use *should* or *shouldn't*.

I think you need to stop smoking.

*I think you should stop smoking.*

- 1 Don't worry about it.

You \_\_\_\_\_.

- 2 Go and see your doctor.

You \_\_\_\_\_.

- 3 You don't drink enough water.

I think you \_\_\_\_\_.

- 4 You drink too much coffee.

I don't think \_\_\_\_\_.

- 5 Don't go to bed so late.

You \_\_\_\_\_.

### Could / couldn't, had to / didn't have to

Complete the text with *could*, *couldn't*, *had to* or *didn't have to*.

Yesterday, I broke my ankle while I was running. I

(1) \_\_\_\_\_ walk so I (2) \_\_\_\_\_ phone my girlfriend and she (3) \_\_\_\_\_ take me to the hospital.

Luckily I (4) \_\_\_\_\_ wait long for an X-ray. The doctor

put a bandage on my foot and said I (5) \_\_\_\_\_ go

home. Unfortunately I (6) \_\_\_\_\_ move for days and my

girlfriend (7) \_\_\_\_\_ do everything for me. The only good

thing was that I (8) \_\_\_\_\_ go to work.

### Past perfect

Join the sentences. Use the past perfect.

- 1 She ran 20 km. She was tired.

She was tired because \_\_\_\_\_.

- 2 I finished playing tennis. I took a shower.

When \_\_\_\_\_.

- 3 The swimmer failed a drugs test. He lost his medal.

The swimmer lost his medal because \_\_\_\_\_.

- 4 She was optimistic. She won the race.

Before she won the race, \_\_\_\_\_.

- 5 The referee sent a player off. The team played with ten men.

After \_\_\_\_\_.

- 6 She hurt another player. She paid a fine.

\_\_\_\_\_ because \_\_\_\_\_.



### Reported statements

Read the dialogue and report back the conversation between a doctor and a patient.

D: Good morning. You're obviously having trouble with your back.

P: Yes, I woke up this morning and I had problems getting out of bed.

D: Have you had this problem before?

P: No, I've never experienced that before.

D: OK, I'm just going to take a look. You'll feel a pain ...

P: Ow! That hurt! ... But my back feels much better.

*She said that I was obviously having trouble with my back.*

I told her that (1) \_\_\_\_\_ and \_\_\_\_\_.

She asked me if (2) \_\_\_\_\_.

I said that (3) \_\_\_\_\_.

She said that (4) \_\_\_\_\_.

Then she told me that I (5) \_\_\_\_\_.

I said that it (6) \_\_\_\_\_ but that my back \_\_\_\_\_.



# Unit 10

## Defining relative clauses

Defining relative clauses give more information about a person or a thing. Relative clauses are formed with *that* / *which* to describe things, *who* with people and *where* with places.

**Language note:** we can use *that* instead of *who* and *which* but not instead of *where*.

*He's the doctor **who** / **that** saved my life.*  
*It's something **which** / **that** I don't like talking about.*  
*I know a good Italian restaurant **where** we often go for lunch.*  
*Not: I know a good Italian restaurant that we often go for lunch.*

## Definite article (the)

Use *the* when a person or thing has been referred to before.  
*We've found a new flat so we were painting **the** flat all last night.*

Use *the* when there is only one of this person or thing or it is clear which one it is.  
*My parents met **the** Queen once.*

**Language note:** we use *a* / *an* (for singular nouns) or zero article (for plural nouns) when we talk about things in general.  
*New Zealand is a country with many mountains, rivers and lakes.*

*The* can also be used:

- when it's part of a superlative phrase  
*You're **the best thing** that has happened to me.*
- when it is part of a name (such as a river)  
***the** Mekong, **the** Black Sea, **the** Titanic, **the** Golden Gate Bridge*
- for nationalities and groups in society  
***the** British, **the** unemployed*

## Verb form review

Present simple	I <b>work</b> .	See Grammar focus 1 page 132	active	The company <b>makes</b> cars.	See Grammar focus 8 page 146
Present continuous	I <b>am</b> working.	See Grammar focus 1 page 132	passive	The cars <b>are made</b> in Germany.	See Grammar focus 8 page 146
Past simple	I <b>worked</b> .	See Grammar focus 3 page 136	real conditional	<b>If</b> the bank <b>gives</b> me a loan, I'll buy a small second-hand car.	See Grammar focus 8 page 146
Past continuous	I <b>was</b> working.	See Grammar focus 3 page 136	unreal conditional	<b>If I had</b> the money, I'd buy a fast sports car.	See Grammar focus 8 page 146
Present perfect	I <b>have</b> worked.	See Grammar focus 5 page 140	modals: obligation & possibility (present)	<b>can</b> / <b>can't must have to</b> / <b>didn't have to</b>	See Grammar focus 5 page 140
Past perfect	I <b>had</b> worked.	See Grammar focus 9 page 148	modals: advice	<b>should</b> / <b>shouldn't, ought to</b> / <b>ought not to</b>	See Grammar focus 9 page 148
<i>will</i>	I <b>will</b> work.	See Grammar focus 4 page 138	modals: obligation & possibility (past)	<b>could</b> / <b>couldn't had to</b> / <b>didn't have to</b>	See Grammar focus 9 page 148
<i>going to</i>	I am <b>going to</b> work.	See Grammar focus 4 page 138			

## Both, neither

Use *both* to talk about two things. *Both* is used with a plural noun and a plural verb.  
***Both** cars are quite old.*

Use *neither* to say something negative about each of two things. *Neither* is used with a singular noun and verb.  
***Neither** car is very reliable.*

Use *both of* and *neither of* with a plural noun or pronoun.  
***Neither of** the cars is economical. Let's sell **both of** them.*

## Unit 10 Exercises

### Defining relative clauses

Complete the dialogues with *who*, *which*, *that* or *where*.

- 1 A: Who's that?  
B: He's a chef \_\_\_\_\_ has written lots of best-selling cookery books.
- 2 A: Can you recommend a hotel in New York?  
B: Yes, there's a good hotel \_\_\_\_\_ we stayed last year.
- 3 A: Hi, what's new?  
B: Well, I got the job \_\_\_\_\_ I told you about last time.
- 4 A: Where's the dictionary?  
B: Over there. It's the big blue book \_\_\_\_\_ is on that shelf.
- 5 A: Who were the first Europeans there?  
B: I think it was the Vikings \_\_\_\_\_ sailed there first.
- 6 A: What's that big building there?  
B: Oh, that's the new supermarket \_\_\_\_\_ you can shop 24 hours.

### Definite article (*the*)

Complete the sentences with *a* / *an*, *the* or nothing (-).

New South Wales is (1) \_\_\_\_\_ state in (2) \_\_\_\_\_ south-east of Australia. It is (3) \_\_\_\_\_ oldest and most populated state in Australia and its capital Sydney is home to famous sights such as (4) \_\_\_\_\_ Sydney Opera House. It has (5) \_\_\_\_\_ very diverse climate with hot summers and cold winters. (6) \_\_\_\_\_ state has great locations for visitors: (7) \_\_\_\_\_ beautiful beaches, national parks and snowy mountains.



### Verb form review

Underline the correct verb.

- 1 The first plane that *had to* / *could* be controlled in the air *was invented* / *invented* in 1903.
- 2 The plane *flew* / *has flown* for 12 seconds.
- 3 The Wright brothers *were making* / *had made* bicycles when they *became* / *were becoming* interested in planes.
- 4 They *built* / *were building* the plane after they *have watched* / *had watched* how birds fly.
- 5 The biggest passenger plane, the Airbus A380 *made* / *is making* its first flight in 2005.
- 6 Since then, several airlines *have ordered* / *had ordered* A380s.
- 7 Airbus *is planning* / *is going to plan* to produce an even bigger plane in the near future.
- 8 If everything *went* / *goes* according to plan, the new plane *will be* / *is being* nearly 80 metres long.

### Both, *neither*

Rewrite the sentences about two friends using *both* / *neither* or *both of* / *neither of*. Sometimes more than one answer is possible.

- 1 The two friends live in a big city.
- 2 They aren't married.
- 3 The friends don't have a car.
- 4 Each friend owns property.
- 5 The two friends enjoy playing chess.
- 6 They've written books but their books haven't been published.





# Audioscript

## Unit 1

### 1.02

- 1 Sorry, yes. My last name is Torrance. That's T-O-R-R-A-N-C-E.
- 2 I live on Janssen Street. I'll spell that for you: J-A-N double S-E-N
- 3 Write this down. The name of the state is K-E-N-T-U-C-K-Y. That's Kentucky.

### 1.03

- 1 A: Oh, when was this photo taken?  
B: That one? Five years ago, I think.  
A: Mmmm. It's quite a good photo of you.  
B: I don't know. I don't think I looked good with that beard.  
A: I think you look nice and, mmm, intelligent.

### 1.04

- 2 A: How's the baby?  
B: Oh *great*. Great.  
A: It's a 'she', right?  
B: Yes, yes. I'll show you a photo, she looks like her father.  
A: Oh, yeah, bald just like her dad! How old is she?  
B: Six months now.  
A: She looks really happy, she's got a great smile.

### 1.05

- 3 A: Who's this a photo of?  
B: Don't you know? It's Bella!  
A: Bella? Oh yes! She looks so different here. How long ago was this?  
B: At the end of university.  
A: Wow. Her hair was much *longer* then, and so *curly*.

### 1.06

- 4 A: What does the suspect look like?  
A: I can't hear you. What does the suspect look like?  
B: The suspect is a white, older man.  
A: Anything else?  
B: Just a second ... yes. He's got grey hair and a moustache.  
A: What kind of car does he drive?  
B: An old white Volvo.  
A: Thanks.

### 1.07

- 1 Pilar is my Spanish neighbour. She's on vacation in Mexico, and I've got her cat and her plants.
- 2 OK, Hans. Hans and I aren't really friends. He's more of an acquaintance. He's director of the German department.
- 3 Ken is a colleague of mine at the university. He teaches French, and I teach German.
- 4 I take a computer class in the evening. Sofia is my classmate.

### 1.09

The theory of Six Degrees of Separation works like this. Imagine you and John are colleagues.

John is married to Mary, but you don't know her personally. So you and Mary have one degree of separation. Mary has a sister, Jane. Jane and you have two degrees of separation. Jane's neighbour, let's call him Robert, works for a big hotel in the city centre. You and Robert, Jane's neighbour, have three degrees of separation. Robert doesn't own the hotel. He works for Mr. Smith, the president. You and Mr Smith ... four degrees of separation. Mr Smith, because he's an owner of a big expensive hotel, he's often in touch with important people. He's friends with the Ambassador for example. So you and the Ambassador have five degrees of separation. And well, the Ambassador goes to New York three times a year, and he knows the Secretary General of the United Nations. So, if you make all the right connections it means that you and the Secretary General of the United Nations have six degrees of separation.

### 1.10

- A: What are you doing?  
B: So, what do you do?  
C: Excuse me, we're trying to work.  
D: You're not listening!  
E: How's it going?

### 1.11

- 1 A: Hello.  
B: Hello.  
A: First time here?  
B: Sorry?  
A: I said, is this your first time here? At the conference.  
B: Yes. Yes.  
A: Well, hello. My name's George.  
B: Hi George. Nice to meet you.

### 1.12

- 2 A: Oh, look at the time. It's getting late.  
B: What time is it?  
A: Eleven o'clock. And I have a class tomorrow.  
B: Oh. Well, OK then.  
A: Yes. Thanks for everything.  
B: No problem.  
A: Goodnight.  
B: Bye.

### 1.13

- 3 A: And this is from me.  
B: Aww.  
B: Oh my ...  
A: It's a dog! Isn't that great?  
B: Er, yes. A dog. Thank you very much.  
A: You're welcome. Happy birthday.

### 1.14

- 4 A: Hello? Oh hi, listen I'm on the train. It's not a good time right now...  
B: Hey!  
A: Wait a minute ... Oh, I'm sorry. I didn't see you and ...  
B: That's all right.  
B: No, it's fine.

## Unit 2

### 1.18

Zao Shen is the god of the kitchen. He is a figure in Chinese mythology. He watches families and tells the other gods if a family is good or bad. He has the power to make families rich or poor. Zao Shen also protects the home from evil spirits. Many homes in China, Taiwan and Southeast Asia have a picture of Zao Shen in the kitchen.

### 1.20

Human beings need water to live. A human being can live for weeks without food, but only a few days without water. We often hear that our body is two thirds water, but what exactly does water do to help the human body?

Water helps to protect important parts of the body, such as the eyes. The brain is 75% water. We also need water to breathe, and to keep our body temperature normal. Water carries nutrients and oxygen to all parts of the body. Blood is, in fact, 92% water. In addition, water helps to convert food into energy and removes waste from the body. It is also very good for a person's skin. Even the bones in our body are made up of 22% water.

The human body gets water not only from water itself but also from other drinks and food. Water is a major part of many foods, particularly fruit and vegetables, which may contain from 85 to 95% water. Because the amount of water we need may change with climate, level of activity, diet and other factors, there is no one recommendation for how much daily water you need to drink. However, adults typically need at least two litres (eight cups) of water a day, from all sources.

### 1.23

- 1 A: Good evening.  
B: Hello. It's a table for two, please. We've got a reservation.  
A: Name?  
B: Moore, that's M - double O-R-E.  
A: Ah, yes. Just this way.  
A: Now, what would you like to order?  
C: I'll have the fish.  
B: Just a minute. I haven't seen everything on the menu yet.  
C: Sorry, then can we have another minute to decide?  
A: Of course.

### 1.24

- 2 A: Here you go. Anything to drink?  
B: Sorry, I think there's a mistake here. I wanted a hamburger, not a hot dog.  
A: OK, sorry. Just a minute. One hamburger, please.  
B: Thanks.  
A: Anything to drink?  
B: Uh... A diet Coke, please.  
A: Small, medium or large?  
B: Small, please.

### 1.25

- 3 A: More coffee?  
B: No thanks, I'm fine.  
A: Did you enjoy your breakfast?  
B: It was lovely, thanks.  
A: Good.  
B: Could I have the bill?  
A: You have to pay over there for the buffet service.  
B: Sorry, where?  
A: Over there, next to the plants and the exit sign.  
B: Oh, I see it. Thanks again.  
A: You're welcome.

### 1.27

- 1 Mo, Iran  
Typical traditional Persian food. It consists of rice and minced lamb, kebabs and chickens and dried fruit.

### 1.28

- 2 Gianfranco, Italy  
Pizza. Of course not Pizza Hut but Napoli pizza. Yes, pizza, lasagne and pasta.

### 1.29

- 3 Elena, Russia  
Borsch – it's very interesting – it's like a salad. But it's boiled in water, I don't know, with beetroot with onion, potato, with meat, or maybe with chicken, or maybe with turkey. And it's very tasty really.

### 1.30

- 4 Marlies, Germany  
A schnitzel dish. It's kind of a meat, it's fried and you most often have it with French fries and salad or potato salad which is rather typical of German food again.

### 1.31

- 5 Matt, US  
Candy makes me think of home. There are certain candy brands that whenever I see them they remind me of my childhood and they remind me of growing up in the United States.

### 1.32

- 6 Sonia, Spain  
Spanish tortilla makes me think of home and that's a very typical answer but I think it is a very simple dish which is made from eggs and potatoes and it's made like any other tortilla.

### Unit 3

### 1.38

- In 1877, Thomas Edison made one of the first ever sound recordings. Edison predicted that sound recordings would be used for office communication, speaking books, education, talking machines and music.  
In 1903, the first records were released with sound recordings on both sides. People used to listen to these on record players called gramophones.

In the nineteen-twenties sound recording met film. The first films with sound were called 'talking pictures'.

In 1962 the company Philips introduced the audio cassette tape player. One year later the first discotheque in America opened in Los Angeles.

The seventies and eighties saw the introduction of VHS video, cassette Walkman and CD. The CD revolutionised the music industry.

It was in the early nineties that digital music and video appeared. In 1996 the first digital music player was sold in Japan. One year later the first MP3 player came out. But it wasn't until the beginning of the 21<sup>st</sup> century that digital music and MP3 players really began to become popular. In 2001 Apple released the first iPod, a portable MP3 player.

The history of sound recording has always been to make devices that are smaller, but contain more sound. The first record played for only six minutes and needed a large machine to play it on. The current generation of music players go in your pocket and can hold more than 15,000 songs, video and photographs.

### 1.42

Music has always been a very important part of film and television. A film can be completely transformed depending on the kind of music you use.

For example, if you want the audience to feel scared you want to use some kind of tension music. Here is an example of music that makes people feel tense or scared. It uses violins played on a very high note and very quickly.

Gentle music is good for making an audience feel calm and safe. I use guitar, violin or even piano. This kind of music is good with love scenes.

I sometimes use choral music for certain special scenes, or to make people feel sad. I use this for when a character dies in a film.

Finally, sometimes individual characters or ideas in a film have their own kind of music. I did the music for the British television programme *Robin Hood*, and every time the character of Robin appears you hear this kind of music. It uses trumpets, which are always good instruments for heroes.

In the past, to record the music for a film, the orchestra used to play in front of a large screen showing the movie, so the composer could get the timing just right. Now with computers, it isn't so necessary. Everything is much easier, and we do a lot of the work in the studio.

### 1.44

- 1 A: So, what did you think?  
B: I don't know. Horror films, well, they should be thrilling, you know, be a bit scary.  
A: I think so too.  
B: And that film wasn't.  
A: Oh come on, it was.  
B: No, I don't agree. It was not scary.

### 1.45

- 2 A: Now, you believe that there are too many big budget action films in the cinema.  
B: That's right.

A: And that there should be more space for films from around the world. More 'world cinema'.

B: Exactly. There are lots of great films from other countries, but we only see our own American films here. And I don't think that's right.

A: I agree with you there, John. So what films do you think we should see?  
B: Well ...

### 1.46

- 3 A: What about this one?  
B: What, a musical?  
A: I know you think that musicals are terrible.  
B: Absolutely, you're absolutely right. They are awful!  
A: Well, maybe but ... I read this one was different. We always see the same films anyway.  
B: Oh please. We see lots of different films. Last week we saw a French film.  
A: Fine, you choose the DVD then.

### Unit 4

### 1.48

- A: ...?  
B: OK, well. My name's Josh Gross and this is Helle Hansen.  
C: Hi.  
B: And ... Well, we're aid workers with the Danish organisation Milene Nielsen Foundation. Helle, do you want to... say something about it?  
C: It's starting a new project in Guatemala next month. We're going to be in a small village ...  
B: In the mountains.  
C: In the mountains. It's a very poor place.  
A: ...?  
C: We're going to work with the children there.  
B: Basically, we're going to be responsible for the children during the day. Playing, cooking...  
C: Cleaning ...  
A: ...?  
B: I'm a teacher originally, and Helle has a background in child psychology. We both wanted to help people.  
C: I fell in love with Guatemala when I was there on a holiday two years ago. The people are friendly and the country is beautiful. I remember thinking: 'I'm coming back here one day.'  
B: It's going to be my first time in Guatemala. I'm looking forward to going on this trip very much.  
C: Yeah, me too.  
A: ...?  
B: Good question. I guess I would say that hope is the most important thing. If you don't have hope, you don't have anything.  
C: Yes, this is especially true when you're working with people who have, really, *lost* hope. If you have hope, well that helps you keep going.



# Audioscript

A: ...?

B: Thanks. We'll let you know how it goes.

C: Thank you.

## 1.52

A: *An Inconvenient Truth*? Isn't that a documentary from a few years about global warming? No, I haven't seen it, no. I heard it was interesting.

B: Well, of course I knew about global warming a bit before I saw the film... but, well .... wow. I mean, it really makes me think about what I'm going to do. If we don't do something now, we'll have serious problems in the future.

C: All I want to say is that I saw this film. It was a great documentary, and it's very, very important.

D: Oh, yes I remember this film. I saw it after Al Gore won the Nobel Peace Prize. I learnt a lot. It was different from a usual Hollywood film.

E: I didn't like it. These kinds of documentary films are always frightening. And anyway, when this climate change happens, I'll be dead. So I don't want to worry about it now.

F: I haven't but my son saw this film at school, in his geography class. He was talking about it all evening. He said: "You'll think differently after you see it." I think it's good that he learns about this kind of thing at school.

## 1.53

1 A: Oh. Look at the time. My train's leaving soon.

B: Shall I pay for these?

A: That would be great.

B: OK. Wait. I don't have enough for both of them.

A: Hold on. How much is it?

B: £2.75.

A: I'll pay for it. Here's five. I really have to go now though.

B: Thanks again. Have a good trip, and see you next Monday!

A: Bye! See you Monday.

## 1.54

2 A: Hey! What time do you need to get to the airport?

B: I'm planning to be there two hours before the flight. Why?

A: Well, look at the time. The airport train leaves in five minutes.

B: Oh no.

A: I'm sorry, we were talking and I didn't see the time...

B: No, don't worry. I ... I won't take the train. I'll take a taxi.

A: A taxi? They're quite expensive. Let me drive you to the airport.

B: Really? That would be great. Thanks.

A: No problem. We can continue our conversation in the car.

## 1.55

3 A: Can I help you?

B: Yes, thanks. Erm, I ... I've missed my train. Can I use this ticket for the next train?

A: Yes, you can. The next train is the six o'clock fast train. You'll need to pay an extra ten euros for that. Or you can take the six fifty train and you don't have to pay anything extra.

B: OK, I'll take the six fifty train then. Thank you.

A: You're welcome.

## 1.56

1 A: Are you ready to order?

B: Yes. I'll have a salad.

2 A: I don't understand this.

B: That's all right. I'll help you.

3 A: The next train is in twenty minutes.

B: Shall we take it or wait?

4 A: Here, let me take those bags.

B: Thanks, but it's OK. I'll carry them.

## 1.57

1 Abdul, Libya

Actually I'm learning English because it will be helpful for my career.

## 1.58

2 Olga, Russia

I'm learning English because first of all I want to be a teacher of English in my country.

## 1.59

3 Mert, Turkey

I would like to work for some companies who work in Canada and USA and they need really good English skills and I have to speak English very well and to work for them.

## 1.60

4 Naif, Saudi Arabia

Well I believe that English is very important nowadays as you cannot continue studying without using English because it is the international language nowadays.

## 1.61

5 Arthur, France

I am learning English because I love it. I love the English culture, the American culture, its movie, its music.

## 1.62

6 Dain, South Korea

English is a world language so we need to study English. It's essential. And personally I want to be a politician or a diplomat, which my father wants. So I think English is the most important thing for a politician or a diplomat so that's why I am studying English in Britain now.

## Unit 5

## 1.63

1 Oh, hello, good to see you. Listen, somebody has to work this Saturday morning. Susan has called in sick. Now, I know that you've worked every Saturday for a month, but there isn't anyone else. That all right? You can take next Saturday off.

## 1.64

2 Excuse me? Yes, come here, please. Now, I don't know if anybody told you, but we have a dress code here. Employees mustn't wear jeans to work. It's not allowed. You don't have to wear a jacket and tie, but try to be a little bit more formal.

## 1.65

3 No, no, NO. How many times do I have to say this? You *can't* use the computer to send private emails and you *can't* send personal messages to each other on the computer. You are on company time, and you *must respect* that time. That means *working* everybody, and *not talking*.

## 1.66

4 It's *OK*, you know. Of course you can go on your lunch break now. You don't have to come in to my office and ask me every time. I like to keep things informal around here, and as long as everyone does their work then I don't see a problem. All right? By the way, I recommend the Italian restaurant on the corner if you don't know where to go. *Very* good pasta.

## 1.69

Good afternoon. My name is Robert Macarthur, and I'm here to talk to you about the serious leisure perspective.

The serious leisure perspective comes from the expert on leisure, Robert Stebbins, at the University of Calgary in Canada. He has been working on this theory since 1974. According to Stebbins, there are two main forms of leisure: casual leisure and serious leisure.

Casual leisure is just that, casual. Sitting about at home is casual leisure. Doing nothing is casual leisure. Watching television, reading a book. Maybe just going for a walk or chatting with friends over dinner. People enjoy doing these activities because they feel good, because they're relaxing, because they're fun.

For many of us here in America, leisure has a bad reputation because it's not work. We live in a society that says work is more important than leisure because leisure is lazy.

But there is another form of leisure, called serious leisure. Serious leisure activities are activities which lead to personal development.

Doing a sport regularly, like cycling, running, skiing, or swimming are examples of serious leisure.

Serious leisure activities can also include making things, or collecting things. Here, for example, is an image of a website for collectors of rubber ducks. This is funny, yes, but an example of serious leisure too.

Finally, serious leisure can mean volunteer work. By volunteer work, I mean unpaid work helping people other than your family. For example,

volunteering in a local hospital. Or in a school. Or in a home for old people. I believe serious leisure is important because it's fun, yes, but it also satisfies a need in us, it can change our lives. And now, moving on to my own research...

### 1.73

- 1 A: Right. Hello and thanks again for coming. The purpose of today's meeting is to give you all the information about ...  
B: Excuse me. Could I just ask a question?  
A: Yes, Mrs. Davies.  
B: My son doesn't have all the books yet. Is this a problem?  
A: Not at all. We can talk about the books in just a moment.  
C: Can I add that my daughter doesn't have the books either? They haven't arrived.  
A: Thank you Mr. Brown. Please don't worry about it now ...

### 1.74

- 2 A: And I think you will find that the starting salary is *very* good.  
B: Yes. Thank you. May I ask about working hours again? I'm not sure that I understood. What time do you expect me to arrive in the morning?  
A: Seven o'clock.  
B: Fine. Seven o'clock. That's early.  
A: We need people early in the morning to talk to our European offices.  
B: Of course.  
A: Is there a problem?  
B: No, not at all. Not at all.

### 1.75

- 3 A: OK, so the next item on the agenda is ...  
B: Can I say something here?  
A: Is it about wages?  
B: No, it isn't.  
A: All right then. Because we aren't talking about wages in this meeting.  
B: Can I just say that the dress code we have now is terrible. Terrible.  
A: Thank you, David.  
B: I *hate* these ties.  
A: I know ... which is why we're talking about a change in the dress code.  
B: Can I also mention that the trousers are so *uncomfortable*.

#### Unit 6

### 2.02

- 1 I did this last summer. It was an interesting part-time job – much more interesting than the other jobs I've had. There were 15 of us in total. The study was in Texas and the scientists were looking at the effects of no gravity on the human body. For the study we had to stay in bed for 15 days. Every day the scientists put us in a special machine that turned us around and around upside down for an hour really quickly. I felt like my brain was in my stomach after the first day. But ... at the end of the project I got \$6,000

– enough to get me to Los Angeles and to look for work as an actor.

### 2.03

- 2 Many people think my work is just disgusting, but I think it's interesting. I spend all day working in people's rubbish. It's not as bad as you think. Not always, anyway. I often work at a city landfill, you know, the place where they put all the rubbish. Sometimes I study specific kinds of rubbish. I'm finishing a project at the moment on office rubbish: paper, plastic, that kind of thing. Office rubbish is much less disgusting than restaurant rubbish. That was last year's project.

### 2.07

- 1 www.ebay.it, that's I-T for Italy.  
2 j324@hotmail.com  
3 www.facebook.com  
4 www.itt.com/english  
5 Jason\_17@gmail.com  
6 www.myspace.com  
7 www.amazon.de, not com, D-E...  
8 sean@yahoo.co.uk, that's S-E-A-N at Y-A-H-O-O dot C-O dot U-K

### 2.08

- 1 A: OK. Try now.  
B: No. It's still not working.  
A: Nothing? Can you see anything on the screen?  
B: Yes. But when I click on the internet button nothing happens.  
A: And now?  
B: Yes! It's working now. Oh *thank you thank you*. What did you do?  
A: The cable was old. I took a new cable and connected it up to the internet again.

### 2.09

- 2 A: So, tell me the problem again?  
B: OK, when I try to print out a document the computer prints out a *different* document.  
A: You mean, not the one you want to print?  
B: That's right.  
A: Have you tried ...  
B: I've tried everything!

### 2.10

- 3 A: No, no, it's OK, the computer person is here now. You're here.  
B: Yes? What's the problem?  
A: Well, I try to open my email ... and ... I get this.  
B: Urg ... yuk.  
A: Yeah. Disgusting, huh?  
B: Yeah. OK. Shut down the computer and leave it.  
A: Is it a virus or something?  
B: I'm afraid so.

### 2.11

- 4 A: Oh no. No!  
B: What's wrong?

- A: The laptop's gone down again!  
B: Did you save your work?  
A: No.  
B: You should really back up all your work. I always do.  
A: Great ... Thanks for the advice.

### 2.12

- 5 A: OK, ready to do this?  
B: Yep. Definitely.  
A: First, click on this button here.  
B: OK ... done.  
A: Now log on to the system.  
B: What?  
A: Log on. Type in your username and password.  
B: Oh.  
A: What?  
B: I can't remember my password!

### 2.15

- A: Hi, excuse me. I noticed your bag. Are you going to the Technology conference?  
B: That's right.  
A: ~~Me too!~~ Could we share a taxi?  
B: Sure.  
A: The conference centre, please.  
C: OK.  
A: Have you been to San Francisco before?  
B: Er, no. No I haven't.  
A: ~~Neither have I.~~ Nice weather.  
B: Mm.  
A: My name's Frank, by the way.  
B: Nice to meet you. Claudia.  
A: Hi Claudia, where are you from, Claudia?  
B: Frankfurt.  
A: Wow. Frankfurt. You don't have a German accent at all.  
B: I went to school in England.  
A: ~~So did I.~~ Well, I'm English so ... I guess that's normal.  
B: Yes, I guess.  
A: So ... do you work for ABT Technology?  
B: Yes. I work in the Frankfurt office. This is my first conference.  
A: Oh, I've been to lots of conferences. They're very boring you know.  
B: Really?  
A: Oh yes. The worst part is listening to our president, Lance Thomas.  
B: Really?  
A: Gosh yes. His talks are so boring. But the evening party is quite good. Do you like parties?  
B: No, not really.  
A: Ah. ~~Me neither.~~ Not really.  
B: Thanks, Frank.  
A: You're welcome. Are you staying in the conference hotel?  
B: No, I'm not.  
A: Ha. ~~Neither am I.~~ It's horrible. Where's your hotel?  
B: I er... I don't know. Oh look, here's my husband.



## Audioscript

A: Oh. Oh.

B: Lance, this is Frank. Frank, this is my husband Lance.

A: Oh ...Er ...

D: Nice to meet you, Frank. Glad you could be here.

A: Hi.

### 2.16

1 Honor, England

I think that the most useful technical advance for me has been the internet, yes, because I can do things like bookings tickets and so forth.

### 2.17

2 Arthur, France

Television is very important for the information and for entertainment.

### 2.18

3 Sara, Italy

The most important useful technological advance is, we could say now is a computer. It's very important. I think that nobody could really live or work without a computer.

### 2.19

4 Antonis, Greece

I think the plane. The aeroplanes, yeah.

### 2.20

5 Maxim, Russia

I think that most important technological advance for me is SMS services, of course so mobile phone, but especially SMS services.

### 2.21

6 Starla, England

For me the most technological advance I'd say is the internet because it's convenient and quick and saves you a lot of time.

### 2.22

7 William, Ghana

Well, I think the internet is the most important, especially when you are looking for information.

## Unit 7

### 2.25

The concept of time in the English language, and in western culture in general, is very much linked to money. Time can be seen as a form of currency. You can spend time and money, or save it. Time can be wasted. You can give someone your time, just like you can give them money. We have free time, extra time, spare time and overtime. We can convert time into money, and money into time. Time, money and work are intimately connected.

### 2.35

1 A: Do you speak English?

B: A little.

A: How much is the shirt?

B: This one?

A: No. The checked one.

B: Hundred and fifty.

A: A hundred and fifty? That's expensive.

B: You can have it for a hundred and twenty-five.

A: A hundred and ten?

B: Sorry, no. A hundred and twenty-five.

A: No thanks. I'll leave it.

B: OK! OK! A hundred and ten.

### 2.36

2 A: Hello. Can I help you?

B: Can I have some of these, please?

A: Which ones, love?

B: The red and white ones. They'll look nice in the living room.

A: Right. Here you are. Three pounds.

B: Thank you.

A: Would you like one of these small plants? They're lovely at this time of year.

B: Oh. All right. How much is it?

A: Only 75p.

B: I'll take it. Here you are.

A: Here's your change.

B: Goodbye now.

A: Bye.

### 2.37

3 A: Puedo ayudarte?

B: Sorry, I don't speak Spanish.

A: Can I help you?

B: No, I'm just looking, thanks.

A: OK.

B: Sorry, yes. How much is this book?

A: Two euros.

B: Only two euros. That's cheap.

A: Yes. I put the price at ten euros. Nobody wants to buy it. At five euros. Nobody wants to buy it. So I made it cheap. Two euros. Do you want to buy it?

B: Oh.

A: What's wrong?

B: I'm the author.

A: The author?

B: Yes. I wrote it. I'll take it. For two euros.

## Unit 8

### 2.41

1 The Tower of London was originally built in 1078. It was used as a home for the kings and queens of England for almost six hundred years, but also served as a prison. Two of the most famous prisoners in the Tower were the young princes Edward and Richard. In 1483, Richard the Third, their uncle and king of England, put them in the tower. They were never seen again. The princes were ten and thirteen years old. Today, people say the tower is haunted by their ghosts.

### 2.42

2 A: Look, look!

B: Oh, I recognise this place. It's from a film.

A: Yes, it's the house from some scary movie.

B: Right! It was used in the film *Psycho*.

A: Hold on, the guide says ... this is probably one of the most well-known film set houses in Hollywood history. The old house and motel next to it were built originally for the Hitchcock film *Psycho* in the 1960s.

B: Mmm.

A: Sometimes, at Halloween, the house and motel are opened for the public to come and stay.

B: Brrr. Staying at this place on Halloween? No thank you.

### 2.43

3 Well, welcome to Bran Castle, one of the most famous castles in Romania. The castle was occupied by the government in communist times, but was returned to its owners in 2006.

Of course, as many of you know, the castle is known as Dracula's castle. People believe that Vlad Tepes – the original Dracula – lived here. This isn't exactly true, however, but he *was* kept as a prisoner here for some time. The castle is now a famous tourist attraction, and it is visited every year by thousands of people.

### 2.46

1 A: Well, now is really the time to visit the United States.

B: Really?

A: Oh yes. The dollar is not very strong, so things are really cheap.

B: Oh. I wanted to go to France. But, cheap is good.

A: Listen, if you travel this month you'll get an extra twenty per cent discount.

B: This month isn't possible.

A: Next month?

B: Yes. I have a week's holiday next month. Are there any specials then?

A: I'll ask if you like.

B: Yes, please.

### 2.47

2 A: And here is the main square and the tower. The tower is more than five hundred years old, and is the tallest building in the city. The view from the top of the tower is truly amazing. Today, with this beautiful sunshine, if you go up the tower, you won't regret it.

B: Excuse me, does it cost anything to go up the tower?

A: I'm afraid so. It costs eight euros.

### 2.48

3 A: These are the carpets. I thought you were going to show me the food part. And have some lunch.

B: Yes, yes. The food is on the other end of the market. Do not worry, my friend. We'll go there later if you want. As your guide, though, I have to show you everything. Look, isn't this amazing?

A: Mmm.

B: Some of these carpets take more than two months to make. They are all made by hand.

A: I'm just hungry, that's all.

B: Are you sure? If you buy one of these carpets now, I can get a good price for you.

A: Oh. Well ...

B: She says if you buy two she will give you a *big* discount.

A: OK, then. How much ...?

### 2.51

1 A: Hello, Greenway Holidays.

B: Hi, my name's Pablo Alonso. I'm calling about the English learning holiday.

A: You need to speak to Mrs. Knight. I'll put you through.

B: Thank you.

A: Just a moment, please.

### 2.52

2 B: Hello?

A: I'm sorry, but the line's busy. Do you want to hold?

B: OK, I'll hold.

### 2.53

3 A: Hello?

B: Hello, is that Mrs Knight?

A: No, I'm afraid she isn't here.

B: Can't you give me information about the English learning holiday?

A: I'm sorry, I can't. Can I take a message?

B: No, that's all right. I'll call back.

### 2.54

4 A: Hello, Greenway Holidays.

B: Hello, this is Pablo Alonso again. Can I speak to Mrs Knight?

A: I'll put you through.

C: Sandra Knight speaking. Sorry to keep you waiting.

B: Oh, hello. My name's Pablo Alonso. I'm calling about the English learning holiday.

C: What would you like to know?

B: Well, I've looked on your website and I have a few questions about the cost.

C: Right, of course, Mr Alonso. Our prices, I think you'll find, are very competitive ...

### 2.56

1 David, Georgia

So homes in Georgia are very big – some big ones and so we have two kind of homes. There are block of flats – there are many of them and we also have houses. Houses usually are in the outside of the country – in the villages.

### 2.57

2 Elena, Russia

In my country we have different homes like in England, because in England many people live in cottages, yes, but in my country we have very big houses. Many flats, but no so big, but good, and mostly Russian families

have a cottage – it's not a cottage, it's maybe a little house in the countryside where we can grow fruit and vegetables but we don't live in these cottages, but what I can say more. Maybe prices – if you buy – if you sell your flat in Moscow you can buy three houses in Great Britain.

### 2.58

3 Valería, Bolivia

I would say homes in Bolivia are much more coloured. Here, above all in Oxford, all the homes looks very similar I would say but in Bolivia you can find a red house just besides a yellow house and it is a pretty nice combination of colours.

### 2.59

4 Katie, Northern Ireland

Where I live in Belfast homes are quite varied. In inner city Belfast you have very small red brick terraced houses. Two up two down houses and they – I think they date from the 1800s – they sort of typify whenever you think of the city you think of red brick terraced houses.

### 2.60

5 Bea, England

Homes where I live are quite large. In my street in particular the houses have four or five bedrooms. They are usually shared between lots of different house mates. I personally live with two people I didn't know before and now one of them is a very good friend. The houses have kitchens and separate living rooms and dining rooms and the best thing about my house is that it has a large garden.

## Unit 9

### 2.61

The common cold can be caused by more than 200 different viruses.

An adult gets between two and five colds a year, while for children or babies the number is higher; between 6 and 10 colds a year.

From the moment you get a cold to the moment you feel the symptoms is between 24 and 48 hours.

The total time in your life that you will have a cold is two to three years.

The common cold is not a deadly disease, but it is expensive. In the US alone, experts estimate that it costs the economy 3.5 billion dollars in lost time at work and school.

### 2.65

1 You should eat hot chicken soup as soon as you feel ill.

2 Just drink water. Lots of water.

3 Drink orange juice and lots of vitamin C.

4 I think you should eat foods with vitamin A, like carrots.

5 Drink hot water with lemon and honey in it.

6 I think you should drink water with a spoonful of salt.

7 Breathing hot steam works. Go for a sauna.

8 You should eat garlic. It works, I promise!

9 Just take two aspirin and stay in bed.

10 Cold medicine. Take cold medicine.

11 You shouldn't do any exercise. You should stay in bed. Don't go out.

12 I don't think you should stay in bed. Be active. Go out.

13 What you should do, what you really *ought* to do, is to wash your hands regularly.

14 You should stay dry. Don't wash your hair or go out in the rain.

### 2.70

A: Harry, is that you?

B: Yes, yes... I'm home.

A: Well, what did the doctor say?

B: Er. Nothing much. She said I was healthy. No serious problems.

A: Oh, that's wonderful. Did she say anything about a diet?

B: A what?

A: A diet.

B: Oh, oh yes. She said, she said... I could eat *some* red meat. Just once a week.

A: That's good. You do eat a lot of meat. What about salt and sugar? Shouldn't you cut down on those?

B: Um. No, no she didn't say anything about salt or sugar.

A: Oh. That's strange. What about coffee?

B: Er, coffee, yes, coffee.

A: You drink five cups of coffee a day. Isn't that too much?

B: Oh yes. She told me that I could only drink ... two cups a day.

A: OK. And can you go back to work?

B: Yes. I start tomorrow.

### 2.72

A: Hello, can I help?

B: Yes, I erm, need something for a sore throat. It really hurts.

A: Well, we have this syrup or these tablets.

B: Which is better?

A: They're both good. The syrup is more expensive.

B: Oh, well ... I'll take the tablets then. How many do I take?

A: Just one ...

B: Sorry. I'm sorry. And how often should I take it?

A: Just one every four to six hours. Take it before meal times. Are you allergic to any medicine?

B: No.

A: Then you'll be fine with this.

B: Can I get some antibiotics too?

A: I'm afraid you need a prescription for that.

B: Oh.

A: You know, you should really see a doctor if that cough continues.

B: I know. I know.

A: Anything else?

B: No thanks.

A: That'll be £4.50 then please.



# Audioscript

## Unit 10

### 2.73

- A:** So, your book *Brave New Words* is all about new words in English. How do new words appear?
- B:** One of the most common ways of making new words is simply to combine two words which already exist. So for example in the past we had texts, and we had messages, now with mobile phones we have ...
- A:** Text messages.
- B:** Yes. That's right. Another common way of making a new word is to combine parts of words. Consider brunch. Brunch is a meal that people can have at 11 o'clock in the morning, a combination of breakfast and lunch.
- A:** So combinations are how new words are made.
- B:** There are other ways too. Abbreviations, for example, are a common way of making new words. Do you know what a digital versatile disc is?
- A:** Er ...
- B:** A DVD ...?
- A:** Of course.
- B:** Yes, the abbreviation becomes the new word. Another way is to give a word a new meaning. We have new meanings for all kinds of words connected to computers – for example mouse and virus.
- A:** Or windows.
- B:** Yes. Finally, we can borrow words from other languages. An example of this would be a tsunami – a Japanese word which became very frequent in English after the natural disaster in Asia in 2004.
- A:** Will all these new words continue to exist?
- B:** Maybe not. Some will continue, others won't. But the way we create these new words ... combination, abbreviation, giving old words new meanings or borrowing words ... well these are going to be with us for a long time.

### 2.77

In 1929 many people in the United States suddenly lost their jobs. This was the beginning of what Americans call the Great Depression, and it lasted for about four years. During the Great Depression, two of the most famous board games in the world were invented: Monopoly and Scrabble. While the games are very different, the story behind each one is similar ...

Alfred Butts, the inventor of Scrabble, and Charles Darrow the inventor of Monopoly, were both American. Neither inventor had a job. Butts had lost his job as an architect in 1929, and Darrow was an unemployed sales representative in 1933. At the beginning, the inventors made every edition of their game by hand. Neither game was accepted by toy companies at first. They said that Monopoly was too complicated, and that nobody would be interested in Scrabble.

Both games are played on a board, and can be

played by two or more people.

Both games have been extremely popular: according to its makers, more than 750 million people have played Monopoly, and two hundred million copies of Scrabble are sold every year. Both of them are successful worldwide. They are published in over 25 languages today, and are available in more than 80 countries.

### 2.79

- 1 **A:** Oh, hello, there you are.  
**B:** Hello.  
**A:** Listen, I'm afraid there's some bad news.  
**B:** Oh?  
**A:** Yes. The thing is, the company is closing.  
**B:** Really? When?  
**A:** Tomorrow. The whole thing. It's been sold.  
**B:** Sold?  
**A:** Yep.  
**B:** So... so, what's going to happen to everyone?  
**A:** There'll be an official announcement. Oh, here's my floor.  
**B:** Er ... I'm still ...  
**A:** Anyway. Sorry to rush off. Talk later, OK?  
**B:** OK. Bye.  
**A:** Goodbye.

### 2.80

- 2 **A:** Phew. Isn't it hot?  
**B:** Hmm. Sorry?  
**A:** I said, isn't it hot?  
**B:** Yes. Yes. Very hot.  
**A:** I can't remember a summer like this since ... since the nineteen seventies.  
**B:** Yes. It is very hot.  
**A:** Nineteen seventy-six it was.  
**B:** I don't really remember, I was quite ... young then.  
**A:** I guess you were. Well, it was so hot that...  
**B:** Really.  
**A:** Yes. I was in love then ...  
**B:** Oh look. Here's my floor.  
**A:** Oh.  
**B:** Well, I have to go. Nice to talk to you.  
**A:** Yes, yes.  
**B:** Goodbye.

### 2.82

- 1 I know, I know. It *was* funny. Anyway ... talk to you tomorrow OK? Yep.
- 2 ...and so that's what we'll do. Right, that's it. We'll continue after the break, OK?
- 3 **A:** What time does the film start?  
**B:** Nine o'clock.  
**A:** Nine o'clock. OK, see you then.  
**B:** OK, bye.
- 4 Well, I think that's it. Yes, I'll send the email. Bye.

- 5 **A:** Was there anything else?  
**B:** No ... I don't think so.  
**A:** All right. You can pay over there.  
**B:** Thanks. Bye.  
**A:** Bye.

### 2.83

- 1 Arthur, France  
My favourite expression in English is 'Oh my god!' That's it! Because we heard this expression very often in movie, in television and I think it's a cliché of English people or American people. Oh my god.

### 2.84

- 2 Diego, Italy  
There are a lot of very interesting words in English. My favourite word is for example love.

### 2.85

- 3 Kristina, Russia  
My favourite words in English. I think when I came to England last year everybody said oh he looks gorgeous and it's gorgeous, the weather is gorgeous and so it became my favourite word.

### 2.86

- 4 Elodie, Switzerland  
OK, my favourite words in English are – I really like the word perhaps. I don't know why – because of the sound, because of the pronunciation. I don't know. Perhaps. What else? Well I don't know.

### 2.87

- 5 Semih, Turkey  
For me, my favourite words in English are awesome and legendary. I don't know why because when I say awesome or legendary it makes me feel happy.

### 2.88

- 6 Bea, England  
OK my favourite words in English are 'you know' because they're very useful words. When you are not sure what to say you can use them to fill in a sentence and they're very good words to give you time so that you can think about, you can concentrate on what you are thinking and maybe think of different ideas, you know.

### 2.89

- 7 Guy, England  
One of my favourite words in English is harmony. I think it's a nice word, it's got a nice sound to it. I like the structure of the word. I think the ideas that it represents are very positive, whether you are talking about musical harmony or artistic harmony or harmony when people work together well or understand each other well and I think probably there's a similar word in many other languages so it's a word that a lot of people understand quite easily.