

English for Life

Intermediate

Student's Book

Tom Hutchinson

OXFORD

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1 **1.1** Read and listen. Dora is at a language school. She's introducing herself to the class.



Hello. My name's Dora Ivir. I'm 35 years old and I'm from Croatia. I live in the city of Dubrovnik in the south of Croatia. I'm an accountant and I work for a company that makes office furniture. I'm married. My husband, Rudolf, works in a hospital as a radiologist. We've got two

children – a son and a daughter. In my free time I play tennis, I do yoga, and I go sailing with my family. I like listening to classical music, too, and I like watching soap operas on TV.

Language note Location

in the south of Croatia in the north-west of Spain

2a Answer the questions about Dora.

- 1 What's her full name?
- 2 How old is she?
- 3 Where does she live?
- 4 What does she do?
- 5 Is she married?
- 6 What does her husband do?
- 7 Have they got any children?
- 8 What does she do in her free time?

b Work with a partner. Ask and answer about Dora.

- A What's her full name?
- B It's Dora Ivir.

3 Copy the table and add three more items to each category.

Countries	Croatia, ...
Jobs	an accountant, a radiologist, ...
Marital status	married, ...
Relationships	husband, son, daughter, ...
Activities	play tennis, ... do yoga, ... go sailing, ... listen to classical music, ... watch soap operas, ... read ...

4 Interview a partner. Use the questions in exercise 2 to help you.

- A What's your full name?
- B It's ...

5a **1.2** Listen. Roberto is introducing himself to the group. Who is Fernanda?



b Listen again. Complete the form.

Name	Roberto _____
Country	_____
City	Recife
Age	_____
Job	_____
Employer	an insurance company
Marital status	_____
Children	_____
Interests	goes _____, plays _____, does _____, likes _____, _____, _____.

c Tell a partner about Roberto. Use the information on the form.

6 Writing Write your own introduction. Use Dora's text as a model.

English in the world

Greetings

In English-speaking countries people generally shake hands when they first meet.

When people know each other, but haven't seen each other for a while:

Men shake hands with other men.
shake hands with a woman or kiss her on the cheek.

Women normally kiss other women.
shake hands with a man or kiss him on the cheek.

People don't usually shake hands with or kiss people that they meet every day.

How do you normally greet people in your country?



2

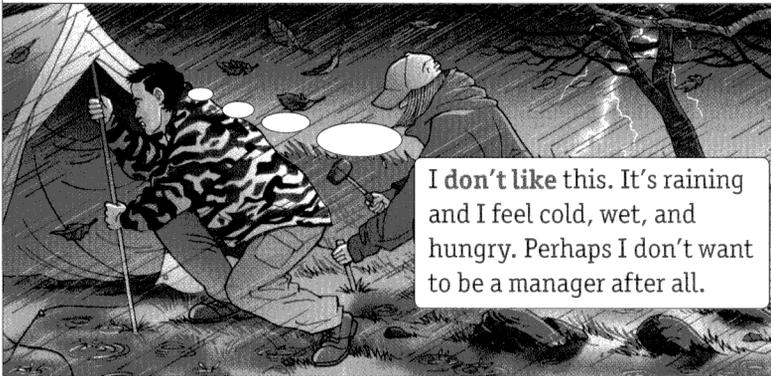
GRAMMAR Present simple and present continuous

1 2.1 Read and listen.



My name's Alan. I **work** in an office, but I'm **not sitting** at my desk this week. I'm **doing** a Leadership Course for new managers. At the moment we're **building** a bridge, because we need to cross a river. We're all working hard, but I think it's great. I certainly prefer this to the office. I'm really enjoying it.

*It's nine o'clock in the evening and Alan **doesn't feel** very happy now. He usually **watches** TV in the evening, but he **isn't watching** TV today. He's **putting up** a tent.*



I **don't like** this. It's raining and I feel cold, wet, and hungry. Perhaps I **don't want** to be a manager after all.

2 Read the examples. Study the rules on page 103.

Present simple and present continuous

1 We use the present simple for:

permanent or general states

I **work** in an office.

regular activities

He usually **watches** TV in the evening.

2 We use the present continuous for:

temporary states

I'm **not sitting** at my desk this week.

what is happening now

At the moment we're **building** a bridge.

3 2.2 Drill. Listen. Say what Alan isn't doing this week.

1 He works in an office.

*He **isn't working** in an office this week.*

4 Make sentences. Put the verbs into the correct tense.

1 *He usually works indoors. This week he's ...*

1 He/usually/work/indoors. This week/he/work/outdoors.

2 At the moment/I/cook/a meal. I/normally/not cook/anything.

3 He/usually/not walk/a lot. He/walk/10 kilometres today.

4 It's 5 a.m./Alan/get up/now. He/normally/get up/at 7.30.

5 I/usually/wear/a suit. This week/I/wear/jeans.

Language note

Describing states (stative verbs)

Some verbs describe states, not actions.

We **don't** normally use these verbs in the present continuous, even when we are talking about the present moment:

need, want, think, believe,
know, like, prefer, love.

I **don't want** to be a manager.

NOT I'm not wanting ...

5a Put the verbs into the correct tense.

1 **A** I'm *going* (go) to the shop now.

We *need* (need) some bread.

B Oh, I _____ (think) the shop _____ (close) at four on Sundays.

2 **A** The Director _____ (want) to talk to Katrin, but I _____ (not know) where she is.

B I _____ (believe) she _____ (have) lunch at the moment. She usually _____ (go) for lunch at 1.30.

3 **A** I _____ (make) a cup of coffee now. _____ (you/want) one?

B No, thanks, I _____ (not like) coffee. I _____ (prefer) tea.

b 2.3 Listen and check.

6a Your life Make sentences about your life. Use the cues.

1 usually 4 at the moment

2 want 5 wear/today

3 (not) like ...ing 6 not/this week

b Talk to a partner. What things have you got in common?



Now I can ...

talk about regular and temporary activities.

4

ENGLISH FOR EVERYDAY LIFE That's Life! Episode 1

1 4.1 Read and listen.



Hi. My name's Cindy Gaskell. My husband Ryan and I own this Internet café – The Coffee Shop. I'm British, but Ryan's Irish. We've got two children – Melanie and Russell. Melanie's a student at Manchester University and Russell works in Spain for a holiday company. That's Ryan over there – the man with the beard. He's talking to Jordan Morris. Jordan's Australian and he's a computer engineer. He fixes our computers, but he isn't doing that now. He's waiting for his girlfriend, Lucy Patterson. Actually, Jordan really wants to be an actor. He was in a TV advert last year.



Here's Lucy now with Sarah Chen and Peter Columbo. Lucy's the woman wearing a skirt. She's British and she works for an advertising agency. She's a personal assistant, but she doesn't like her boss, Olive Green. Sarah's a postgraduate student at London University. She's from Singapore. Peter's from the USA. He works for a magazine company. Peter and Sarah are getting married soon.

2a What are the relationships between the people?

- 1 Cindy and Ryan 3 Lucy and Jordan
2 Peter and Sarah 4 Russell and Melanie

b Work with a partner. Ask and answer about each person. Use these questions.

- What is his/her full name?
Where is he/she from?
What does he/she do?
What else do you know about him/her?

3 4.2 Read and listen to the story. Answer the questions.

- 1 What are Lucy and Jordan planning to do?
- 2 Why didn't they do it last weekend?
- 3 Why does Jordan look worried?
- 4 What do you think he should do? Why?



1 Thursday morning ...

Ryan Hi, Lucy. How are you?
Lucy Oh, hi, Ryan. I'm OK, but I'm glad it's nearly Friday.
Ryan Are you doing anything at the weekend?
Lucy Yes. Jordan and I are visiting my parents. They moved down to the south coast a couple of months ago. They've got a lovely house by the sea.
Ryan That sounds nice.
Lucy We wanted to go last Saturday, but Jordan was on emergency call, so we're definitely doing it this weekend.



4 Complete the sentences. What tense is used?

Everyday expressions

Talking about future arrangements

Are you doing _____ at the weekend?
We _____ visiting my parents.

5a What are you doing at these times?

- 1 this evening 3 at the weekend
2 on Friday 4 next week

b Ask and answer with a partner.

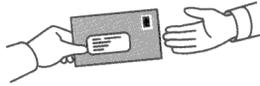
- 1 What are you doing this evening?

6 Work in a group. Practise the story in exercise 3.



1 5.1 Listen and repeat.

Expressions with *get*

<i>get</i> + adjective	<i>get</i> + noun	<i>get</i> + past participle
1 hot/cold 	5 a letter (= receive) 	9 married/divorced 
2 hungry 	6 a new car (= buy) 	10 dressed/undressed 
3 ready 	7 home/to work (= arrive) 	11 changed (= change your clothes) 
4 dark/light 	8 the bus (= catch) 	12 lost 

2 5.2 Drill. Listen. Make the sentences.

- 1 I/hungry I'm
- getting*
- hungry.

Language note *get* + comparative

We often use *get* with the comparative of an adjective to talk about a changing state:

- | | |
|----------------------|---------------------------|
| - get better/worse | - get louder/quieter |
| - get bigger/smaller | - get closer/further away |

3 Choose an expression with *get* to complete the sentences. Use *getting* + ... or *got* + ...

- Can we put the air conditioning on? It's *getting hot* in here.
- I went to a wedding on Saturday. My brother _____.
- Salim was ill last week, but he's _____ slowly.
- We went for a walk at the weekend. We didn't have a map and we _____.
- Can you put the light on, please? It's _____.
- I'm sorry. I can't talk now. I'm _____ to go out.
- Is lunch ready yet? I'm _____.
- Those dark clouds are _____. I think it's going to rain soon.
- I missed the bus yesterday, so I _____ late.
- We didn't come by car. We _____.

4a Complete what Berta says about her day. Use these words.

home a cake light ready coffee emails
dressed changed dark work hungry train

I usually get up at 6.15. I have a shower and I get ¹ *dressed*. I don't have breakfast, but I get a cup of ² _____ at the station. I normally get the 7.30 ³ _____, and I get to ⁴ _____ at 8.45. I always check my emails first. I don't get a lot of ⁵ _____, fortunately. By 10.30 I start to get ⁶ _____, so I usually get ⁷ _____ or something from the cafeteria. At ten to five I get ⁸ _____ to leave work, but I get ⁹ _____ quite late, at about 7 p.m. Then I usually get ¹⁰ _____ into my jeans. It's a long day. It's OK, but I don't like it in the winter, because it only gets ¹¹ _____ at about 8 a.m. and then it gets ¹² _____ again before I leave work.

b 5.3 Listen and check.

5a **Your life** Answer the questions.

- Did you get the bus this morning?
- What's a good age to get married?
- What times of day do you normally get hungry?
- Do you think the world is getting better or worse?
- Do you usually get changed after work/school?
- How many emails do you get in a week?

b Compare your answers with a partner.

6

GRAMMAR Past simple

1 6.1 Read and listen.



Cindy You look tired.

Peter Yes, well, I **saw** an advert on Friday for a jazz concert. I really **wanted** to see it.

Cindy Oh, yes? When was it?

Peter It **was** on Saturday afternoon. I **tried** to get a ticket on the Internet, but there **weren't** any left.

Cindy Oh, dear. So, what **did** you do?

Peter Well, Sarah and I **were** at a party on Friday night. I **didn't** go home after that. I **went** straight to the theatre. I **queued** for six hours.

Cindy Wow! **Did** you get a ticket?

Peter Yes, I **did**. I got the last one.

Cindy That **was** lucky. **Was** the concert good?

Peter I don't know. I **didn't** see it. I was so tired that I **fell** asleep and I **missed** it!

2 Read the examples. Study the rules on page 104.

Past simple: *to be*

I **was**/wasn't tired.

We **were**/weren't at a party.

Was the concert good? Yes, it **was**./No, it **wasn't**.

When **were** they in Paris?

Past simple: regular and irregular verbs

regular He **missed**/didn't miss the concert.

irregular I **saw**/didn't see the film.

Did you get a ticket? Yes, I **did**./No, I **didn't**.

What **did** he do?

3 6.2 Drill. Listen. Say the negative.

1 We were late.
We weren't late.

2 I got a ticket.
I didn't get a ticket.

4a 6.3 Listen. Where were the people last night? Match the names with the places.

- | | |
|-----------------------|------------------------|
| 1 Axel <u>c</u> | a at home |
| 2 Corrie and Max ___ | b at the college |
| 3 Shilpa ___ | c at the theatre |
| 4 Jack and Davina ___ | d at a hotel |
| 5 George ___ | e at the sports centre |
| 6 Leah and Phil ___ | f at a friend's house |

b Listen again. What did the people do?

1 Axel *saw* a play.

c Write about the people.

1 Axel *was* at the theatre. He *saw* a play.

5 Work with a partner. Ask and answer about the people in exercise 4.

A *Was* Axel at home last night?

B *No*, he *wasn't*. He *was* at the theatre.

A *Did* he see a play?

B *Yes*, he *did*.

6a Your life Where did you go and what did you do this week? Talk about these times.

- last night
- on Saturday evening
- on Sunday afternoon
- on Wednesday morning

b Ask and answer with a partner.

Pronunciation

was/wasn't, were/weren't

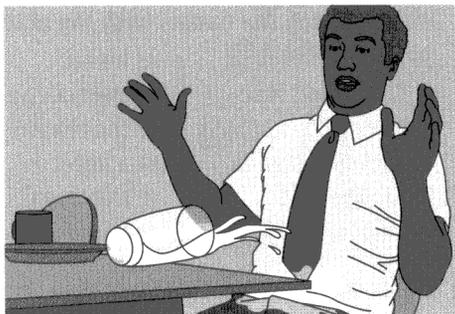
1 6.4 Listen. Which word do you hear? Write the sentence number.

was	wasn't	were	weren't
—, —	—, —	—, —	1, —

2 Listen again and repeat. Are the positive or the negative forms stressed?

1 7.1 Read and listen. Answer the questions.

- 1 Who are the people in the story?
- 2 What did the girl do?
- 3 How did the man react ... ?
 - in the *A bad start* version of the story
 - in the *Did it have to be a bad start?* version



The 90/10 secret

Did you have a good day yesterday, or was it another day when something went wrong? If you have one bad day after another, you need to learn *the 90/10 secret*.

A bad start

At breakfast yesterday Jack's daughter, Emily, knocked over a glass of milk, and it fell on his trousers. Jack got annoyed. He shouted at his daughter and she started to cry.

'Why did you shout at her?' said his wife. 'Why did you put the glass on the edge of the table?' replied Jack angrily, as he went upstairs to get changed.

Because she was upset, his daughter didn't get ready for school in time and she missed her bus. 'I have to go to work,' said his wife, and she left. Jack had to take Emily to school. As he was in a hurry, he forgot his briefcase. He was forty minutes late for work - and as soon as he got there, he had to go home again to get his briefcase. It was a bad start to the day, and it didn't get any better.

Why did Jack have a bad day? Did the milk, his daughter, or his wife cause it? Let's look at another version of the story.

Did it have to be a bad start?

Again the milk fell on Jack's trousers, but this time he didn't shout. He smiled and said, 'It's OK. Accidents happen. Don't worry.' He went upstairs and got changed. When he came down, Emily said, 'Bye, Daddy,' kissed him and ran out to catch her bus. Jack didn't have to take her to school. He picked up his briefcase, kissed his wife, and they both left for work. He got to work early, and he had a great day.

So, here's *the 90/10 secret*.

Ten per cent of life is what happens to you. You can't control it. The traffic's bad; you lose something; somebody spills coffee on you. That's life. Things happen and you have to deal with them.

Ninety per cent of life, however, is how you react. Jack's bad day started because he reacted badly. Remember that, the next time that something bad happens to you!

2 Put these events in the correct order for the *bad start* version of the story.

- | | |
|---|--|
| a _____ Emily missed the bus. | f _____ Jack got to work late. |
| b _____ Jack went home for his briefcase. | g <u>1</u> _____ Emily spilt her milk. |
| c _____ Jack took Emily to school. | h _____ Jack got changed. |
| d _____ His wife went to work. | i _____ Emily cried. |
| e _____ Jack argued with his wife. | j _____ Jack shouted at Emily. |

3a Read the paragraph which asks *Did it have to be a bad start?* What was different?

Jack didn't shout at Emily. He smiled and said, 'It's OK.'

b What is *the 90/10 secret?* Do you think it's useful?
Language note *have to*

I **have to** go to work.

= It's necessary.

He **had to** go home again.

= It was necessary.

He **didn't have to** take Emily to school.

= It wasn't necessary.

Did it have to be a bad start?

= Was it necessary?

4a **Your life Tell a partner about an event in your life when you reacted badly.**

What happened?

How did you react?

What were the consequences?

b Write a new version of your story where you followed *the 90/10 secret*.
English in the world
The weekend

In most countries the weekend is Saturday and Sunday. However, in some countries in the Middle East it is Thursday and Friday (e.g. Saudi Arabia) or Friday and Saturday (e.g. Egypt).

Here are some features of a typical British weekend:

- Children don't have to go to school on Saturday or Sunday.
- Saturday is a popular day for shopping. Saturday afternoon is the traditional time for weddings and for football matches.
- Saturday night is the most popular time to go out to eat, drink, or dance.
- About 6-7% of people go to church on Sundays. Sunday lunchtime is a traditional time for a family meal.

What are typical weekend activities in your country?

8

ENGLISH FOR EVERYDAY LIFE Talking about possessions

1a 8.1 Read and listen. Whose are these things?

– the mobile phone – the car



Pearl Whose mobile is this? Is it yours, Gary?

Gary No, it isn't mine. Maybe it's Aisha's.

Pearl No, it can't be. Hers is green.

Gary Wasn't Mick here earlier today?

Pearl Oh, yes, he was. It must be his, then.



Man Who does that big car belong to?

Woman I think it belongs to our new neighbours.

Man It's very big – a lot bigger than ours.

Woman Yes, but our flat's bigger than theirs.

b Practise the conversations with a partner.

Language note Possessive pronouns

Possessive adjective my your his her its our their

Possessive pronoun mine yours his hers its ours theirs

This is my mobile. It's mine. NOT ~~It's the mine.~~

2a Complete the expressions.

Everyday expressions

Possessions

_____ mobile is this?

It's Aisha _____.

Who _____ this belong to? (singular)

It belongs _____ me./

It doesn't belong _____ me.

Who do these _____ to? (plural)

_____ belong to her./

_____ don't belong to her.

b 8.2 Listen, check, and repeat.

3 8.3 Drill. Listen. Say whose the things are.

- 1 This is their car. 2 These are my keys.
It's theirs. *They're mine.*

4a 8.4 Listen. Match the things with the names.

Frank _____ Avril _____ Eduardo _____
Deena _____ Gus _____ Cecilia _____ Eric _____

1



2



3



4



5



b Work with a partner. Ask and answer about the things.

A *Who do the keys belong to?*

OR

A *Whose keys are they?*

B *They belong to ...*

5 Speaking Work in a group. Put some objects on a desk. Ask and answer about the things.

Whose mobile is this?

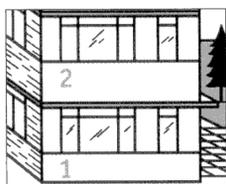
Who do these pens belong to?

Ella, is this book yours?

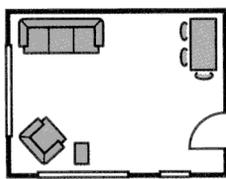


1a 9.1 Listen and repeat.

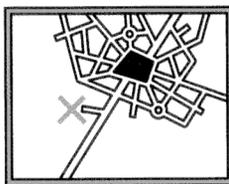
Describing a flat It's ...



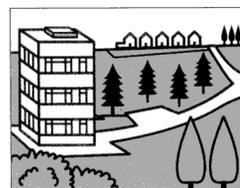
- 1 a ground-floor flat
- 2 a first-floor flat



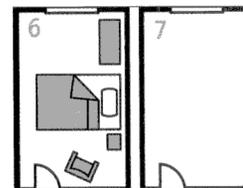
- 3 spacious



- 4 convenient for the town centre



- 5 in a quiet location

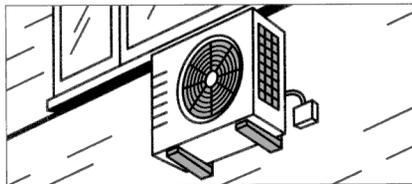


- 6 furnished
- 7 unfurnished

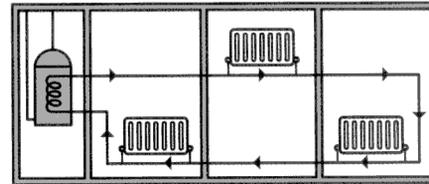
Facilities It's got ...



- 8 a fitted kitchen



- 9 air conditioning



- 10 central heating

Getting a flat



- 11 The landlord lets his flat to a tenant.
- 12 The tenant rents the flat from him.
- 13 She pays rent to the landlord.



- 14 She shares the flat with two flatmates.



- 15 The accommodation agency finds new tenants for the landlord.

b What other words do you know related to accommodation?

2a Maria is talking about her flat. Complete what she says with these words.

the rent central heating location a fitted kitchen
spacious landlord first-floor share rent
furnished convenient for air conditioning flatmates

I live in a ¹first-floor flat. I live with two ²_____. We don't own the flat. We ³_____ it. Our ⁴_____ lives in the flat above us. The flat's ⁵_____, so the furniture isn't ours. It's in an old house, but it's got ⁶_____, and it's very warm. Unfortunately, it hasn't got ⁷_____, so it can get too hot in the summer. We've got ⁸_____, with plenty of cupboards, and a new oven and fridge. We've all got our own bedrooms, but we ⁹_____ the other rooms. We share ¹⁰_____, too, of course. The bedrooms are small, but the living room is quite ¹¹_____. The flat isn't very ¹²_____ the shops, but it's in a nice ¹³_____ and it isn't noisy.

b 9.2 Listen and check.

3a Your life Work with a partner. Use the words and expressions in exercise 1. Ask each other about the places where you live.

Do you live in a flat?
How many rooms has it got?
Is it spacious/furnished/convenient for ... ?
Has it got ... ?

b Describe the place where you live. Use the text in exercise 2 as a model.

Pronunciation

Syllables

1 How many syllables are there: 2 or 3?

tenant 2 location 3 area ____
furniture ____ flatmate ____ furnished ____
fitted ____ property ____ spacious ____

2 9.3 Listen, check, and repeat.

10

GRAMMAR Articles

1 10.1 Read and listen.

Saturday night ...

Cindy and Ryan are going to ^aa party. ^{The}The party's in ^aa flat on ^{the}the fifth floor of ^aa block of flats. It's in ^{an}an area that they don't know, so it took a long time to find it. Unfortunately, ^{the}the lift is out of order, so now they're walking up ^{the}the stairs. Cindy likes parties, but she isn't happy, because she's wearing new shoes. She bought them in ^aa shop near their café. They were ^{the}the most expensive shoes in ^{the}the shop, but they aren't very comfortable.



They're outside ^{the}the flat now, but ^{the}the party isn't today. Ryan got ^{the}the date wrong – it's next Saturday. Cindy isn't wearing ^{the}the shoes now, because she's throwing them at Ryan!

2a Read the examples. Study the rules on page 105.

Articles

1 A singular noun normally has an indefinite article (a/an) or a definite article (the).

The party's in a flat. NOT Party's in flat.

2 The indefinite article: a/an

We use the indefinite article for something that is not specific.

They're going to a party.

It's in an area that they don't know.

3 The definite article: the

We use the definite article for something specific:

i when we have mentioned a thing before.

They're going to a party. The party's in someone's flat.

ii when there is probably only one.

The lift is out of order.

iii with ordinal numbers and superlatives.

on the fifth floor the most expensive shoes

b Look at the examples of a/an and the in the story. Match the uses to the rules above.

3 10.2 Drill. Listen. Say when the people bought the things. Use last week.

1 He's wearing a new suit.

He bought the suit last week.

4a Choose the correct article, a or the.

1 **A** Is there a/the toilet near here?

B Yes, it's on a/the second floor next to an/the escalator.

2 **A** Would you like to go for a/the meal on Thursday?

B OK. We can try a/the new restaurant that's near a/the park.

A Yes, that's an/the idea. I think that's a/the best restaurant in an/the area now.

3 **A** That's a/the nice shirt and tie.

B Thanks. I bought a/the shirt at a/the shop in a/the town centre, but my wife bought a/the tie at a/the market in Italy.

4 **A** I went to a/the play last night. I went with a/the friend from work. And we went for a/the meal afterwards.

B Was a/the play good?

A Not really. A/The main actor wasn't very good, but a/the meal afterwards was great.

b 10.3 Listen and check.

5 Complete the text with a/an or the.

Jordan delivered ¹a computer to ² office in ³ city centre last week. There wasn't ⁴ car park there, so he parked his van in the street. ⁵ office was on ⁶ tenth floor. When Jordan got to ⁷ office, he rang ⁸ doorbell and ⁹ woman opened ¹⁰ door. Jordan was very surprised, because ¹¹ woman was ¹² old school friend from Australia. She offered him ¹³ cup of coffee and they had ¹⁴ chat about old times. Then Jordan suddenly remembered ¹⁵ van. When he left, he didn't take ¹⁶ lift. He ran down ¹⁷ stairs, but it was too late. He had ¹⁸ parking ticket!

- 1 **11.1** Listen. George and Ellie are looking at a flat. Do they decide to take the flat? Why? Why not?



- 2 Listen again. What rooms does the flat have?

3a Choose the correct descriptions.

- 1 There's a good view from the *bedroom/living room*.
- 2 It's a *first-/third-* floor flat.
- 3 It's in a *noisy/quiet* location.
- 4 It's convenient for the *shops/station*.
- 5 It's in *poor/excellent* condition.
- 6 It's *furnished/unfurnished*.
- 7 The *bathroom/kitchen* is dark.
- 8 The rooms are *small/spacious*.
- 9 It's *got/hasn't got* central heating.
- 10 It's in an *expensive/a cheap* area.

b Listen again and check.

Language note Accommodation adverts

To Let/Available for rent
 The accommodation consists of three bedrooms, ...
 fully furnished
 in excellent condition
 in a quiet location
 close to local amenities
 a deposit

- 4a Use the information from exercises 1–3. Complete the advert for the flat.

For rent

A ¹ _____-floor flat

The accommodation consists of ² _____ bedrooms, ³ _____, a hall, a bathroom and a ⁴ _____ kitchen.

The property is fully ⁵ _____ and is in excellent ⁶ _____ . The rooms are ⁷ _____ and there's a nice ⁸ _____ from the living room.

The flat is in a ⁹ _____ location and is close to ¹⁰ _____ .

Please contact Shirley McEwan on 07700 900891 for further details.

b What information does the advert give?

- the landlord's name
- the floor
- the rooms
- the rent
- a description of the flat
- a description of the location
- the address
- a contact number

- 5a Writing You want to let the place where you live to some tenants. Write an advertisement for it. Use the advert in exercise 4 as a model.

- b Show your advertisement to a partner. Would he/she take it?

English in the world

Types of houses

These are typical houses in Britain.



a detached house



semi-detached houses



terraced houses



a bungalow

What are typical houses in your country?



- 1 Look back at Episode 1. What happened?
- 2 **12.1** Read and listen to the story. What did Jordan do at the weekend? Why was it a waste of time?
- 3 Are the statements true (T) or false (F)?
 - 1 Jordan's got a cold.
 - 2 He went to see Lucy's parents on Sunday.
 - 3 Lucy wasn't annoyed.
 - 4 The advert was for dog food.
 - 5 Jordan was a swimmer in the advert.
 - 6 It was wet on Saturday.
 - 7 Sarah and Peter are looking for a house.
 - 8 They cut Jordan's scene because the weather was bad.

4a Complete the expressions.

Everyday expressions

Showing sympathy

Bless _____! (*only for sneezes*)

_____, dear.

That's _____ shame.

I _____ imagine.

What _____ pity.

Poor _____!

b Work with a partner. Use the expressions to respond to these sentences. Try to sound sympathetic.

- 1 I lost my mobile yesterday.
 - 2 I've burnt my finger. It's very painful.
 - 3 Atishoo!
 - 4 I've got toothache.
 - 5 I can't go to the party. I'm working this weekend.
 - 6 We missed our flight.
 - 7 Jan failed her driving test.
 - 8 Someone scratched my car. I was really annoyed.
- 5 **Language check.** Underline all the examples of the definite article in the story. Can you say why it is used in each case?
 - 6 **Work in a group.** Practise the story.



Jordan Hi, Sarah. *Atishoo!*

Sarah Bless you! Have you got a cold?

Jordan Yes, I have. It started at the weekend.

Sarah Oh, dear. But did you have a good time with Lucy's parents?

Jordan No. I didn't go.

Sarah That's a shame. Were you working?

Jordan No, I wasn't. I got a part in a TV advert at very short notice.

Sarah Oh, was Lucy annoyed?

Jordan You bet. She hit the roof when I told her.

Sarah I can imagine. She was really looking forward to it. What was the advert for?



Jordan It was for *Doggo* dog food. I was 'a jogger in a park'.

Sarah How did it go?

Jordan Really badly! It rained all day on Saturday, so we couldn't do anything.

Sarah What a pity. But it didn't rain on Sunday. Peter and I went to look at a house.

Jordan No, but there was a cold wind and I only had shorts and a T-shirt on. I was freezing.

Sarah Poor you! Is that how you got your cold?

Jordan Probably. And, after all that, it was a complete waste of time.

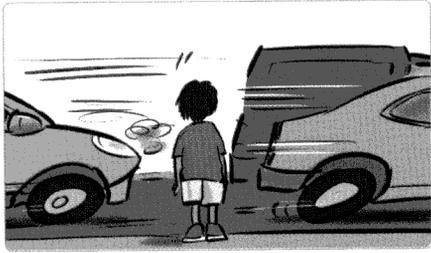
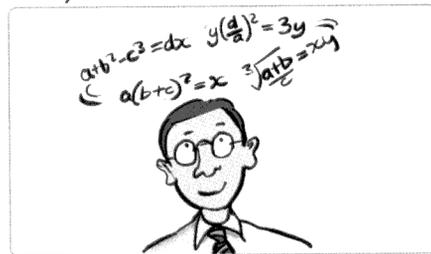
Sarah Really? Why?



The advert was too long, so they cut the scene with the jogger in the park! *Atishoo!*



1a 13.1 Listen and repeat.

	Noun	Adjective
<p>-ous</p> 	<p>danger fame humour</p>	<p>dangerous famous humorous</p>
<p>-ful</p> 	<p>pain success beauty</p>	<p>painful successful beautiful</p>
<p>-ent/-ant</p> 	<p>intelligence patience importance</p>	<p>intelligent patient important</p>
<p>-y</p> 	<p>anger luck health</p>	<p>angry lucky healthy</p>

b Check the meanings of any unknown words in a dictionary.

Language note -y endings

-y is a common adjective ending, but words ending in -ty are often nouns, not adjectives.

Noun	difficulty	safety	security	honesty
Adjective	difficult	safe	secure	honest

2 13.2 Drill. Listen. Say the adjectives. Use *It's very ...*

- 1 luck
It's very lucky.

3a Complete the words.

- You need a lot of *pat*_____ in this job. You won't have much *suc*_____ if you get *an*_____ easily.
- With her *int*_____ and her *bea*_____, she's become one of the most *fam*_____ people in the country.
- It's *diff*_____ to be *suc*_____ without a lot of *luc*_____.
- It was very cold, so the last part of the climb was *dan*_____ and *pai*_____, but we finally reached the *saf*_____ of our camp.
- Hon*_____ and a good sense of *hum*_____ are very *imp*_____ for a *hea*_____ relationship.
- We all want *sec*_____ and good *hea*_____, but we need a bit of *dan*_____ in our lives, too.

b 13.3 Listen and check.

4a **Your life** Give your ideas. Choose words from exercise 1 and the Language note.

- I admire people who are _____.
- The most important things in life are _____ and _____.
- I would/wouldn't like to be _____.
- I think _____ is more important than _____.
- The ideal partner is _____ and _____.
- I think you need _____ if you want to be _____.

b Compare your ideas with a partner.

English in the world

Lucky numbers

In China the number 8 is a lucky number, because it sounds like the Chinese word for 'fortune'. However, people think that the number 4 brings bad luck, because it sounds like the word for 'death'.

In Spain people eat 12 grapes at midnight on New Year's Eve to bring luck in the new year. You should eat all the grapes before the twelfth stroke of the clock.

What things in your country are associated with good luck or bad luck?

Now I can ...
use some nouns and adjectives correctly.

14

GRAMMAR Present perfect

1 14.1 Read and listen.

Lucy and Jordan are going out this evening.

- Lucy** Hi, Jordan. Peter's **booked** the restaurant for tonight.
Jordan Great, but I'm going to be a bit late. I've **had** an accident in my van. I've hurt my hand a bit, but I'm OK.
Lucy Oh, dear. What happened?
Jordan I **reversed** into a car. It was my fault. I didn't look.
Lucy Oh, dear. Well, we've **all done** something like that. I **did** the same thing last year. I felt very silly.
Jordan Well, I feel annoyed. I've **never had** an accident before.
Lucy Never mind. Anyway, **have you called** the police?



2 Read the examples. Study the rules on page 106.

Present perfect

The present perfect connects the past with the present. We use it:

- 1 when we're interested in the present result of an event.
Peter's **booked** the restaurant. (We have a reservation now.)
- 2 to talk about experiences up to now (with *ever* and *never*).
I've **never had** an accident. **Have you ever had** an accident?

3a 14.2 Listen. Jordan has made a list of the things he needs to do now. Which things has he done?

- | | |
|--------------------------------|-------------------------------------|
| 1 take the van to the garage ✓ | 5 fill in the form |
| 2 collect another van | 6 write a report about the accident |
| 3 phone the insurance company | 7 send the report to Head Office |
| 4 download an insurance form | 8 see the doctor about his hand |

b Ask and answer about the list.

- A *Has he taken the van to the garage?* B *Yes, he has.*

4 Read the examples. Study the rules on page 106.

Present perfect and past simple

We often use the past simple after the present perfect to give:

- details about an event.
I've **had** an accident. I **reversed** into a car.
- the time or place of an event.
We've **all done** something like that.
I **did** the same thing on holiday last year.

5 14.3 Drill. Listen. Say when the jobs were done. Use *yesterday*.

- 1 We've done the shopping.
We did it yesterday.

6 Use the cues. Say what the people have done and give the details.

- 1 *Cindy and Ryan have been to the cinema. They saw a Spanish film.*
1 Cindy and Ryan/go/to the cinema. They/see/a Spanish film.
2 *Lucy/do/some shopping. She/buy/a coat from her favourite shop.*
3 *Peter and Sarah/look at/some more houses. They/not like/any of them.*
4 *Ryan/take/the car to the garage. He/leave/half an hour ago.*
5 *Cindy/book/a holiday in Turkey. She/do/it online.*
6 *Jordan and Lucy/visit/Lucy's parents. They/go/last Sunday.*

7a Your life Have you ever done these things? What happened?

I've damaged a car. I reversed into our garage door. That was two years ago.

- 1 damage a car
- 2 drive a van
- 3 break a bone
- 4 phone the emergency services
- 5 give someone a big surprise
- 6 get lost

b Ask and answer with a partner.

- A *Have you ever ... ?*
 B *Yes, I have ...*
 A *When/Why/What/Where did you ... ?*



1 15.1 Read and listen.

- 1 What is the man's real name?
- 2 What do people call him?
- 3 What does he do?
- 4 Why does he do it?



Thousands watch Alain in Abu Dhabi.

Spiderman!

Alain Robert likes skyscrapers, but he doesn't just like looking at them, as most people do. He prefers climbing them. Last Friday he was in Abu Dhabi, where he climbed up the Investment Authority Building. It took him just 63 minutes to climb the 35 storeys. He was watched by thousands of people in the car park below.

The French Spiderman, as he is called, has climbed some of the world's highest buildings, including the Empire State Building in New York and the Petronas Towers in Kuala Lumpur. He surprised some workers at the Canary Wharf skyscraper in London, when he knocked on the window and asked for a drink.

Alain has often been in trouble with the police, as he's usually breaking the law when he climbs things. He's been in prison in several countries. When he reached the top of the Golden Gate Bridge in San Francisco, the police were waiting for him and arrested him.

He started climbing after he saw a film about mountaineering when he was a young boy. When he was 12, he came home from school one day and found that he was locked out. So he climbed up the outside of the apartment block and climbed in through a window – on the seventh floor. Later, when he got bored with climbing mountains, he looked for something more dangerous.

He doesn't use any ropes or safety nets, and he doesn't wear a helmet. He just uses his own hands and feet. He's had a few accidents, and he's broken several bones, including his skull. So why does the married father of three do it? 'I'm not really interested in the fame, but I like the danger,' he says. 'I'm a gambler and I gamble with my life. So far I've been lucky, but I know that one day I'll lose.'

2 Are the statements true (T) or false (F)?

- 1 He climbed the building in Abu Dhabi in less than an hour.
- 2 Alain is from France.
- 3 The police arrested him in San Francisco.
- 4 He started climbing when he was 18.
- 5 He lived in an apartment when he was a boy.
- 6 He always uses a safety net.
- 7 He's never fallen while climbing.
- 8 He isn't married.

3a Make a list of the things he has climbed.

b What is he climbing in the picture?

4 Find words or expressions in the text to match these definitions.

- 1 a very tall building
- 2 mountain climbing
- 3 something that protects your head
- 4 the bones in your head
- 5 a floor of a building
- 6 doing something that you shouldn't do
- 7 something to catch you if you fall
- 8 not able to enter

5a Make ten questions to ask Alain. Use these cues.

- | | |
|---------------------|--------------------|
| What did you ... ? | When did you ... ? |
| How long did ... ? | Do you ... ? |
| What have you ... ? | Are you ... ? |
| Have you ever ... ? | Why do you ... ? |

b Speaking Work with a partner. Make an interview with Alain. Use the questions in exercise 5a.

Pronunciation

Final consonants

1 15.2 Listen. What happens to the -ed before a consonant?

- 1 He climbed mountains.
- 2 He asked for a drink.
- 3 He surprised them.
- 4 He reached the top.

2 Listen again and repeat.



16

ENGLISH FOR EVERYDAY LIFE Talking about numbers

1 16.1 Listen and repeat.

100 700 1,000 3,000,000

a hundred seven hundred a thousand three million (3m)

6,000,000,000 1,250 809 33%

six billion (6bn) one thousand, two hundred and fifty eight hundred and nine thirty-three per cent

26.5 $\frac{1}{4}$ $\frac{1}{2}$ $\frac{2}{3}$

twenty-six point five a quarter half/a half two thirds

2a Choose the correct forms – a or b.

Everyday expressions Saying and writing numbers

We say:

- | | |
|------------------------------------|------------------------------|
| 1 a two thousand | b two thousands |
| 2 a six hundred twenty | b six hundred and twenty |
| 3 a four thousand and two | b four thousand two |
| 4 a two hundred and twenty million | b two hundred twenty million |

We write:

- 5 (one million six hundred and seventy thousand)
 a 1,670,000 b 1.670.000
- 6 (nineteen point five)
 a 19.5 b 19,5

b Check your answers in exercise 1.

3a Say these numbers.

- | | | | |
|-------------|---------|---------|-----------------|
| a 325 | d 95% | g \$3m | j $\frac{3}{4}$ |
| b 5,000,000 | e 21.7 | h €40bn | k 7,036 |
| c 28,000 | f 4,932 | i 8.2% | l $\frac{1}{2}$ |

b 16.2 Listen, check, and repeat.

Language note of

three hundred people	NOT three hundred of people
30% of families	(thirty percent of families)
a third of the population	BUT half the population

4a Use the numbers to complete the text about cars.

16,536,075 5% 600 million
 $\frac{1}{4}$ 4,192 35 million

In 1900, there were very few cars. In that year, the USA produced only ¹_____ cars. However, in 1908 the first mass-produced car appeared – the Ford *Model T*. Between 1908 and 1927, ²_____ *Model Ts* were made. Today there are over ³_____ cars in the world and ⁴_____ new cars are produced every year. Of all the cars in the world, ⁵_____ are in the USA, although the USA has only ⁶_____ of the world's population.

$\frac{1}{5}$ 25% 19 billion
 1.2 4 billion 7.5

We all love our cars and the world's car companies spend more than ⁷\$_____ a year on advertising. However, cars come at a high cost. They produce ⁸_____ tonnes of carbon dioxide every year. That's ⁹_____ of all the CO₂ that is produced. By 2030, this will be over ¹⁰_____ billion tonnes. The United Nations says that ¹¹_____ million people a year die on the world's roads. That's ¹²_____ of all the deaths from accidents.

b 16.3 Listen and check.

5a Your life Try to answer these questions.

- How many people are there in your workplace or school?
- What is the population of your country?
- What is the population of your town?
- How many drinks do you have a day?
- How many seconds are there in a day?
- What percentage of your life do you spend asleep?
- What percentage of people in your English class are male?
- How many days are there in a century?

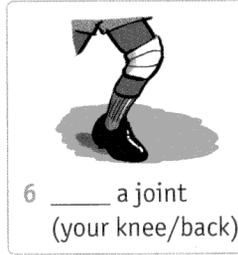
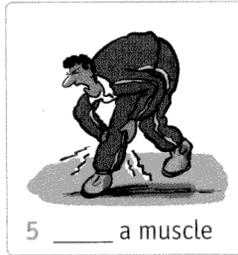
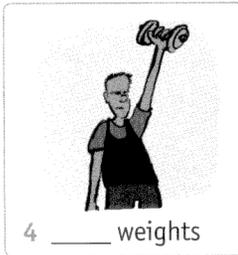
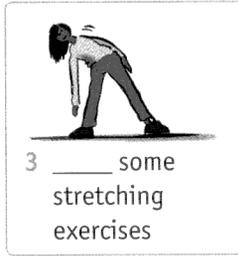
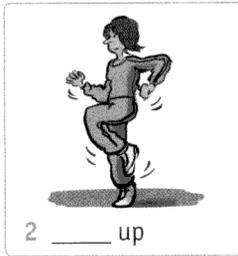
b Compare your answers with a partner.



1a **17.1** Listen. Write the verbs in the correct places.

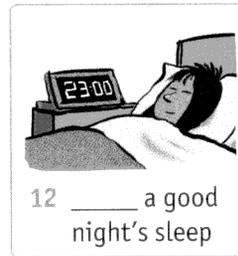
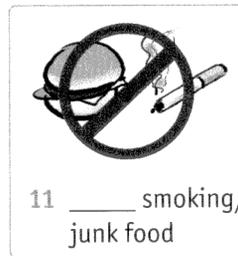
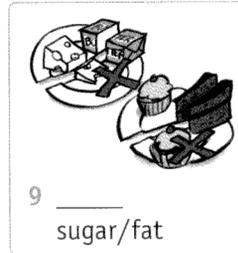
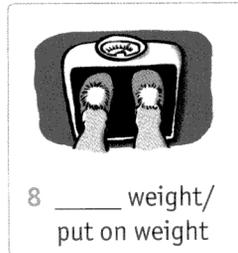
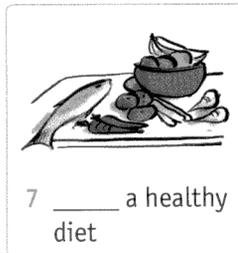
Taking exercise

do warm pull keep injure lift



A healthy lifestyle

lose give up eat take get cut down on



b Listen again and repeat.

Language note go

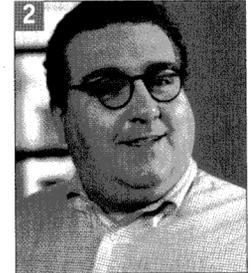
go **jogging/swimming/cycling/skiing**
go **for** a walk/a swim/a run
go **to** the gym/an exercise class/a tennis club

2 **17.2** Drill. Listen and make questions.

- 1 a run
Do you go for a run?

3a **17.3** Listen to Katrina and Richard. Why does each person take regular exercise?

- to lose weight
- to recover from a heart attack
- to manage a very stressful job
- to feel great



b Listen again. Answer the questions.

- What exercise does each person take?
- Why doesn't Katrina lift weights?
- How has Richard changed his lifestyle?

4a **Your life** Answer the questions.

- Do you exercise? If so, what do you do? / how often? / why?
- How do you feel about exercise? (*It's fun/boring ...*)
- What other things do you do to maintain a healthy lifestyle?

b Discuss your ideas with a partner.

English in the world

Giving personal measurements

In Britain and the USA people use imperial measurements for height and weight.

They give their height in feet and inches.
1 foot = 12 inches 1 inch = 2.54 centimetres

I'm five foot six (inches tall).

They give their weight in stones and pounds (UK) or just pounds (US).

1 stone = 14 pounds 1 pound = 0.45 kilos

I'm twelve stone four (pounds).

OR

I weigh a hundred and seventy-two pounds.

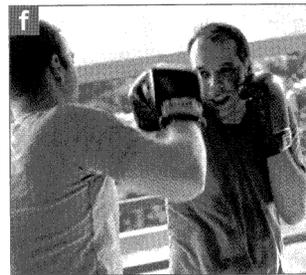
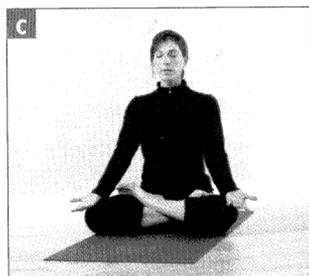
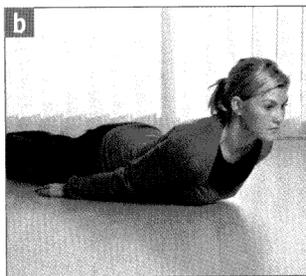
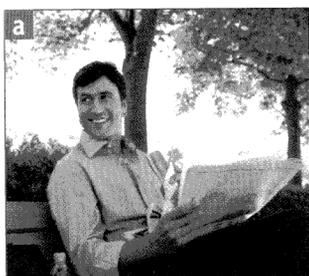
19

SKILLS
Listen and write

1 **19.1 Listen.** A man is giving some advice for coping with modern life. Tick ✓ the problems he talks about.

- 1 standing up all day
- 2 sitting down for a long time
- 3 eating at your desk
- 4 lifting heavy things
- 5 not getting enough sleep at night
- 6 rushing from one meeting to another

2 **Listen again.** What solutions does he suggest? Choose the correct pictures and match them to the problems.



3 **Choose the correct word.**

- 1 Your spine is part of your *head/back*.
- 2 A nap is a *short/long* sleep.
- 3 If you put on weight, you get *fat/fit*.
- 4 Your *stomach/brain* digests your food.
- 5 Your palms are part of your *hands/legs*.
- 6 If you're in good shape you're *comfortable/healthy*.
- 7 When you're on the go, you're *busy/asleep*.
- 8 'To lower' is the opposite of 'to *lie/to lift*'.
- 9 If something is flexible, you can *break/bend* it easily.
- 10 If you drop something, it *falls/rises*.

Language note First conditional

If you **do** this exercise, your back **will be** strong.
When you **open** your eyes, you'll **feel** fresh.

4a **Listen again.** Match the causes with the results.

- | | |
|---------------------------------------|-----------------------------|
| 1 spend all day at your desk <u>h</u> | a feel fresh and relaxed |
| 2 do the back exercise ___ | b be healthier |
| 3 rush around at work ___ | c put on weight |
| 4 take a power nap ___ | d learn breathing exercises |
| 5 eat at your desk ___ | e get stressed |
| 6 have lunch in the park ___ | f spine become strong |
| 7 follow the advice ___ | g digest your food well |
| 8 listen tomorrow ___ | h get backache |

b **Make conditional sentences.** Use the causes and results in exercise 4a.

If you spend all day at your desk, you'll get backache.

5a **Writing** Look at these problems of modern life.

I've got too much work to do.

I don't get enough sleep.

I work at a computer all day.

I find it hard to balance work and family life.

b **Choose a problem from exercise 5a.** Write some advice to help people. Answer the questions and follow this pattern.

What is the problem?

What longer-term problems will it cause? Why?

What things should/shouldn't you do?

How can you help?

A common problem today is that people ...

If you ..., you will/won't ...

You should/shouldn't ...

Try this activity/advice: ...

Pronunciation

Word stress 1

1 **19.2 Listen and repeat.**

about healthy return advice muscle repeat
stomach relax second asleep

2 **Complete the rule.**

Words with two syllables normally have the stress on the _____ syllable, but words that start with *a-* or *re-* normally have the stress on the _____ syllable.



Now I can ...

understand and give some advice.

1 Look back at Episode 2. What happened?

2 **20.1** Read and listen to the story. Who is Ryan's best friend?

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

- Peter and Sarah are going to get married in London.
- The wedding's going to be in July.
- All their family and friends will be there.
- Their parents don't know each other well.
- After the wedding they're going to the USA first.
- They'll be away for a month.
- They're going to have a holiday, too.
- Ryan is talking about his relationship with Cindy.

4a Complete the expressions.

Everyday expressions

Talking about relationships

They will _____ to know each other.
I hope you'll be _____ together.
We really _____ each other's company.
She's my _____ friend.
You've got a _____ relationship.

b Use the expressions to respond.

- A *We're getting married soon.*
B *I hope you'll be happy together.*
- We're getting married soon.
 - You spend a lot of time with Bill.
 - Do you know Irena well?
 - My boyfriend and I don't argue very often.
 - Tina and Mike are both coming to dinner. They haven't met before.

c Practise your conversations with a partner.

5 Language check. Underline all the examples of future forms in the story.

6 Work in a group. Practise the story.



Ryan Come on, Bessie. That's it. Good dog!

Peter Hello, Ryan. How are you?

Ryan Fine, thanks. Cindy says you've finally decided on your wedding plans.

Sarah Yes, we have. We're going to get married here in London in September.

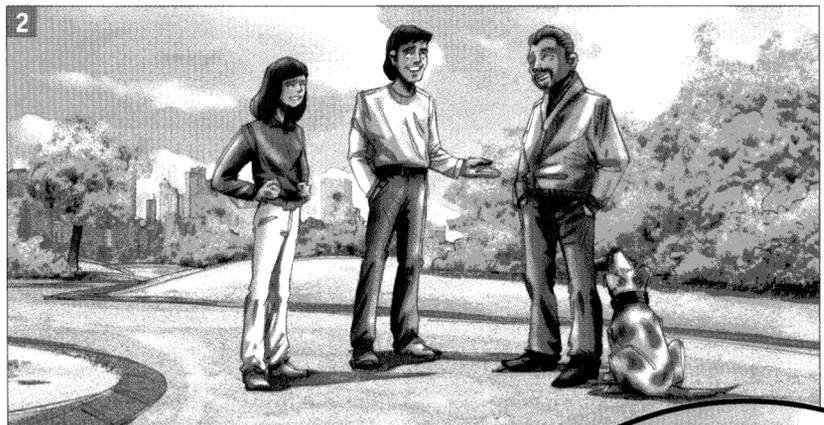
Ryan Are all your family and friends going to come over from Singapore and the States?

Peter No. Our parents will be there, but that's all. It's too expensive for everyone to come.

Sarah But at least our parents will get to know each other.

Peter And anyway, after the wedding we're going to fly to Singapore for a celebration with Sarah's family and friends.

Sarah Then we're going to have another celebration with Peter's family in the States.



Ryan Wow. How long will that take?

Peter Three weeks.

Ryan A round the world trip and three weddings – you'll be exhausted!

Sarah Oh, we'll probably take some time out for a holiday, too. So it won't be too bad.

Ryan Well, I hope you'll be as happy together as we are.

Sarah That's nice. Thank you, Ryan.

Ryan We really enjoy each other's company. She's my best friend.

Peter Yes, you and Cindy have got a great relationship.



Now I can ...
talk about a relationship.

1 21.1 Listen and repeat.



1 They're stuck in a traffic jam.



2 There's been an accident.



3 The road is blocked.



4 There are roadworks.



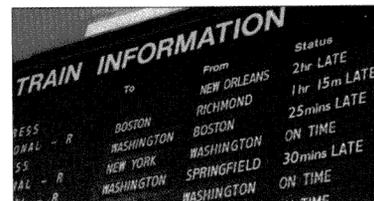
5 The car has broken down.



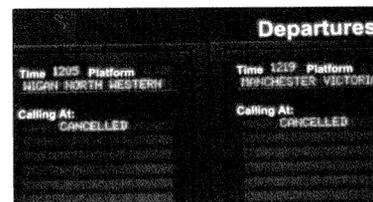
6 The traffic lights aren't working.



7 The tunnel is flooded.



8 The train is delayed.



9 All trains are cancelled.



10 The bridge is closed.



11 There's a queue at the ticket office.



12 There's a strike at the airport.

Language note Past participles as adjectives

A lorry is blocking the motorway. The motorway is **blocked**.
The police have closed the airport. The airport is **closed**.

2 21.2 Drill. Listen. Say the sentence.

1 Underground/close
The Underground is closed.

3a 21.3 Listen. Write the problems.

Problem	Explanation
1 <i>She can't make her appointment.</i>	<i>The train is delayed.</i>
2	
3	
4	
5	
6	
7	
8	

b Listen again. Write the explanations.

4 Work with a partner. Make conversations.

A *I'm afraid we're going to be late. We're stuck in a traffic jam.*

B *Oh, dear. Why's that?*

A *It's because the traffic lights aren't working.*

B *Oh, OK.*

5 Your life What forms of transport do you use regularly? What for? Do you often experience delays? Why?

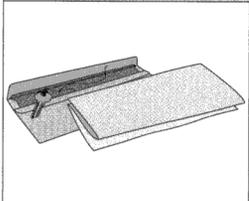
English in the world

Emergency signs

What are these signs in your language?



1 22.1 Read and listen.

**A strange coincidence – but true**

One morning, Mrs Willard Lovell was outside her house in Berkeley, California. She wasn't happy, because she'd **locked** herself out by accident. She'd **left** her keys inside the house, and now she couldn't get in. She walked round the house. **Had she left** a window open, perhaps? No, she **hadn't**. Then the postman arrived with a letter. Her brother, Watson, had posted it the previous day. Inside the envelope there was a key to her front door! Watson **had stayed** with Mrs Lovell the week before. She'd **given** him a key, and he **hadn't given it back**. So, he'd posted it to her.

5a Put the verbs in brackets into the correct tense.



John Marsh and his wife own a caravan. Last week two men ¹ *tried* (try) to steal it. They ² _____ (see) the caravan two weeks before and they ³ _____ (decide) to take it. At about four o'clock on Wednesday morning they ⁴ _____ (attach) the caravan to their car and ⁵ _____ (drive) away.

However, they didn't know that John was inside it at the time! He ⁶ _____ (work) very late the day before and he ⁷ _____ (come) home at 1 a.m. He ⁸ _____ (not want) to wake up his wife, so he ⁹ _____ (go) to sleep in the caravan.

The thieves ¹⁰ _____ (get) a big surprise when a police car ¹¹ _____ (stop) them 20 minutes later. When they ¹² _____ (move) the caravan, John ¹³ _____ (wake up) and he ¹⁴ _____ (phone) the police on his mobile.

b 22.3 Listen and check.

6a **Your life** Think of a strange coincidence or an embarrassing situation that happened to you. Make notes about it.

What was the situation?

What had happened before that time to create the situation?

b **Work with a partner. Tell him/her your story.**

I was in a café. I'd finished my meal and I stood up to leave. However, when I'd sat down, I'd put my bag under the table. I forgot that I'd put it there. I tripped over it and fell on the floor in front of the waitress. It was very embarrassing.

2a Read the examples. Study the rules on page 107.

Past perfect

We use the past perfect to look back from one past event to events that happened before that time.

The postman **arrived** with a letter.

(past simple – it happened in the past.)

Her brother **had posted** it the previous day.

(past perfect – it happened a day before.)

Her brother **had stayed** with her the week before.

She'd **given** him a key.

He **given it back**.

Had she left a window open? Yes, she **had**./No, she **hadn't**.

b How do we make the past perfect?

3 22.2 Drill. Listen. Say what Watson had done before the morning when Mrs Lovell locked herself out.

1 stay with his sister *He'd stayed with his sister.*

4 Complete the sentences. Put the verbs in the past perfect.

1 She couldn't get in because she *'d forgotten* her key. (forget)

2 She didn't have a key, because she _____ her bag. (not take)

3 She was outside, because she _____ something in the garage. (leave)

4 Her husband couldn't help. He _____ on business. (go away)

5 She looked, but she _____ any windows open. (not leave)

6 The neighbours were in, but she _____ them a key. (not give)

7 Luckily, when she left the house, the post _____. (not arrive)

8 She was so glad that Watson _____ the key home with him. (take)

1 **23.1** Read and listen to Kristof's story. What happened?

- 1 He got on the wrong train. 3 He got off at the wrong station.
2 The police arrested his wife. 4 He was in an accident.

The last train

My name's Kristof. Last Tuesday I worked very late, because some important visitors had arrived. When I finally left the office, I hurried to the station and caught the last train home at 11.45. It was warm on the train, so I took off my jacket. I tried to stay awake, but it had been a long day and I soon fell asleep.

When I woke up, we were in a station. I knew that my station was the first stop, so I grabbed my briefcase and ran to the door. I got off just in time and the train moved away. 'That was lucky,' I thought, but then I looked around and I couldn't believe my eyes, because it wasn't my station. The fast train didn't normally stop there, so why had it stopped there that night? And it was the last train! I decided to phone my wife, Selina. Then I realized I hadn't picked up my jacket. My wallet, keys and mobile phone were all still on the train.

I walked out of the station. There were some people in the car park and an ambulance. I spoke to the driver. Apparently, one of the other passengers had become very ill, so the train had stopped there because there was a hospital nearby. The ambulance driver lent me his phone and I phoned Selina. She had already gone to bed. 'Where are you?' she asked.

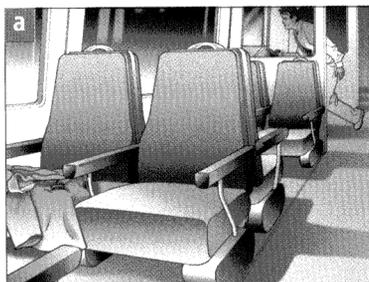
'I'm at Burton station,' I said. 'I ...'

'Just a minute,' she said. 'Whose phone are you using? This isn't your number.'

'It's the ambulance driver's,' I said and I started to explain, but then I realized that she had put the phone down. She thought that I'd had an accident and she was already on her way!

An hour later she arrived. She was happy to see that I hadn't had an accident. However, she wasn't pleased when I explained things, because she had driven very fast to get there and the police had stopped her for speeding – and they had given her a big fine. We drove home together in silence!

2 Put these pictures in the correct order.



3 Answer the questions.

- 1 What train did Kristof catch?
- 2 Why did he get off the train?
- 3 Why did the train stop there?
- 4 Whose phone did he use? Why?
- 5 What did Selina think had happened? Why?
- 6 Why was she in a bad mood?

Language note **Sentence linkers**

We use sentence linkers to connect ideas.

Last Tuesday I worked very late, **because** some important visitors had arrived.

When I finally left the office, I hurried to the station **and** caught the last train home at 11.45. It was warm on the train, **so** I took off my jacket. I tried to stay awake, **but** it had been a long day **and** I soon fell asleep.

4 Rewrite this part of the story with the correct sentence linkers.

I woke up. We were in a station. I knew that my station was the first stop. I grabbed my briefcase. I ran to the door. I got off just in time. The train moved away. 'That was lucky,' I thought. Then I looked around. I couldn't believe my eyes. It wasn't my station.

5a **Your life** Think of a difficult journey that you had in the past. Tell a partner about it.

b Write the story of what happened to you. Try to use some sentence linkers.

Pronunciation

/ɒ/ or /əʊ/

1 **23.2** Listen and repeat.

/ɒ/	/əʊ/
wrong	woke

2 Put these words in the correct column.

mobile	long	stop	phone
spoke	office	so	got
drove	hospital	gone	home

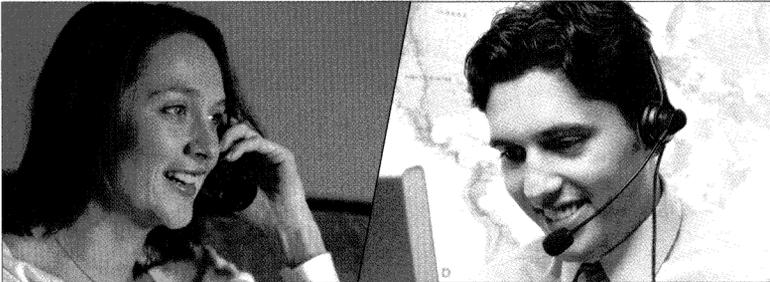
3 **23.3** Listen, check, and repeat

24

ENGLISH FOR EVERYDAY LIFE Booking a flight

1a **24.1** Read and listen. Choose the correct times to complete the conversation.

13.45 08.30 07.30 23.40 20.35 14.20



Customer I'd like to book a flight to Cyprus, please.
Travel agent When do you want to travel?
Customer On 30 November, coming back on 5 December.
Travel agent OK. Let's have a look. ... Right. Well, there's only one direct flight on Tuesdays. It leaves at ¹ _____ and arrives at ² _____.
Customer That's very early. Are there any later flights?
Travel agent No. There aren't many flights in winter, I'm afraid. There's a flight at ³ _____ via Amsterdam, arriving at ⁴ _____.
Customer That's a bit late at night to arrive. Let's try the flight at half past seven.
Travel agent OK. How many people is it for?
Customer Two.
Travel agent And do you want business class or economy class?
Customer Economy, please.
Travel agent OK. ... Yes, there are seats available on that flight in economy, but I'm afraid the return flight in December is fully booked.
Customer Oh, I see. Can you check the other flight, please?
Travel agent OK. Just a minute.

b Practise the conversation with a partner.

2 Answer the questions.

- 1 Where does the woman want to travel to?
- 2 How long does she want to stay?
- 3 What day of the week is 30 November?
- 4 Why doesn't she like the direct flight?
- 5 Why are there only two flights?
- 6 Why doesn't she like the second flight?
- 7 Is she travelling on her own?
- 8 Why doesn't she book the first flight?

3a Complete the expressions.

Everyday expressions Booking a flight

I'd like to _____ a flight, please.
 Are there _____ later flights?
 The 13.45 flight is _____ Amsterdam.
 Do you want business class or _____ class?
 There are seats _____ on that flight.
 The return flight is _____ booked.

b Check your answers in the conversation in exercise 1.

Language note Time prepositions

on + days	on Tuesday
+ dates	on 30 November
+ parts of a specific day	on Friday evening
at + times	at 13.45
	at night
	at the weekend
in + months/seasons	in May/winter
+ parts of the day	in the morning
+ years	in 2009

4 Language check. Underline all the time expressions in the conversation in exercise 1.

5a **24.2** Listen. Complete the table. Does the customer book the flight? Why? Why not?

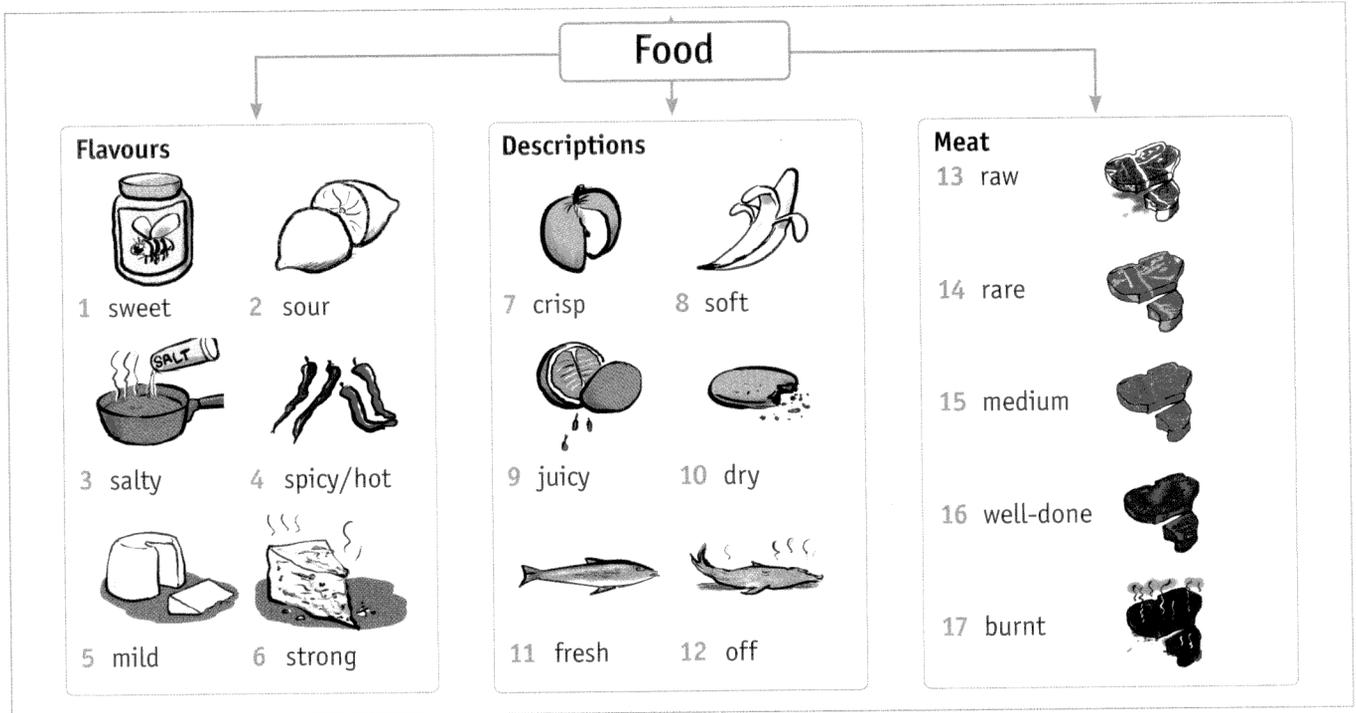
Destination	
Date out	
Date back	
Departs	
Arrives	
No. of people	
Class	

b Work with a partner. Use the information in the table. Make the conversation. Use exercise 1 as a model.

6 Work with a partner. Put different facts in the table in exercise 5. Make a new conversation.



1 **25.1** Listen and repeat.



Language note Nouns and adjectives

There's a lot of salt in it. It tastes very salty.

Noun cream juice fat

Adjective creamy juicy fatty

2 **25.2** Drill. Listen. Say the sentence.

- 1 look/spice
It looks very spicy.

3a **25.3** Listen. Complete the table.

Kind of food	Description
1 <i>steak</i>	<i>medium-rare</i>
2	
3	
4	
5	
6	
7	

b Work with a partner. Use the information in the table. Make the conversations.

- A *How would you like your steak?*
B *Medium rare, please.*

4 What other food words do you know? Add three more items to each row of the table.

Ways of cooking	<i>fry-fried</i>
Kinds of meat	<i>beef</i>
Vegetables	<i>carrots</i>
Kinds of fruit	<i>apples</i>
Kitchen utensils	<i>a saucepan</i>
Other kinds of food	<i>bread</i>

5a **Your life** Answer the questions.

- Are any popular kinds of food in your country ... ?
salty spicy sour creamy
- Do you prefer steak rare or well-done?
- How do you like your coffee or tea?
strong weak milky sweet
- Do you normally add any of these things to your food at the table? What kind of food do you add them to?
salt pepper vinegar sugar
cream oil soy sauce chilli

b Compare your answers with a partner.

1 26.1 Read and listen.

Sarah is talking to her friends at the university.

Sarah Shall we all go for a meal at The Pizza Experience this evening?

Hamid We went to The Pizza Experience last time, **didn't we?**

Rosa And the time before that. Why don't we go to The Steak House?

Sarah But **Birgit doesn't eat meat, does she?**

Rosa No, she doesn't. Well what about The Kingfisher? She eats fish, **doesn't she?**

Hamid Yes, she does, but Arthur doesn't.

Sarah I know. Let's go to that vegetarian restaurant – Carrots.

Rosa Oh, yes. We've had lunch there a couple of times, **haven't we?**

Hamid But **it isn't open on Tuesdays, is it?**

Later ...



Mmm. It's a nice pizza, isn't it?

2 Read the examples. Study the rules on page 108.

Tag questions 1: to be/auxiliary verbs

We use tag questions to check or confirm information:

Birgit doesn't eat meat, **does she?**

We've had lunch there, **haven't we?**

Negative verb + positive tag: It **isn't** open on Tuesdays, **is it?**

Positive verb + negative tag: It's a nice pizza, **isn't it?**

3 26.2 Drill. Listen. Give the tag question.

1 It's Tuesday today.

It's Tuesday today, isn't it?

4 Read the examples. Study the rules on page 108.

Tag questions 2: present simple/past simple

With present simple and past simple verbs, we use **don't/doesn't/didn't** in a negative tag:

She eats fish, **doesn't she?**

We ate there last time, **didn't we?**

5a Add the correct tag questions.

1 You like sport, *don't you?*

2 Lucy doesn't like her boss, _____

3 Jordan works at weekends, _____

4 You were here yesterday, _____

5 Sarah and her friends went to The Pizza Experience, _____

6 Cindy and Ryan have got children, _____

7 You aren't an engineer, _____

8 It isn't going to snow tomorrow, _____

b Work with a partner. Use the sentences from exercise 5a. Make conversations.

A *You like sport, don't you?*

B *Yes, I do./No, I don't.*

6a Your life Work with a partner. Write eight statements about your partner which you think are true. Use these words.

1 *You were born in this town.*

1 be born 5 like/don't like

2 live 6 can/can't

3 married 7 have(n't) been to

4 went 8 have(n't) got

b Ask and answer with your partner. Are your sentences true?

A *You were born in this town, weren't you?*

B *Yes, I was./No, I wasn't. I was born in ...*

Pronunciation

Intonation in tag questions

1 26.3 Listen.

The meeting is at ten, **isn't it?**

(You're sure. You just want confirmation.)

The meeting is at ten, **isn't it?**

(You're not sure. You're checking.)

2 26.4 Listen. You will hear each sentence twice. Write S (sure) or N (not sure).

1 You can't ski, can you? N , _____

2 We're leaving now, aren't we? _____, _____

3 She isn't twenty-five, is she? _____, _____

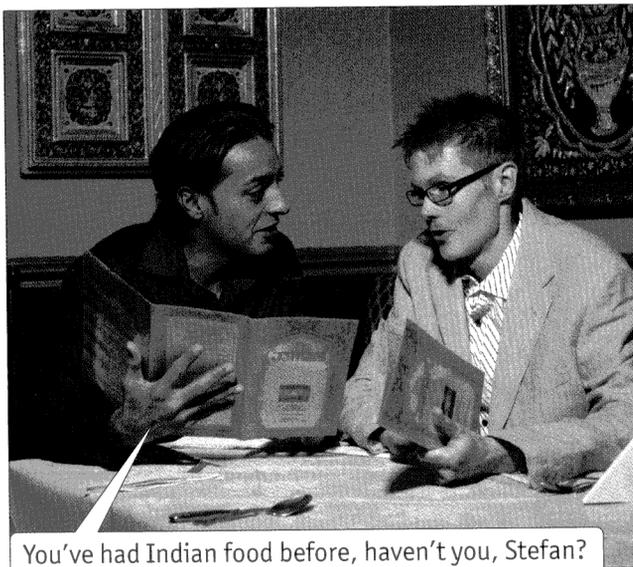
4 You're married, aren't you? _____, _____

3 Listen again and repeat. Copy the intonation of the questions.



- 1 **27.1** Listen. Which of these dishes do Ramesh and Stefan order? Tick ✓ them.

a Chicken Kashmiri b Rice c Lamb Rogan Josh
d Vegetable Patiya e Naan f Onion Bhaji



You've had Indian food before, haven't you, Stefan?

- 2a Are the statements true (T) or false (F)?

- 1 Stefan has had Indian food before.
- 2 All Indian food is hot and spicy.
- 3 Ramesh was born in India.
- 4 Stefan doesn't like spicy food.
- 5 Stefan is from Hungary.
- 6 Stefan doesn't like bananas.
- 7 Ramesh doesn't eat meat.
- 8 They're going to share the dishes.

- b Listen again and check.

- 3a Listen again. Match the descriptions to the dishes in exercise 1.

- ___ made from tomatoes and lime juice
- ___ quite hot
- ___ cooked with tomatoes and peppers
- ___ quite sour
- ___ a kind of bread
- ___ made with pineapples and bananas
- ___ quite sweet
- ___ very tasty
- a in a mild and creamy sauce

- b Work with a partner. Ask and answer about the kinds of food.

- A *What's Chicken Kashmiri?*
B *It's chicken in ...*

Language note

Expressing likes and dislikes

I don't mind ...
I'm (not) very fond of ...
I'm (not) keen on ...
I'm quite happy with ...
I really like ...
I think I'd prefer ...

- 4a Write a short menu with food from your country.

- b Work with a partner. A is a customer, B is a waiter/waitress. Ask and answer about the kinds of food.

A *What's ... ?*

B *It's ... fried/boiled/grilled with ...*

A *Is it spicy/salty/mild ... ?*

B *Yes/No. It's quite ...*

A *What does it come with?*

B *It comes with rice/potatoes/chips and ...*

- 5 Writing Describe three typical dishes from your country. Use these expressions.

One of my favourite dishes is ...

... is ... cooked in ...

... is made from/with ... and it's a kind of ...

It's quite ... and ...

We normally eat it with ...

One of my favourite dishes is Chicken Kashmiri. It's chicken cooked in a mild and creamy sauce and it's very tasty. The sauce is made with pineapples and bananas, so it's quite sweet. We normally eat it with naan bread or rice.

English in the world

Food labels

Do you have these labels on food in your country?
Which things are important to you?

Organic	It was produced without chemicals.
Free range	The animals live outdoors.
Fair trade	The producers get a fair price.
Low fat	It contains very little fat.
Sell by date	The shop can't sell it after this date.
Use by date	You shouldn't use it after this date.



- 1 Look back at Episodes 2 and 3. What happened?
- 2 **28.1** Read and listen to the story. Where is Jordan? Why is he there?
- 3 Who or what are these?
 - 1 In The Can
 - 2 Felton Windrush
 - 3 Doggo
 - 4 the jogger in the park
 - 5 Red Mason
 - 6 Mrs Roland
 - 7 Violet
 - 8 Cavendish Park

4a Complete the expressions.

Everyday expressions Recognizing people

You _____ familiar.
 We haven't _____ before, have we?
 I know your _____ .
 I thought I _____ you.
 I never _____ a face.
 I'm sure I've _____ her before.

b Use the expressions to complete the conversation. Change the expressions if necessary.

Dario George, this is Martina.

George Hello, Martina. We _____ , _____ we? You _____ .

Martina Yes, I think we have met actually. I _____ face.

George Yes, I'm _____ before, too. And I never _____ .

Martina I know. It was at the Madrid conference.

George That's right. I _____ you. Anyway, how are you?

5 Language check. Underline all the examples of tag questions in the story.

6 Work in a group. Practise the story.



Jordan Hi. Sorry to disturb you, but there's nobody at the reception desk. I'm here about ...

Felton Ah, come in. I'm Felton Windrush. What's your name?

Jordan It's Jordan Morris.

Felton Mm, you look familiar. We haven't met before, have we?

Jordan No, I don't think so.

Felton But I know your face. ... Oh, yes - you were in that advert for Doggo dog food, weren't you? We edited it, you know.

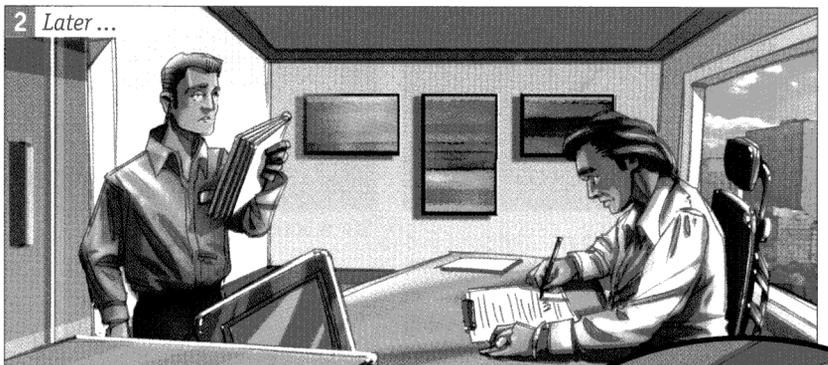
Jordan Oh, I see. Yes, I was 'the jogger in the park', but they cut my bit from the final version.

Felton Yes, I thought I recognized you. I never forget a face. Anyway, here you are. Read this.

Jordan I'm sorry. I don't understand.

Felton Come along. You're an actor, aren't you? Read the part of Red Mason.

Jordan OK. 'Who's that woman over there, Mrs Roland? I'm sure I've seen her before. I ... Oh, no, it isn't! It can't be ... !'



Felton Thank you. You read that very well. And you're Australian, aren't you?

Jordan Yes, I am. I'm from Sydney.

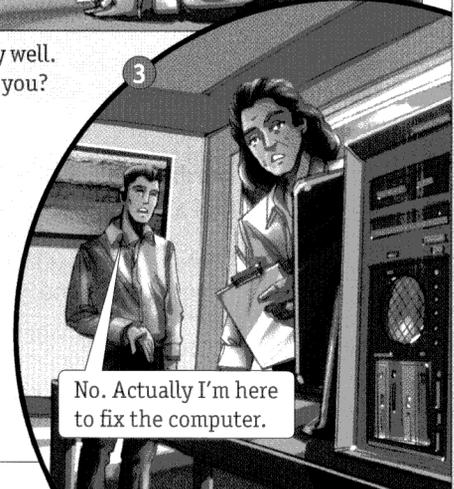
Felton That's ideal. Anyway, my secretary Violet will be in touch in the next few days.

Jordan In touch about what?

Felton About the part in our new soap opera, *Cavendish Park*. I'm the producer.

Jordan Oh, right. I didn't know anything about that.

Felton But you came here today for an audition, didn't you?



No. Actually I'm here to fix the computer.

29

VOCABULARY Disasters

1 29.1 Listen and repeat.



1 an earthquake



2 a volcanic eruption



3 a tsunami



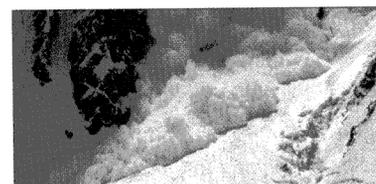
4 a flood



5 a drought



6 a famine



7 an avalanche



8 a hurricane



9 pollution



10 a war



11 a forest fire



12 an explosion

2a Match these words with the disasters. More than one answer may be possible. Use a dictionary to help you.

the sea rain trees chemicals food
snow a bomb wind armies the earth's surface

the sea a tsunami, ...

b Compare your list with a partner.

Language note

Noun and verb collocations

There has been an explosion/an earthquake/a volcanic eruption/an avalanche in ...

There's a flood/a drought/a famine/pollution in ...

A tsunami/a hurricane has hit ...

A forest fire/a war has broken out in ...

3a 29.2 Listen to the news items. Match two disasters from exercise 1 with each place.

East Africa	6, 10
the USA	
Central America	
the Philippines	
Australia	
Northern India	

b Listen again and check.

4a Writing What disasters have been in the news recently? Give some details.

b Write a short news item about one of the disasters. Follow this pattern.

There has been a ... in ...

It has damaged/killed/destroyed ...

It has also caused ...

Pronunciation

Word stress 2

1 Underline the syllable with the stress.

- | | |
|---------------------|--------------|
| 1 <u>earthquake</u> | 7 explosion |
| 2 <u>volcanic</u> | 8 pollution |
| 3 tsunami | 9 forest |
| 4 avalanche | 10 disaster |
| 5 famine | 11 eruption |
| 6 hurricane | 12 chemicals |

2 29.3 Listen, check, and repeat.

✓ Now I can ...
talk about disasters.

1 30.1 Read and listen.

GLOBAL WARMING

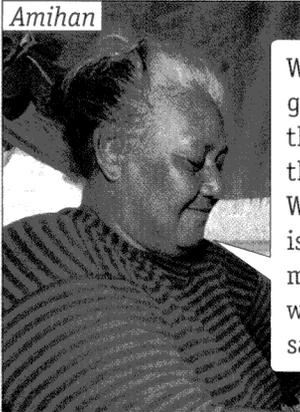
Scientists tell us that the world is getting warmer.
How do these people feel about it?

I won't mind if the world gets warmer. I live in a cold country. If we get better weather, people here **will be** very happy. However, if I **lived** in a hot country, I **would be** very worried.



Ivan

Amihan



We live on an island. If global warming **continues**, the sea level **will rise** and this island will disappear. We **wouldn't be** on the island now if we **had** more money. My husband and I would move to somewhere safer.

2 Read the examples. Study the rules on page 109.

First and second conditional

We use the first conditional for a real or possible situation and its results.

If global warming **continues**, the sea level **will rise**.
present simple will future

We use the second conditional for an unlikely or imaginary situation and its results.

If I **lived** in a hot country, I **would be** very worried.
past simple conditional form

The *if* clause can go before or after the main clause.

We **wouldn't be** on the island now if we **had** more money.

3a Put the verbs into the correct tense to make second conditional sentences.

- If I was (be) younger, I'd look for (look for) another house.
- We _____ (not stay) here if we _____ (be) worried about floods.
- They _____ (miss) their home if they _____ (move).
- If the weather _____ (get) better here, we _____ (not go) abroad.
- We _____ (not have) a car if we _____ (live) in the city.
- There _____ (not be) so much pollution if we all _____ (travel) less.
- If the buses _____ (be) free, more people _____ (use) them.
- People _____ (not fly) so much if air travel _____ (become) more expensive.

b 30.2 Listen and check.

4a Tick ✓ the sentences that are about unlikely or imaginary situations.

- If sea levels rise, many islands will disappear (disappear).
- If we had (have) children, we'd be worried about the future. ✓
- We would save electricity if everyone _____ (switch off) their TV at night.
- Some parts of Europe _____ (become) deserts if temperatures go up.
- A lot of scientists will be very surprised if global warming _____ (not happen).
- If I was the prime minister, I _____ (make) air travel very expensive.
- There _____ (be) big problems in the future if we don't do something soon.
- If I lived in a cold country, I _____ (not be) worried about global warming.

b Put the verbs into the correct tense to make first or second conditional sentences.

5a Your life Write suitable endings for these situations.

- If I had more money, ...
- If it rains tomorrow, ...
- If I was the head of the government, ...
- If I was younger/older, ...
- If I get up early tomorrow, ...

b Compare your answers with a partner.



1 **31.1** Read and listen. Answer the questions.

- 1 What is a 'storm chaser'?
- 2 Where is Tornado Alley?
- 3 What is the biggest danger for storm chasers?

Storm chaser

If you heard that a tornado was **1** *approaching*, what would you do? Tornadoes can be very dangerous. In 1989, a tornado in Bangladesh killed over 1,300 people. If you were outside, you wouldn't survive. And even if you were **2** *indoors*, you wouldn't be completely safe. Tornado winds can be **3** *over* 400 km/h and can destroy a building **4** *in seconds*. The safest place would be in the cellar at the bottom of the house.



One thing that most people wouldn't do is get in their car and drive towards the tornado. But Enrique Gómez would. He's a 'storm chaser'. Tornadoes usually happen together with thunderstorms, so Enrique studies weather forecasts and looks for possible storms. If he finds one, he'll try to get as close as possible to it. He works in Texas and the Midwestern states of the USA, like Kansas and Missouri. This area is called 'Tornado Alley' because there are over 1,200 tornadoes there every year. They usually happen in spring, when cold, dry air from Canada in the north meets warm, wet air from the Gulf of Mexico in the south.

Why does Enrique do it? He's a **5** *meteorologist*. He wants to learn more about tornadoes and why they happen. 'It's very important now,' he says, 'because of global warming. If temperatures **6** *rise*, the sea will get warmer and we'll see violent weather, such as hurricanes and tornadoes, more often. This will cause big problems in many areas, for example **7** *agriculture*, buildings, and transport.'

It's dangerous work. Apart from the high winds, there's usually lightning and heavy rain, which causes floods. However, those aren't the biggest dangers. When Enrique finds his storm, there will be other storm chasers there, too. But most of them aren't scientists. Some are **8** *photographers*, some work for TV stations, and some are 'tornado tourists' who just want to see a real tornado. 'All these people are chasing the storm in their cars and they're all watching the sky,' says Enrique. So, what's the biggest danger? 'Car accidents!'



2 Are the statements true (T) or false (F)?

- 1 Tornadoes only happen in the USA. *F*
- 2 You should stay outside in a tornado.
- 3 When there's a tornado, there's usually a thunderstorm, too.
- 4 Texas is in Tornado Alley.
- 5 Most tornadoes happen in winter.
- 6 Global warming will cause more tornadoes in the future.
- 7 Enrique is the only storm chaser working in the USA.
- 8 He's a tornado tourist.

3 Tick ✓ the problems which the text mentions.

- | | | |
|------------------|------------|--------------|
| a thunderstorm ✓ | floods | famine |
| global warming | hurricanes | forest fires |
| an earthquake | high winds | lightning |

4 Match the numbered words and expressions in the text with these definitions.

- a someone who takes photographs *8*
- get higher ___
- very quickly ___
- coming towards you ___
- farming ___
- someone who studies the weather ___
- inside a building ___
- more than ___

Language note Giving examples

He works in the Midwestern states of the USA, **like** Kansas and Missouri.

We'll see violent weather, **such as** hurricanes and tornadoes, more often.

This will cause problems in many areas, **for example** agriculture, buildings, and transport.

5 Speaking Work with a partner. One person is the interviewer. One is Enrique. Make an interview. Use these questions.

- 1 What do you do?
- 2 Why do you do it?
- 3 Where do you work?
- 4 Why do you work there?
- 5 How do you find tornadoes?
- 6 Why do other people chase storms?
- 7 What are the dangers?



1a **32.1** Read and listen to the conversation between the receptionist and a guest.

Guest Good evening. I've got a reservation in the name of Els.

Receptionist Yes, here we are. A single room for two nights.

Guest Yes, that's correct. And I'd like a non-smoking room, please.

Receptionist All our rooms are non-smoking, sir. Could you fill in your details on the form, please, and sign it at the bottom?

Guest OK.

Receptionist And could I take a credit card, please?

Guest Yes, of course. Here you are.

Receptionist Thank you. Would you like a newspaper or a wake-up call?

Guest Yes, I'd like *The Independent*, please, but I won't need a wake-up call. What time is breakfast?

Receptionist Breakfast is served from 7 to 10.30 in the restaurant.

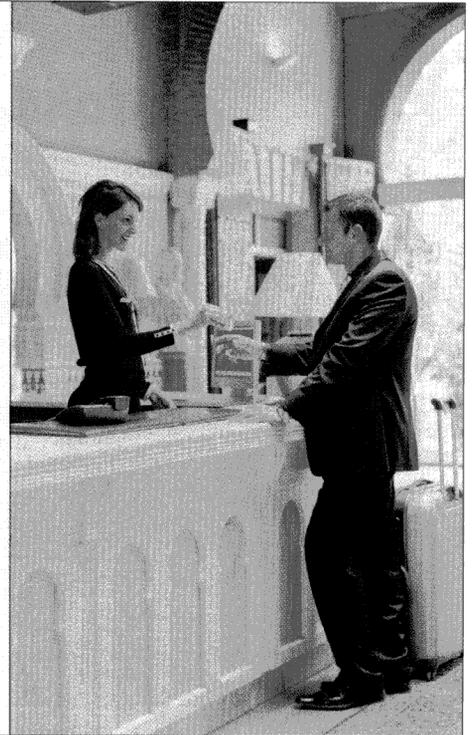
Guest Thank you.

Receptionist So, here's your key, Mr Els. You're in room 58. That's on the fifth floor. Do you need any help with your luggage?

Guest No, thank you.

Receptionist OK. The lifts are over there. Enjoy your stay.

Guest Thank you.



b Copy the hotel form and complete the details for Guest 1.

Hotel guest details	Guest 1	Guest 2	You
Name	Mr Els		
Type of room			
No. of nights			
Newspaper			
Wake-up call			
Room no.			

2 Practise the conversation in exercise 1a with a partner.

3 Complete the expressions. Who says each one?

Everyday expressions Checking into a hotel

I've got a reservation in the _____ of ...

I'd _____ a non-smoking room, please.

Could you fill in your _____ on the form, please.

Could you _____ it at the bottom?

Could I _____ a credit card, please?

Would you _____ a newspaper?

Breakfast is _____ from 7 to 10.30.

Do you need any _____ with your luggage?

Enjoy your _____.

4a **32.2** Listen to another hotel conversation and complete the details for Guest 2 on the hotel form.

b Work with a partner. Make Guest 2's conversation at the hotel. Use the details in the form.

5 **Speaking** Work with a partner. Complete the details for you on the form. Make a conversation for checking into the hotel.

English in the world

Hotel signs

What are these signs in your language?

1 

Emergency exit

2 

Please leave all keys at reception

3 

Checkout time 11 o'clock

4 

Room service available 6 a.m. to 11 p.m.

1a Read the rules and the examples.



A

These words are uncountable. They have no plural form. They take a singular verb. We use *some/any, this/that*.

- | | | |
|---------------|----------|-----------------|
| 1 equipment | 4 work | 7 litter |
| 2 luggage | 5 news | 8 accommodation |
| 3 information | 6 advice | 9 furniture |

B

These words are always plural. They have no singular form. They take a plural verb. We use *some/any, these/those*.

- | | | |
|-------------|---------------|------------|
| 10 glasses | 13 headphones | 16 clothes |
| 11 scissors | 14 stairs | 17 shorts |
| 12 scales | 15 jeans | 18 pliers |

b 33.1 Listen and repeat the examples.

2a Choose the correct words.

- How much *is/are* the headphones? I like *this/these* ones.
- An/Some* advice *is/are* helpful when you buy a computer.
- We haven't got *a/any* homework today.
- This/These* sunglasses *isn't/aren't* mine.
- I've got *a/some* good news.
- Do we need all *this/these* equipment?
- Is/Are* there *a/any* scales in the bathroom?
- That's/Those* are our luggage on the trolley.
- Have you got *a/any* scissors?
- This/These* clothes *look/looks* very expensive.

b 33.2 Listen and check.

Language note Numbers with uncountable and plural nouns



some information
a piece of information
NOT an information



some information
two pieces of information
NOT two informations



some scissors
a pair of scissors
NOT a-scissors



some scissors
two pairs of scissors
NOT two-scissors

3 33.3 Drill. Listen. Give the plural with the number *three*.

1 news *three pieces of news*

4a Writing You are going on a two-week summer holiday. What are you going to take? Make a list. Include details of these things.

- luggage
- clothes/toiletries, etc.
- equipment
- information

b Compare your list with a partner.

English in the world

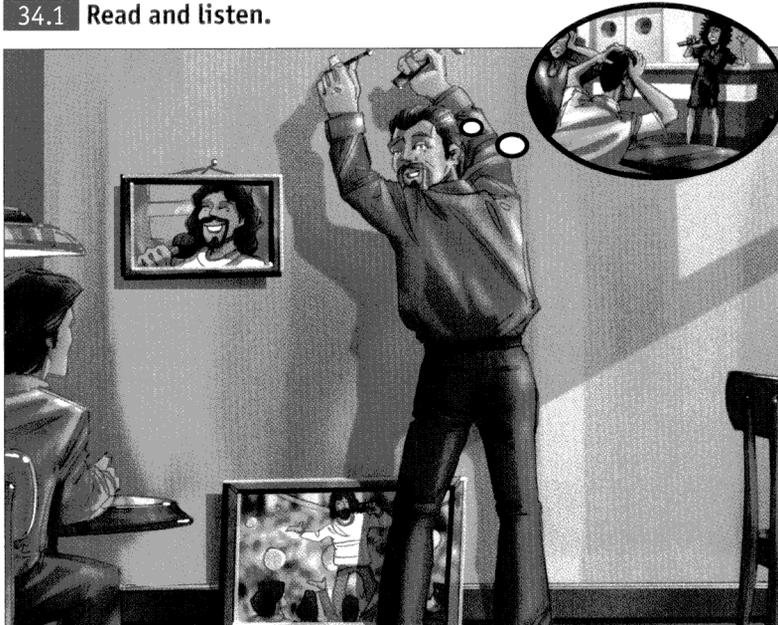
Warning signs

What are these signs in your language?

- Do not leave luggage unattended 
- Cycling is prohibited 
- It is an offence to drop litter 
- Skateboarding is not allowed 
- It is illegal to park on the yellow lines 



1 34.1 Read and listen.



Peter Is that you with the microphone, Ryan?

Ryan Yes, it is.

Peter Did you **use to be** a singer?

Ryan No, I **didn't**. That's at one of our karaoke nights. We **used to have** them every Friday.

Peter What? Here at The Coffee Shop? When was that?

Ryan About ten years ago, I suppose.

Peter Oh, I **didn't use to come** here in those days. Why don't you have them now?

Ryan When Cindy started singing, everybody **used to leave**.

2 Read the examples. Study the rules on page 109.

used to/didn't use to

We **use used to** for regular activities and states that were true in the past but are not now.

We **used to have** karaoke nights at The Coffee Shop.

= We had karaoke nights in the past, but we don't have them now.

He **used to be** a singer.

I **didn't use to come** here in those days.

Did you use to have a karaoke night every week?	Yes, we did.
	No, we didn't .

What songs did you **use to sing**?

3 34.2 Drill. Listen. What used to happen?

- 1 I don't work in a shop now.
I used to work in a shop.

4a Make sentences about Ryan's early life. Use the cues and *used to* or *didn't use to*.

- 1 *He used to be very fit.*
2 *He didn't use to have a beard.*

- | | |
|---------------------|---|
| 1 be very fit | ✓ |
| 2 have a beard | X |
| 3 play football | ✓ |
| 4 live in London | X |
| 5 work in a factory | ✓ |
| 6 have short hair | X |
| 7 ride a motorbike | ✓ |
| 8 own a café | X |

b Ask and answer about Ryan.

A Did he **use to be** very fit?

B Yes, he did.

5 Work with a partner. Ask and answer about when you were ten years old. Use the cues.

- 1 Where/live
- 2 like school
- 3 have a pet
- 4 What time/go to bed
- 5 watch TV a lot
- 6 Who/play with

A *Where did you use to live?*

B *I used to live ...*

A *Did you use to like school?*

B *Yes, I did./No, I didn't.*

6a **Your life** Make a list of these things.

- four things that you used to do/have, but don't do/have now
- four things that you didn't use to do/have, but do/have now

b Compare your answers with a partner.

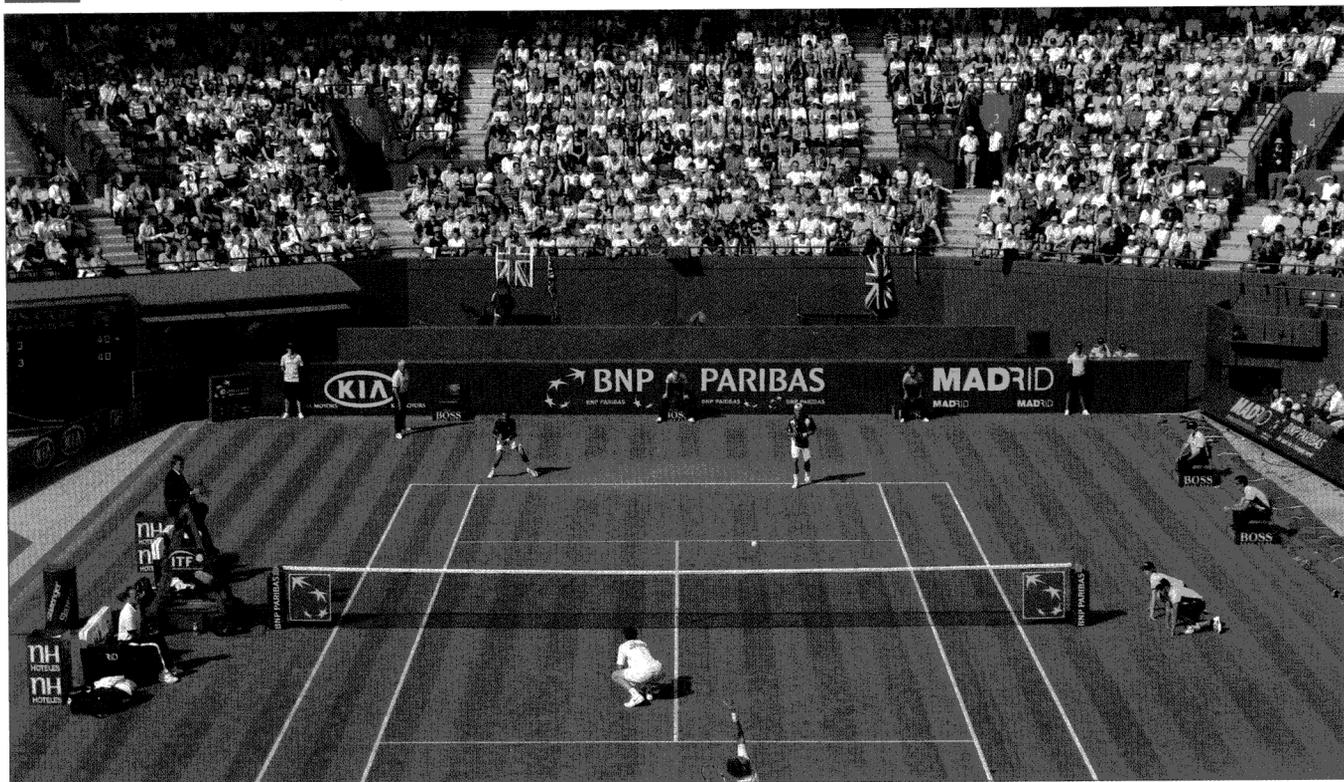
Pronunciation

used to

34.3 Listen and repeat. Copy the pronunciation. We normally pronounce *used to/use to* as /ju:stə/.

- 1 We used to live there.
- 2 He didn't use to be a soldier.
- 3 She used to work in France.
- 4 I used to be famous.
- 5 They didn't use to have a dog.

1 35.1 Listen. What did the speaker do for a year?



2 Listen again. Choose the correct answer.

- What is the speaker's name?
a Conrad b Hermann c Martin
- Where did he work?
a Australia b Europe c the USA
- What day did competitions start?
a Friday b Saturday c Monday
- What did he do afterwards?
a He got a job with a TV company.
b He went to university.
c He became a sports reporter.
- How does he describe his year after leaving school?
a A golden opportunity.
b A chance of a lifetime.
c The best year of my life.

3a Answer the questions.

- Why did Martin use to live near Munich?
- How did he meet Conrad?
- How did Conrad spend the three days before the beginning of the bigger tournaments?
- How did Martin earn money during the year?
- Why did Conrad give it up at the end of the year?

b Listen again and check.

4 Listen again. Find this information.

- one reason why Martin took the job
- two things that he used to do in his job
- one thing that he didn't enjoy about the job

5a Complete the expressions with these words.

up main time jumped away try

- He decided to _____ his luck.
- I _____ at the chance.
- I wanted to get _____ from home for a bit.
- My _____ jobs as an assistant were to ...
- He decided to give it _____.
- It was _____ for me to go to university.

b Listen again and check.

6 **Your life** Tell a partner about a special time in the past when you did something that you really enjoyed, but don't do now.

- What things did you use to do?
How old were you?
How did you get the chance to do it?
How did you feel about it?
What did you like/dislike most?
How did it end, and what did you do afterwards?



1 Look back at Episode 4. What happened?

2 **36.1** Read and listen to the story. Who is fixing the computer?

3 Match the sentence halves 1–8 with a–h.

- 1 Peter doesn't ___ 5 Raj didn't use to ___
 2 Melanie has ___ 6 Ryan sees ___
 3 Lucy remembers ___ 7 Jordan has ___
 4 Melanie used to ___ 8 Ryan thinks ___

- a Jordan now and again.
 b finished university.
 c repair the café's computers.
 d Jordan's going to be famous.
 e when Melanie was a schoolgirl.
 f given up his computer job.
 g recognize Melanie.
 h work in the café at weekends.

4a Complete the expressions.

Everyday expressions

Talking about changes

She _____ changed a lot.
 I _____ remember when ...
 Doesn't time _____ ?
 in _____ days
 That seems a long _____ ago now.
 What's happened _____ that guy ... ?
 What's he _____ to these days?

b Use the expressions to complete the conversation.

- A What _____ Arthur? I haven't seen him lately.
 B Oh, you wouldn't recognize him. He's _____. He's completely bald.
 A Really? I _____ he had long hair.
 B Oh yes. He used to play in a rock band in _____.
 A That _____ now.
 B Yes, doesn't _____ ?
 A Anyway, what's he _____ ?
 B He's a bus driver.
 A Oh, OK.

5 Language check. Underline all the examples of *used to* in the story.

6 Work in a group. Practise the story.



Peter Who's that young woman talking to Ryan?

Sarah That's Melanie, Ryan and Cindy's daughter. Don't you remember her?

Peter Oh, I didn't recognize her. She's changed a lot. Is she still at Manchester University?

Sarah No, she's finished now.

Lucy I can remember when she was still at school. She used to work in the café at weekends.

Peter Doesn't time fly?

Sarah Did you use to come here in those days, too, Peter?

Peter No, I didn't use to work around here. That seems a long time ago now.



Raj Your computer's working OK now, Ryan. See you again.

Ryan Thanks, Raj. Bye.

Melanie He's nice, isn't he? But what's happened to that Australian guy who used to fix your computers, Dad?

Ryan Do you mean Jordan?

Melanie Yes. I used to enjoy talking to him. Doesn't he come here any more?

Ryan Yes, we see him now and again, but he doesn't repair computers now.

Melanie Oh, what's he up to these days then?

Ryan He's an actor. He's just got a part in a new soap opera, apparently.

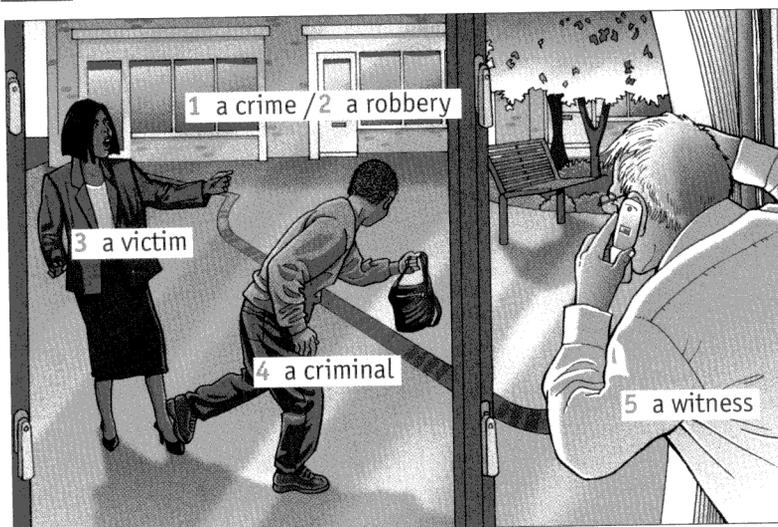
Melanie Cool!



37

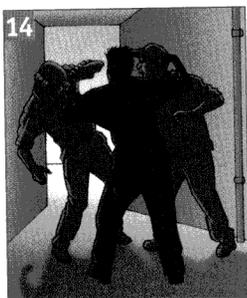
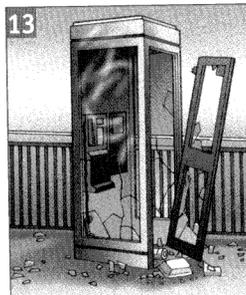
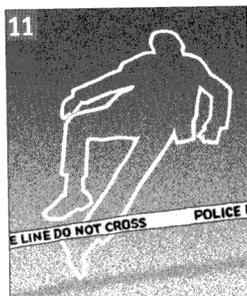
VOCABULARY Crimes and criminals

1 37.1 Listen and repeat.



- 6 The young man is committing a crime.
- 7 He's robbing a woman.
- 8 He's stealing her bag.
- 9 The police will arrest the robber.
- 10 He'll go to prison for robbery.

Other crimes



Crime	Criminal	Verb
11 murder	a murderer	to murder somebody
12 burglary	a burglar	to burgle a house
13 vandalism	a vandal	to vandalize something
14 assault	an attacker	to assault somebody
15 blackmail	a blackmailer	to blackmail somebody
16 car theft	a car thief	to steal a car

2 Answer the questions about the picture in exercise 1.

- 1 What crime is the man committing?
- 2 What is actually happening?
- 3 Who is the victim?
- 4 Are there any witnesses?
- 5 What will happen to the robber?

Language note **rob** and **steal**

rob + a person or an institution (e.g. a bank)

steal + a thing

They **robbed** the man.

NOT They **stole** the man.

They **stole** his wallet.

NOT They **robbed** his wallet.

3 37.2 Drill. Listen. Say what the robbers did. Use the past of **rob** or **steal**.

- 1 someone
They robbed someone.
- 2 a lot of money
They stole a lot of money.

4a Complete the news story. Use words from exercise 1.

In July last year, three people ¹ *robbed* the Goldmine jewellery shop. Two men and a woman ² *stole* watches and jewellery worth over £80,000. There was a lot of publicity about the ³ *crime*, because the ⁴ *robbers* violently ⁵ *attacked* the shop's owner, Mr Hall.

Fortunately, several ⁶ *witnesses* saw the ⁷ *robbery*. The ⁸ *police* soon ⁹ *arrested* the three people. They went to ¹⁰ *prison* for robbery and ¹¹ *assault*. The ¹² *victim*, Mr Hall, said, 'Those people have ¹³ *committed* so many crimes. They are very dangerous ¹⁴ *criminals*. I thought they were going to ¹⁵ *murder* me.'

b 37.3 Listen and check.

5 **Your life** What famous crimes do you know? Describe one to a partner.

What was the crime?

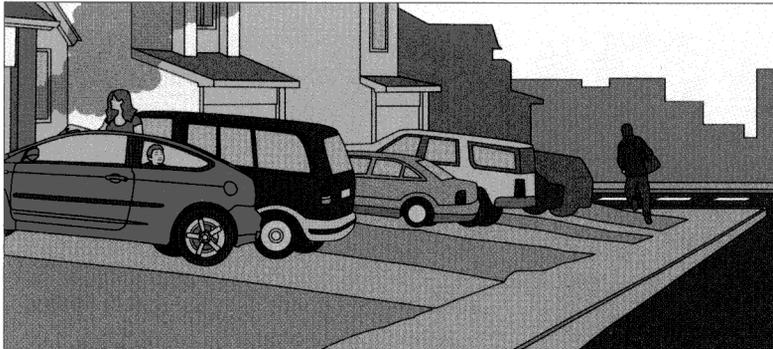
When and where did it happen?

What happened to ... ?

- the victim(s) - the criminal(s)

Now I can ...
talk about crimes and criminals.

1 38.1 Read and listen.



When Maggie Stone **went out** yesterday, a thief **was watching** her house. After she **had driven away**, he burgled the house. While he was stealing things, he suddenly smelt smoke. Maggie had left the cooker on and a saucepan was burning. The burglar turned off the cooker and threw a wet towel over the saucepan.

When Maggie came home, the burglar was running away. When she went indoors, she found that he had stolen her laptop and some jewellery, but he had also put out the fire in her kitchen. 'I didn't know whether to feel angry or grateful,' she said.

2a Read the examples. Study the rules on page 110.

Narrative tenses

We use these tenses to tell a story in the past:

Past perfect Maggie **had left** the cooker on.

Past continuous A saucepan **was burning** on the cooker.

Past simple He **threw** a wet towel over it.

The tenses show us whether something happened at the same time, after, or before another event.

When Maggie arrived home, the burglar ...

1 **was running away.** 2 **ran away.** 3 **had run away.**



b Find more examples of narrative tenses in the story.

3 38.2 Drill. Listen. Say what the burglar had done before Maggie came home.

1 break a window *He'd broken a window.*

4 What was happening when Maggie arrived? Use the cues and these verbs in the past continuous.

not burn come carry run-away look

1 *A burglar was running away.*

1 A burglar

2 He/a bag

3 Smoke/from the kitchen window

4 The saucepan

5 Her neighbours/out of their windows

5a Maggie is telling her story. Put the verbs into the correct tense.

Yesterday morning I ¹ *was cooking* (cook), when the phone ² *rang* (ring). My son ³ _____ (fall over) at school. While I ⁴ _____ (collect) my son, someone ⁵ _____ (break into) our home. When I ⁶ _____ (arrive) home, a man ⁷ _____ (run away) from the house. Then I ⁸ _____ (notice) that smoke ⁹ _____ (come) from the kitchen window. I suddenly ¹⁰ _____ (remember) that I ¹¹ _____ (not turn off) the cooker. I ¹² _____ (rush) into the house. The saucepan ¹³ _____ (be) on fire, but the burglar ¹⁴ _____ (throw) a wet towel over it. He ¹⁵ _____ (prevent) a serious fire. Unfortunately, he ¹⁶ _____ (steal) my laptop and some jewellery, too.

b 38.3 Listen and check.

6 Speaking Work with a partner. Make a news interview with Maggie. Use these questions.

- 1 What were you doing this morning?
- 2 Why did you leave the house?
- 3 What was happening when you returned?
- 4 What had happened while you were out?

Pronunciation

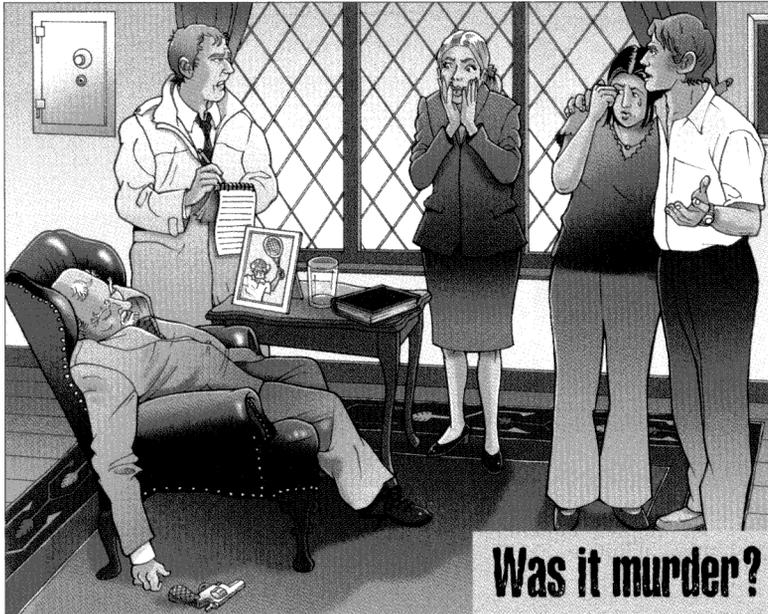
-ed endings

1 38.4 Listen. Tick ✓ the verbs which have an extra syllable in the past simple.

rob	arrest ✓	commit
happen	decide	assault
notice	collect	arrive
want	need	rush

2 Listen again and repeat.

- 1 **39.1** Read and listen. Who are the people in the picture? What has happened?



Magnus Randolph was a rich man. At 2.30 yesterday afternoon he went to his study for a nap. Twenty minutes later he was dead. My name's Jack Lonsdale and I'm a detective. When I arrived at the scene, Randolph was sitting in an armchair. There was a gun on the floor next to his right hand. It was his own gun and his fingerprints were on it. Had he committed suicide? It looked like it, but I decided to ask a few questions.

There were three people at the house yesterday. Randolph's assistant, Belinda Wells; his niece, Caroline Turner; and her husband, Aston. The victim died at exactly 2.51. Belinda and Aston had been for a walk and were just coming back to the house when they heard a gun. The gardener saw them. When they heard the shot, they ran into the house.

They went to the study. Caroline was already there. She hadn't gone for a walk. She had gone to her room to write some emails. Her laptop was still in her room. It showed that she had sent an email at 2.51. It was a very big house, and there wasn't time to work on her laptop in her room, then go down to the study and shoot her uncle. Everyone had an alibi.

However, everyone also had a motive to murder Magnus Randolph. Nobody liked him. Belinda Wells wanted to get a new job, but she couldn't because Randolph was blackmailing her. She had stolen some money a few years before and Randolph had found out. Aston and Caroline Turner owned a small farm, but it was losing money. Caroline had asked her uncle for help, but he had said no. Now that Randolph was dead, Caroline and Aston would get all his money and Belinda could leave! So, was one of them a murderer?

- 2 Answer these questions for Belinda, Aston, and Caroline.

- 1 What were they doing when Magnus Randolph died?
- 2 What is their alibi?
- 3 What did they do when they heard the shot?
- 4 Why didn't they like the victim?
- 5 What can they do now that he is dead?

- 3 Find words or expressions in the text to match these definitions.

- 1 with a lot of money
- 2 marks that your fingers make
- 3 to kill yourself
- 4 the sound of a gun
- 5 this shows that you didn't commit a crime
- 6 a reason to do something
- 7 to get money for keeping a secret

- 4a What happened? Discuss these ideas. More than one may be correct.

- 1 Magnus committed suicide because he had lost all his money.
- 2 Aston, Caroline, and Belinda all helped to murder him.
- 3 Caroline shot him and hoped it would look like suicide.
- 4 Belinda and Aston killed him before they went for a walk.
- 5 Magnus shot himself accidentally.

- b **39.2** Listen to the solution of the mystery. Check your ideas.

- 5a Listen again. Which of these does the detective mention? Why?

- Randolph's hand
- the glass
- the small table
- Caroline's laptop
- the gardener
- the safe
- Aston's fingerprints
- the photograph

- b Tell a partner what really happened at Magnus Randolph's house yesterday.

Belinda Wells went to the study and ...

English in the world

Crime fiction

Crime novels (sometimes called *whodunits*) are very popular in English literature. The most famous **fictional detective** is Sherlock Holmes. He appeared with his assistant, Dr Watson, in novels by Sir Arthur Conan Doyle.

Agatha Christie wrote over seventy whodunits and is known as the **Queen of Crime**. Her most famous character was Hercule Poirot, a Belgian detective.

What famous detectives do you know?



1 40.1 Read and listen. What's the problem?



- GT** Good morning. Granta Taxis. How may I help?
- Mrs J** Hello. My name's Mrs Johnson. I booked a taxi for ¹_____ this morning, but it's ²_____ now and it hasn't arrived yet.
- GT** Oh, I'm sorry about that. What address is it?
- Mrs J** It's ³_____ Tower Street.
- GT** Just one moment, Mrs Johnson. Uh, I'm sorry, but we've got no record of your booking. When did you make it?
- Mrs J** ⁴_____ weeks ago.
- GT** I see, but there's nothing in the computer about it.
- Mrs J** Well, this is very inconvenient. Can you send a taxi immediately then, please?
- GT** Let me see. I can get one to you for ⁵_____.
- Mrs J** That's no good. I need a taxi now.
- GT** I'm very sorry, but we haven't got one available at the moment.
- Mrs J** This is completely unacceptable. I've got a ⁶_____ to catch.
- GT** I can only apologize, Mrs Johnson, but I'm afraid there's nothing I can do.
- Mrs J** Well, I shall write and make a formal complaint, and I certainly won't be using your company again. Goodbye.
- GT** Goodbye, Mrs Johnson.

2a Listen again. Complete the conversation.

b Practise the conversation with a partner.

3a Complete the expressions.

Everyday expressions Making a complaint

Complaining

This is very _____.

This is completely _____.

I shall write and _____ a formal complaint.

I certainly _____ be using your company again.

Responding

I'm sorry _____ that.

We've got no _____ of your booking.

I can only _____.

I'm afraid there's _____ I can do.

b Check your answers in the conversation in exercise 1.

4 Choose the correct words to complete Mrs Johnson's letter.

68 Tower Street
Cambridge
CB5 7YR

The Manager
Granta Taxis
Bridge Road
Cambridge
CB2 3PH

17 June

Dear Sir or Madam,

- A** I am writing to complain about the very poor service that I recently received from your company. I booked a taxi to the ¹airport/station at 8.45 on 4 June. However, by 9.15 the taxi hadn't ²left/arrived.
- B** When I phoned your company, the ³driver/receptionist told me that there was no record of my ⁴taxi/booking on the computer. I don't understand this, as I had made the booking ⁵three/five weeks previously. The receptionist ⁶apologized/complained, but he told me that there was no taxi available ⁷after/until 10 o'clock.
- C** Since I had a plane to ⁸meet/catch, my son ⁹drove/sent me to the airport, which was very ¹⁰inconvenient/unacceptable for him.
- D** This is ¹¹completely/very unacceptable. If I don't receive a written apology, I certainly ¹²won't/will be using your taxi service again.
- Yours faithfully,
B Johnson (Mrs)

5 Speaking Work with a partner. You booked one of these things, but when you arrived there was no record of your booking. Make the conversation.

– a hotel room – a table in a restaurant

6a Writing Look at the letter. Match these questions to the paragraphs in the letter.

- ___ What happened?
___ What were the consequences?
___ What action do you expect now?
___ Why are you writing?

b Choose one of the situations in exercise 5. Write a letter of complaint about it.

Now I can ...
make an oral and written complaint.

1 41.1 Listen and repeat.

on



1 put on



2 get on

off



3 take off



4 get off

in



5 fill in



6 put in

out



7 cut out



8 take out

up



9 pick up



10 turn up

down



11 cut down



12 turn down

away



13 run away



14 throw away

back



15 look back



16 give back

2 What is happening in each picture in exercise 1?

1 She's putting on a hat.

3 Read the examples. Study the rules on page 110.

Language note Separable and inseparable phrasal verbs

1 When a phrasal verb has an object, we can normally put the particle before or after the object.

Switch off the computer, please.
Switch the computer off, please.

2 When the object is a pronoun, the particle **must** go after the object.

Switch it off, please.

NOT Switch off it, please.

3 Some phrasal verbs are inseparable.

look for, look after, look round, get on, get off, get in, get out (of), wait for, listen to

I got off the train.

NOT I got the train off.

4 41.2 Drill. Listen and give the alternative.

1 Please fill in the form.

Please fill the form in.

5a Tick ✓ the sentences where you can separate the phrasal verb. Rewrite them.

2 It's cold, so you should put a coat on.

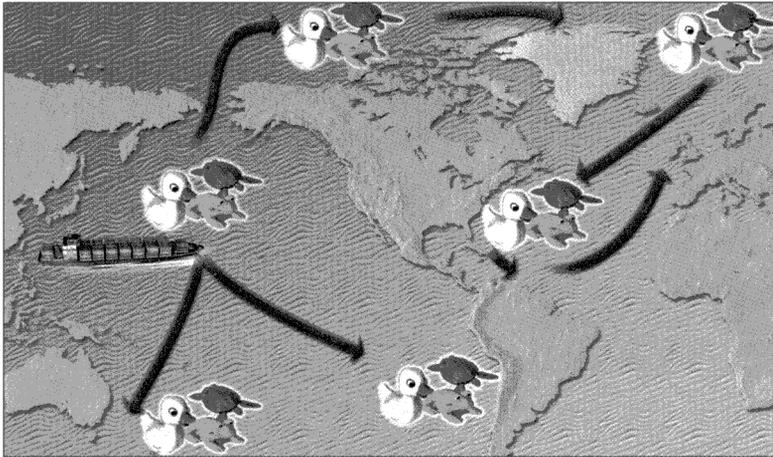
- 1 We looked round a new house today.
- 2 It's cold, so you should put on a coat. ✓
- 3 Are you waiting for the bus?
- 4 Don't forget to switch off your mobile.
- 5 Are you looking for your keys?
- 6 Have you thrown away the magazines?
- 7 You can't cut down that tree!

b 41.3 Listen and check.

6 Your life Ask your partner these questions. Ask follow-up questions to find out more information.

- 1 Have you ever thrown away something that you needed?
- 2 When do you switch off your mobile?
- 3 Where do you take your shoes off?
- 4 What was the last form that you filled in?
- 5 Do you ever cut out things from magazines?
- 6 Do people always give back things that they borrow from you?

1 42.1 Read and listen.



In 1992, a cargo ship **was hit** by a storm in the Pacific Ocean. Twelve of its containers **were thrown** into the sea by the waves. Inside one of the containers there were 29,000 plastic bath toys – yellow ducks, green frogs, and blue turtles. Since then, the toys **have been carried** around the world by ocean currents. They **have been found** in Australia, South America, and even in Europe. The toys **have been studied** by scientists and we've learnt a lot about ocean currents.

However, it is not all good news. Eventually, the toys will break up and the plastic **will be eaten** by fish and birds. Many of these animals will die as a result. Every year, 2,000 to 10,000 containers **are lost** at sea. Consequently, the sea **is polluted** by chemicals. If we are not careful, life in the sea **will be destroyed**. Then, plastic ducks, frogs, and turtles will be the only animals left in the water.

2 Read the examples. Study the rules on page 110.

The passive voice

We normally use the passive when we are more interested in the action than the subject.

Active	Chemicals pollute the sea.
Passive	The sea is polluted by chemicals.

We can make the passive in any tense.

Past simple	Twelve of its containers were thrown into the sea.
Present perfect	The toys have been studied by scientists.
Present simple	Every year containers are lost .
Future	Life in the sea will be destroyed .

When we give the agent, we use *by*.

Active	Ships lose thousands of containers.
Passive	Thousands of containers are lost by ships.

3a Put the verbs into the present simple passive (paragraph 1) and the past simple passive (paragraph 2).

Plastic ¹*is used* (use) to make almost anything – toys, tools, shoes, computers. Often these products ²_____ (make) in one part of the world and they ³_____ (transport) to other continents. They ⁴_____ (carry) in containers on very large ships. Sometimes a ship ⁵_____ (hit) by a storm and some of the containers ⁶_____ (lose). In 1992, thousands of plastic toys ⁷*were thrown* (throw) into the sea when a cargo ship ⁸_____ (hit) by a storm in the Pacific Ocean. Some of the toys ⁹_____ (carry) north to the Arctic. Here, they ¹⁰_____ (trap) in ice. The ice ¹¹_____ (take) into the Atlantic by ocean currents. One plastic duck ¹²_____ (see) on a beach in Scotland. Other toys ¹³_____ (take) south. Several toys ¹⁴_____ (find) in Australia.

b 42.2 Listen and check.

4 Look at these environmental issues. Make passive sentences. Use the same tense.

1 *Pollution is produced by traffic.*

- Traffic produces pollution.
- Cigarettes start some forest fires.
- Factories have dumped chemicals in rivers.
- Loggers have cut down rainforests.
- Oil from the Exxon Valdez killed millions of animals.
- The world's population will need more food.
- Shoppers will buy more organic food.

5 Write five sentences about how the environment in your country is damaged.

Forests are destroyed by fires.

English in the world

Eco-friendly products

Do you look for labels like these on products?

Contains no artificial colourings.

Made from 100% recycled material.

Fully bio-degradable.

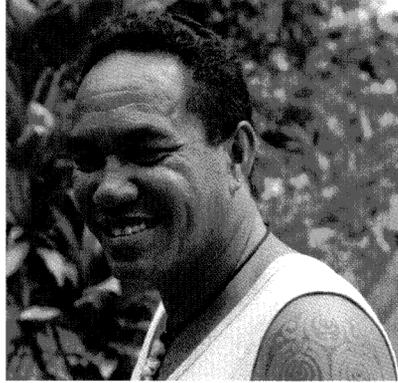
Made with wood from sustainable sources.



1a Look at the pictures in exercise 3. What do you think the listening is about?

b **43.1** Listen and choose the correct words.

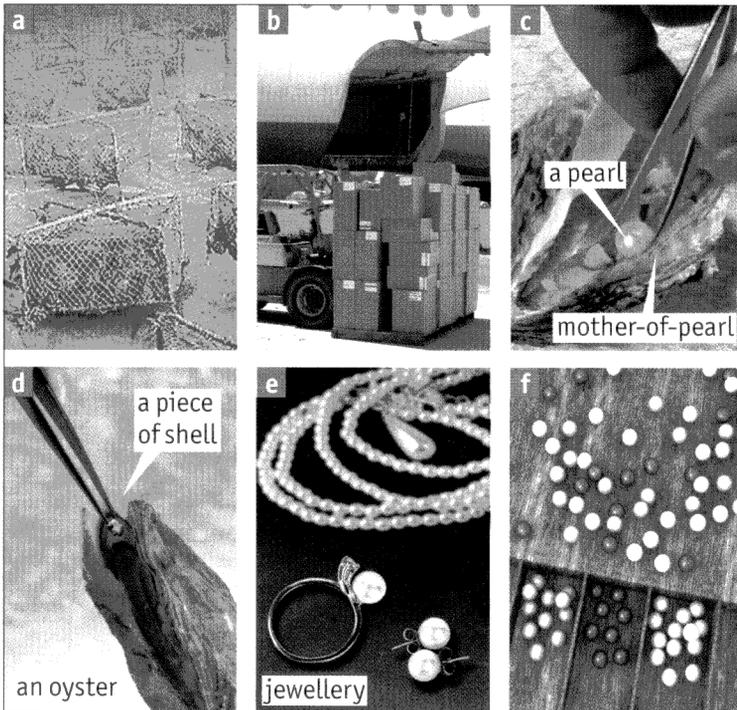
- 1 Pierre is from *Indonesia/Hawaii/Tahiti*.
- 2 He's a *pearl diver/farmer/jewellery maker*.
- 3 His pearls are sent to *Europe/Japan/the USA*.



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

- 1 Most pearls are found by divers.
- 2 It takes five years for oysters to make a pearl.
- 3 Oysters are killed to get the pearls out of them.
- 4 Pink pearls aren't produced by Pierre's farm.
- 5 All pearls are round.
- 6 More than one pearl is produced by an oyster in its life.

3a Put the pictures in the correct order.



b Describe the process. Use these verbs in the passive.

send take out put sort make into keep

1 A small piece of shell is put in the oyster.

Language note

Questions in the passive

Statement

The pearls **are sorted** by Pierre.

Yes/No question

Are the pearls **sorted** by Pierre?

Answer

Yes, they are./No, they aren't.

NOT Yes, he does./No, he doesn't.

Statement

They **are made** into jewellery.

Wh- question

Where **are they made** into jewellery?

4a Answer the questions.

- 1 Why are the oysters turned regularly?
- 2 What colours of pearl are mentioned?
- 3 How are different coloured pearls made?
- 4 What are the most expensive pearls?
- 5 What kinds of jewellery are mentioned?
- 6 What happens to the oysters when they aren't needed any more?

b Listen again and check.

5a Choose something that is produced in your workplace/town/district. Write about it.

What is produced?

Where is it produced?

How is it produced?

What materials are used?

b Work with a partner. Ask about the product that your partner has chosen.

Pronunciation

/ɔ:/ or /ɔɪ/

1 Put the words in the correct column.

/ɔ:/	/ɔɪ/
sort	oyster
sort	oyster
noise	worn
storm	boy
form	toy
destroy	normally
coin	morning

2 **43.2** Listen, check, and repeat.



- 1 Look back at Episodes 4 and 5. What happened?
- 2 **44.1** Read and listen to the story. How does Lucy feel? Why?
- 3 Write the correct names.
 - 1 _____ is putting out some tables and chairs.
 - 2 _____ doesn't feel very happy.
 - 3 _____ is working long hours.
 - 4 _____ are making plans for getting married.
 - 5 _____ told Ryan about the wedding plans.
 - 6 _____ is going to study in the USA.
 - 7 _____ has gone to work in France.
 - 8 _____ wants to talk to Lucy.
- 4a Complete the expressions.

Everyday expressions Reporting information

It s_____ms (that) ...
 App_____ly, ...
 Cindy t_____s me (that) ...
 I h_____r (that) ...
 I u_____d (that) ...

b Use the expressions to report this information.

- 1 *It seems that Daniel really likes his new job.*
 - 1 Daniel really likes his new job.
 - 2 Lucy's bored with her life.
 - 3 Sarah's nearly finished her degree.
 - 4 Peter's parents are coming to the wedding.
 - 5 The Managing Director wants to see Lucy.
 - 6 Ryan wants to get a new car.
 - 7 Melanie's going to study at Harvard.
 - 8 They used to have karaoke at The Coffee Shop.
- 5 **Language check.** Underline all the examples of the passive in the story.
- 6 **Work in a group.** Practise the story.



Ryan Hello, Lucy. You look down in the dumps.
Lucy Oh, hi, Ryan. Yes. I feel really fed up at the moment.
Ryan Things can't be that bad. What's the problem?
Lucy Well, it's just that everyone's life is changing except mine.
Ryan It seems that Jordan's very busy with his new acting job.
Lucy Yes. Apparently, it's all going well. But it isn't just him. Peter and Sarah are busy with their wedding plans, too.
Ryan Yes, Cindy tells me that the restaurant's been booked and the invitations will be sent out soon.



Lucy And I hear that Melanie's been accepted by a university in the States.
Ryan Yes. She's very happy about it.
Lucy And my friend Daniel at work was transferred last week.
Ryan Oh yes, I understand he's gone to your Paris office.
Lucy Yes, but I'm still in the same old job with the same old boss.
Ryan Oh, dear. You are feeling sorry for yourself, aren't you?
Lucy Yes, I am. Everyone else is moving on and I've been left behind.
Ryan Cheer up! I'm sure there's something interesting round the corner for you, too.



Lucy, the Managing Director wants to see you in his office this afternoon.

1a **45.1** Read and listen.



- 1 She always does the right thing. She's a **sensible** person.
- 2 He always finishes his work on time. He's very **reliable**.
- 3 She doesn't mind waiting for things. She's very **patient**.
- 4 He's won a lot of prizes, but he doesn't talk about them much. He's very **modest**.
- 5 She found some money and she took it to the police station. She's an **honest** person.
- 6 Everything on his desk is always in the right place. He's very **tidy**.
- 7 She always looks happy. She's a **cheerful** person.
- 8 He always asks for things nicely. He's very **polite**.
- 9 She's always ready to help if you've got a problem. She's very **kind**.
- 10 He loves meeting people. He's a **sociable** person.
- 11 She doesn't worry about things. She's very **easy-going**.
- 12 He wants to be the Director. He's an **ambitious** person.
- 13 She's good at understanding people's feelings. She's very **sensitive**.
- 14 He always defends his friends. He's very **loyal**.

b **45.2** Listen and repeat the bold words.

2 What other words for describing personality do you know?

shy, generous ...

Language note *What is/does he like?*

What is he like? = What is his personality?

He's very sociable.

What does he like? = What things does he enjoy?

He likes football.

3a Find the opposites of the words in exercise 1 in the box below. Use a dictionary.

1 *sensible – silly*

unreliable tense impolite unambitious
insensitive untidy dishonest miserable
impatient unsociable disloyal big-headed
silly unkind

b **45.3** Listen and check.

c Which of the words make opposites with these prefixes?

un- im- dis- in-

reliable – unreliable, ...

4 Use the adjectives from exercises 1–3. Describe these people.

- | | |
|-------------------------|----------------|
| 1 yourself | 3 your parents |
| 2 a friend or colleague | 4 your boss |

5a **45.4** Listen. Who are these people in Fatima's life? Match them with the relationships.



Josh Mrs Bell Richard Maxine

- | | |
|-------------------------|---------------------|
| – her boss | – her flatmate |
| – her favourite teacher | – her new colleague |

Name	Relationship	Description
1 Josh	<i>her new colleague</i>	<i>unsociable, ...</i>
2 Mrs Bell		
3 Richard		
4 Maxine		

b Listen again. How does Fatima describe each person? There are three adjectives for each person.

6a **Your life** Describe a good or bad boss, friend, or wife/husband. Write three adjectives for each kind of person.

- a boss – a friend – a wife/husband

b Compare your answers with a partner.

I think a good boss is ...



1 46.1 Read and listen.

Cindy and Ryan have joined a walking group. They're going on their first walk today...

- Ryan** Why are we taking that umbrella?
Cindy It **might** rain later.
Ryan It won't rain. It's a beautiful day.
Cindy It **might not** be fine all day. And we **should** take jumpers and coats, too. It might be cold in the evening.
Ryan You **shouldn't** be so pessimistic.



2 Read the examples. Study the rules on page 111.

might/might not

We use **might/might not** to express possibility.

It **might/might not** rain. = It's possible that it will/won't rain.

Compare this to:

It will/won't rain. = It's definite that it will/won't rain.

3 46.2 Drill. Listen. Say what might/will happen.

- 1 Will she be late? Yes, possibly.
She might be late.

4a Make sentences about the things people worry about on holiday. Use the cues and these verbs.

be not arrive burgle lose miss not like

1 *We might miss the plane.*

- | | |
|---------------------|-----------------------|
| 1 We/the plane | 4 There/an earthquake |
| 2 Someone/our house | 5 We/our passports |
| 3 We/the hotel | 6 Our luggage |

b Think of four more things (good or bad) that might/might not happen on holiday.

5a Read the examples. Study the rules on page 111.

Giving advice

We often use **should/shouldn't** with **might/might not** to give advice.

You **should** take your coat. It **might** be cold later.

You **shouldn't** worry. The bad things **might not** happen.

b Give some advice. Use the cues.

1 *You shouldn't put your mobile on the table. Somebody might steal it.*

- 1 put your mobile on the table
- 2 drive when you're tired
- 3 wear something light-coloured at night
- 4 always put your seatbelt on in a car
- 5 leave things on the stairs
- 6 play a personal stereo very loud

6a Your life Write sentences about these things.

1 *I might watch ...*

- 1 something that you might watch on TV this evening
- 2 something that you shouldn't do, but often do
- 3 a friend or colleague that you might not see this week
- 4 a job that you should do at the weekend

b Compare your sentences with a partner.

English in the world

Taboos

Here are some things that you shouldn't do in certain countries. You might offend people.

In Japan you shouldn't blow your nose in public. It's very rude.

In Thailand it's impolite to show the soles of your feet.

In Egypt you shouldn't eat with your left hand. This hand is unclean.

In Britain it's impolite to jump a queue.

What taboos are there in your country?



1a 47.1 Read and listen.



How do people see you?

- 1 When do you feel best?
 - a in the morning
 - b in the afternoon or early evening
 - c late at night
- 2 Do you usually walk ... ?
 - a slowly, often with your head down
 - b quickly
 - c moderately, with your head up
- 3 When you talk to people, do you ... ?
 - a put your hands together
 - b fold your arms
 - c play with your ear or touch your chin
- 4 When something amuses you, do you ... ?
 - a smile
 - b laugh quietly
 - c laugh loudly
- 5 When you go to a party, do you ... ?
 - a enter quietly and look for a friend
 - b enter and talk to the nearest person
 - c enter noisily, so that everyone sees you
- 6 Which colours do you like best?
 - a white, brown or grey
 - b yellow, green or blue
 - c red, orange or black
- 7 Do you normally go to sleep ... ?
 - a on your side
 - b on your stomach
 - c on your back
- 8 What are your dreams like?
 - a Do you usually have pleasant dreams?
 - b Do you often dream that you are looking for something?
 - c Do you normally forget your dreams?

b Work with a partner. Ask and answer the questions.

Language note Adjectives and adverbs

You're a **quiet** person. You do things **quietly**.

Adjective	quiet	noisy	sensible	BUT	good	fast	hard
Adverb	quietly	noisily	sensibly		well	fast	hard

2 47.2 Listen. Write the scores. Then calculate your total.

3 47.3 Read and listen to the results. What does your score mean? Do you agree?

What does your score mean?

21-24: People think that you are brave, strong, and exciting. You're very ambitious, but people also think that you're a bit big-headed and can be insensitive. You know a lot of people, but you don't have close friends.

17-20: People think that you are an interesting and friendly person. You are good at most things, but you're modest, too. You're kind and helpful. You're sociable and easy-going, so you make friends easily, but you forget them easily, too.

13-16: People think that you're sensible, careful, and intelligent. You're very honest. You don't make friends easily, but you're very loyal to the friends that you have. You're a sensitive person, so people find it easy to talk to you about their problems.

8-12: People think that you're shy and serious. You're very tidy and you worry a lot. You always try to do things correctly. You're usually quiet and you're happy when you're on your own. People like you, however, because you work hard and you're very reliable.

4a Writing Think of someone that you know well (a friend or a member of your family). Describe his/her personality.

- 1 Answer questions 1-6 in the quiz for him/her.
- 2 Think of some personality adjectives to describe his/her:
 - positive aspects
 - negative aspects
- 3 What do you think is the most important aspect of his/her personality?

b Write about the person. Use your ideas from exercise 4a. Follow this pattern.

I think ... feels best in ...

He/She usually walks ...

I think he/she is a ... and ... person.

However, he/she can be ... and he/she is sometimes quite ...

Most of all, I think that he/she ...

Now I can ...
complete a personality quiz.

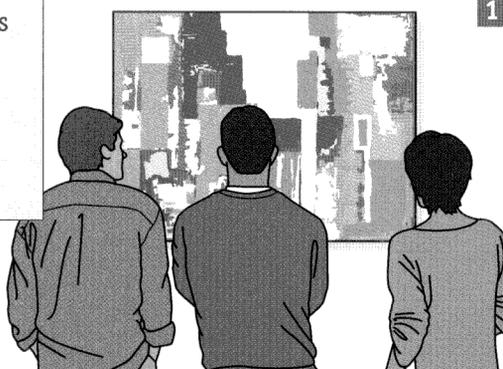
1a **48.1** Read and listen.

Les Do you like this painting?

Dan Yes, I do.

Fay So do I.

Les Oh, I don't.

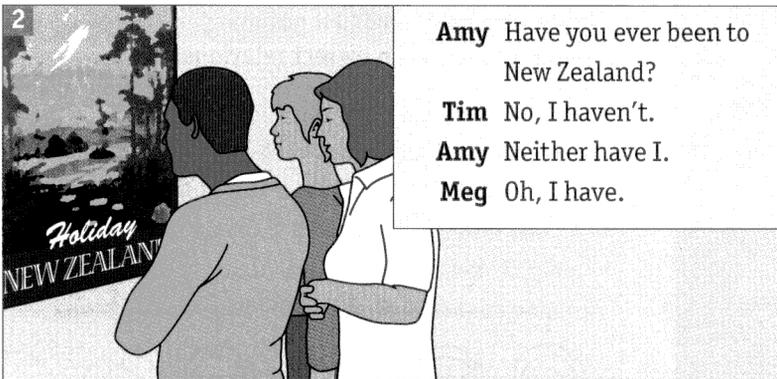


Amy Have you ever been to New Zealand?

Tim No, I haven't.

Amy Neither have I.

Meg Oh, I have.



- b** Which people in the conversations ... ?
- like the painting
 - have been to New Zealand

2 Work in a group of three. Practise the conversations.

3a Read the examples. Study the rules on page 111.

Everyday expressions Comparing experiences

Positive statement	Same	Different
I was away last week.	So was I.	(Oh,) I wasn't.
I can play the piano.	So can I.	(Oh,) I can't.
I like rock music.	So do I.	(Oh,) I don't.
Negative statement	Same	Different
I'm not going to work today.	Neither am I.	(Oh,) I am.
I haven't got any money.	Neither have I.	(Oh,) I have.
I didn't like the film.	Neither did I.	(Oh,) I did.
We can say neither or nor:	Nor am I. = Neither am I.	

b How do you compare experiences in your language?

4 **48.2** Drill. Listen and say that your experience is the same. Use *so* or *neither*.

- 1 I like my job.
So do I.

5 Work with a partner. Make conversations. Use these cues.

- A *Do you like sunbathing?*
B *Yes, I do. I love it.*
A *So do I.*
OR
A *Do you like sunbathing?*
B *No, I don't.*
A *(Oh,) I do. I think it's great.*
- Do you like ... ?
 - Can you ... ?
 - Have you got ... ?
 - Did you ... yesterday?
 - Are you going to ... ?
 - Are you ... ?
 - Would you like to ... ?
 - Have you ever ... ?

6a **Your life** Complete the sentences with information about yourself.

- 1 *I don't drink milk.*
- | | |
|-------------------------|--------------------|
| 1 I don't drink ... | 6 I've got ... |
| 2 I can't ... | 7 I've never ... |
| 3 I'm ... this evening. | 8 I wouldn't ... |
| 4 I ... yesterday. | 9 I usually ... |
| 5 I eat a lot of ... | 10 I didn't go ... |

b Work with a partner. Use your sentences in exercise 6a. Say and respond.

- A *I don't drink milk.*
B *Nor do I.* OR *(Oh,) I do.*

Pronunciation

Strong and weak forms

1 **48.3** Read and listen.

weak form	strong form
1 So can I. /kən/	2 Oh, I can. /kæn/
3 So have I. /həv/	4 Oh, I have. /hæv/
5 So am I. /əm/	6 Oh, I am. /æm/
7 So are we. /ə/	8 Oh, we are. /ɑː/
9 So was I. /wəz/	10 Oh, I was. /wɒz/
11 So were we. /wə/	12 Oh, we were. /wɜː/

2 Listen again and repeat.

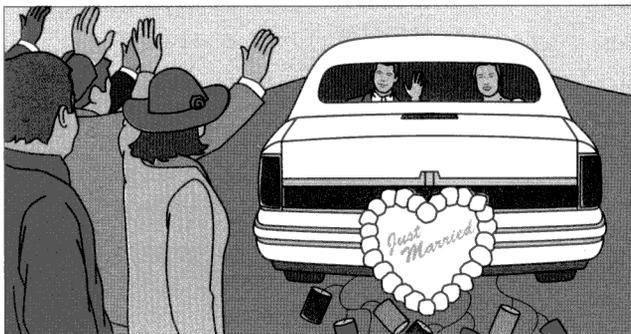
1 **49.1** Listen and repeat.



- 6 The bride and groom are getting married.
- 7 They're having the wedding at a registry office.
- 8 The wedding guests are throwing confetti.



- 9 The bride is carrying a bouquet.
- 10 She's wearing a wedding ring.



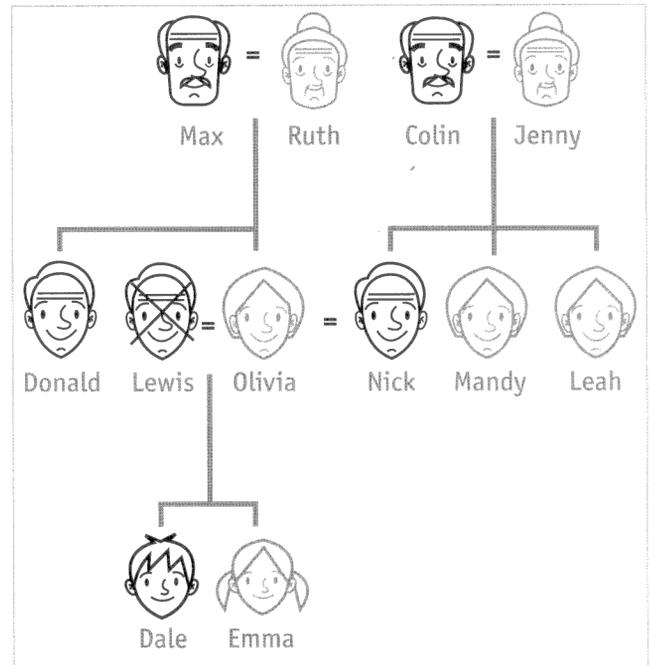
- 11 They've had the reception.
- 12 They're going on their honeymoon.

2 **49.2** Listen. Adam is talking about a wedding. Write down two things that he says about these things:
– places – clothes – people
It was at a church, ...

Language note Family relationships

- the bride's parents
→ the groom's **parents-in-law**
- the groom's wife from his first marriage
→ the groom's **ex-wife**
- the groom's daughter from his first marriage
→ the bride's **stepdaughter**

3 Olivia and Nick have just got married. Complete the sentences with the correct relationships.



- 1 Dale is Nick's stepson.
- 2 Lewis is Olivia's _____.
- 3 Mandy and Leah are Olivia's _____.
- 4 Nick is Donald's _____.
- 5 Olivia is Colin's _____.
- 6 Nick is Dale and Emma's _____.
- 7 Olivia is Lewis's _____.
- 8 Dale and Emma are Nick's _____.
- 9 Colin and Jenny are Olivia's _____.
- 10 Ruth is Nick's _____.

4 **Your life** Are weddings in your country similar to the one in the pictures? Think of a wedding that you have been to. Tell a partner about it.

1 50.1 Read and listen.



Lucy likes to give presents to all her friends at Christmas. Last year she gave Cindy and Ryan a glass vase. They didn't really like it, however, so Cindy gave it to her mother for her birthday. Cindy's mother has only got a small flat and she didn't have room for it. Jordan helped her with her computer, so she gave the vase to him to say thank you.



It's Valentine's Day, and Jordan is taking Lucy out to dinner. However, he's forgotten to buy her a present, so he's going to give her the glass vase. He's sure she'll be pleased!

2 Read the examples. Study the rules on page 111.

Direct and indirect objects

	verb	direct object	to + indirect object
Lucy	gives	presents	to her friends.
Cindy	gave	it	to her mother.

3 Make sentences in the past.

1 Peter sent a birthday card to his father.

- 1 Peter/send/a birthday card/his father
- 2 I/write/a letter/the manager
- 3 My sister/post/a present/me
- 4 I/email/some photos/her
- 5 Jordan/give/the vase/Lucy
- 6 Cindy/lend/her mobile/her son
- 7 You/give/the wrong address/us
- 8 We/write/postcards/our friends

4a Read the examples. Study the rules on page 111.

Direct and indirect objects: word order

	verb	direct object	to + indirect object
Lucy	gives	presents	to her friends.
Lucy	gives	her friends	presents.

b Change your sentences in exercise 3.

1 Peter sent his father a birthday card.

5 50.2 Drill. Listen. Change the sentences.

- 1 Did you give a book to Sarah?
Did you give Sarah a book?

6a Your life Answer the questions. Give examples.

- 1 I usually give my mother some flowers for her birthday.
- 1 Who do you normally give presents to?
- 2 Do you ever lend people things?
- 3 Have you ever written a letter to a newspaper?
- 4 Who do you email photographs to?
- 5 Who normally sends you a birthday card?
- 6 What was the last thing that you posted? Who to?

b Compare your answers with a partner.

English in the world

Giving gifts

Most countries have different gift-giving traditions. For example, when people meet on business in Indonesia they normally give each other a small gift. You should always give and receive the gift with both hands. When you receive a gift, you shouldn't open it immediately. It means that you are greedy.

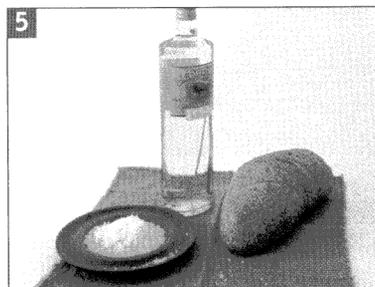
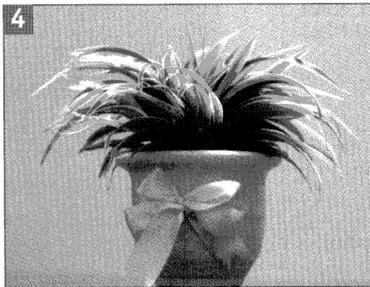
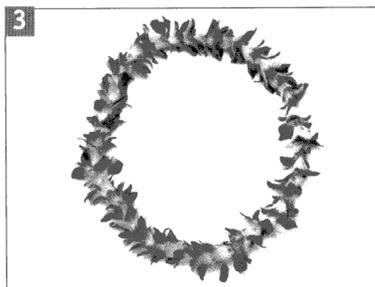
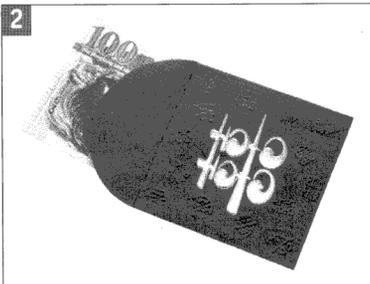
Are there any traditions about giving gifts in your country?



1 Look at the pictures. What are the things?

a red envelope with money 2
cows ___
a garland of flowers ___

thirteen coins ___
bread, salt and vodka ___
a plant with a pink ribbon ___



2a 51.1 Listen. Write the names of the countries that you hear in the first column of the table.

Poland	Sudan	Russia	Syria	Mexico
South Africa	Vietnam	Uruguay	China	

Country	The gift	Who gives it?	Who receives it?
1 Mexico	13 coins	the groom	the bride
2			
3			
4			
5			
6			

b Listen again. What is each gift? Who gives and receives it? Complete the table.

3a What does each gift mean? Match these reasons with the gifts in exercise 1.

- a We have respect for you and hope our children will be happy. ___
- b Welcome to the family. ___
- c This unites our two families. ___
- d I promise to support you. ___
- e You'll have good times and bad times and we hope you'll be happy. ___
- f Thank you for letting her go. ___

b Listen again and check.

4 Work with a partner. Look at the table in exercise 2a. Discuss these questions.

- 1 Do you have similar traditions in your country?
- 2 What other wedding traditions do you have?
- 3 Who normally pays for a wedding in your country?
- 4 Who is normally invited to a wedding?
- 5 How do people give gifts to the couple?
- 6 What sort of things do people normally give as wedding gifts?

5 Writing Describe some wedding traditions from your country. Answer the questions and follow this pattern.

What people are involved?
What do they do?
Why? What does the tradition mean?
It's traditional (for the bride/groom/parents/guests) to ...
This symbolizes ...
It means that ... People ... to bring the couple good luck/children/happiness.

Pronunciation

Consonant clusters

51.2 Listen and repeat.

Try to pronounce the consonants clearly.

bridesmaids children countries
something bridegroom respect
parents birthday stepdaughter
presents welcome invited



Now I can ...
describe and explain wedding traditions.

- 1 Look back at Episodes 5 and 6. What happened?
- 2 **52.1** Read and listen to the story.
- 3 Are the statements true (T) or false (F)?
 - 1 Lucy is going to see the Managing Director next week.
 - 2 Olive told her what the MD wants.
 - 3 His personal assistant is leaving.
 - 4 Lucy's appointment is at half past one.
 - 5 She's going to get a certificate.
 - 6 There isn't a prize.
 - 7 Peter and Sarah are getting married on 6 September.

4a Complete the expressions.

Everyday expressions
Discussing possibilities

What do you t_____ he wants?
 I've got no i_____ .
 P_____ps./Ma_____e. / Po_____ly.
 It's more l_____ly that ...
 I h_____ you're right/wrong.
 ... w_____er he wants, ...

b Use the expressions. Complete the conversation. Change the expressions if necessary.

- A Look. The police are stopping the cars.
 B What *do you think they want?*
 A I've _____ .
 B P_____ they're looking for criminals.
 A P_____ . I think it's _____ they're checking driving licences.
 B M_____ .
 A But I hope _____ , because I've left my licence at home.
 B Oh, dear.
 A Well, _____ , we'll know in a minute.

5 Language check. Underline all the examples of direct and indirect objects in the story.

6 Work in a group. Practise the story.



- 1**
- Marco** What do you think the Managing Director wants?
Lucy I've got no idea, Marco. Olive didn't tell me.
Marco Perhaps his PA is quitting and he's going to offer the job to you.
Lucy No, they always advertise for posts. It's more likely that he's going to give me the sack.
Marco They can't fire you, Lucy. They wouldn't find anyone else to work with Olive.
Lucy I hope you're right. Anyway, whatever he wants, I'll find out at 2.30 this afternoon.

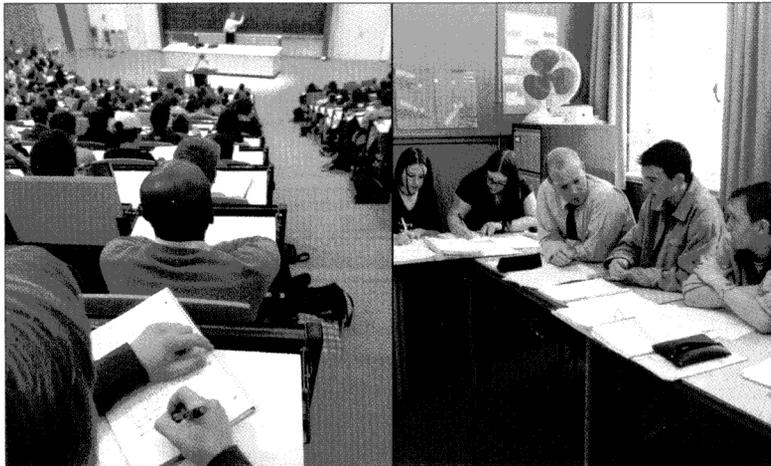


- 2 Later ...**
- Sarah** Employee of the Month? Congratulations. Were you surprised?
Lucy I was absolutely amazed.
Sarah Well, maybe Olive has got a heart after all.
Lucy Possibly. Anyway, there's a small ceremony at work tomorrow when the MD will present the certificate and the prize to me.
Sarah What's the prize?
Lucy It's a trip for two to Paris.
Sarah Wonderful! I suppose Jordan's going with you.
Lucy Of course. He was delighted when I told him. It's all booked for Saturday 6 September.
Sarah Oh, that's the weekend before our wedding.



Yes. Oh, I feel so much happier now.

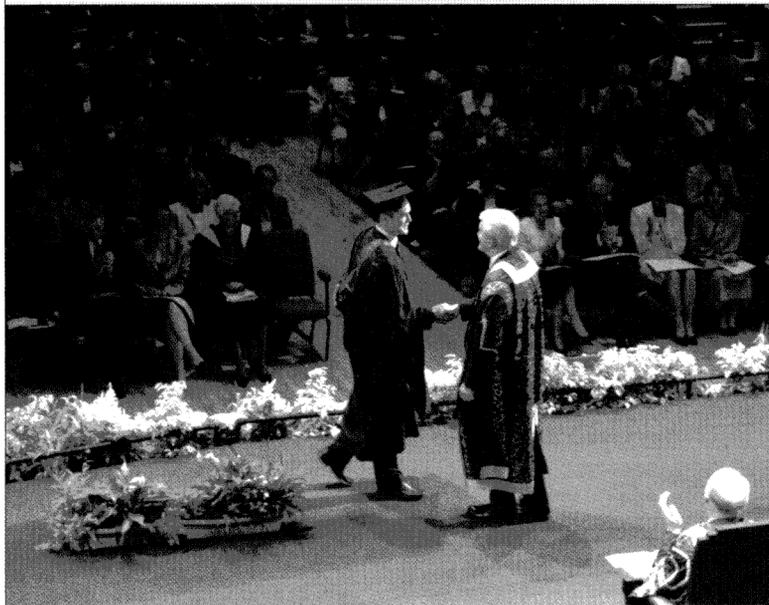
1 53.1 Read and listen.



My name's Jason. I'm an **undergraduate** student at Newcastle University. I'm studying for a **degree** in Law. It's a three-year **course** and I'm in my second year at the moment. In my first year I had a room **on campus**, but I live **off campus** now. I share a house with five other students.

On most days I attend one or two **lectures**. I take **notes**, and then at the end of the lecture the **lecturer** usually gives us a reading list and **an assignment**. A week later we have a **seminar** in a small group. One of the students has to read his or her assignment and we talk about it.

At the end of our third year we'll take our **final examinations**, and if I pass them, I'll **graduate**. I'll get my **degree certificate** at a **graduation ceremony**.



2 What people, things and events can you name in the pictures?

3 Find bold words or expressions in the text to match these definitions.

- 1 the lectures and seminars on a subject
a course
- 2 the place where the university buildings are
- 3 the exams at the end of a degree course
- 4 to finish a degree
- 5 a student who is studying for a first degree
- 6 a piece of work that students have to do
- 7 someone who teaches at a university
- 8 the time when students get their certificates

Language note

Verb + noun collocations

study for a degree in ...

do an assignment/a course

attend a lecture/a seminar/a university

take/sit/pass/fail an exam

take/make notes

4 Read the text again. Answer the questions.

- 1 Which university is Jason studying at?
- 2 What subject is he studying?
- 3 How many more years will he be at university?
- 4 Where does he live when he's at university?
- 5 How many lectures does he normally have?

5 **Your life** Compare Jason's life as a student to life as a student in your country. What differences are there?

English in the world

Oxford and Cambridge

The two most famous universities in Britain are Oxford and Cambridge.

Oxford University started at the end of the 11th century and is the oldest in Britain. Many famous people have studied there, including famous authors, such as J.R.R. Tolkien, Lewis Carroll and Oscar Wilde, as well as 25 of Britain's prime ministers.

Cambridge University was created in 1209 by some professors and students from Oxford. Cambridge has produced more Nobel Prize winners than any other university in the world.



1 54.1 Read and listen.



Sarah Hello, Lucy. **Have you been waiting** long?

Lucy No, I **haven't**. Where's Peter?

Sarah He'll be here in a minute. ... Oh, here he is now.

Lucy What's he **been doing**?

Sarah He's **been looking** for somewhere to park. It's very busy tonight.

Peter Hi, Lucy. Sorry we're late.

Lucy It's OK. I **haven't been waiting** long. Anyway, I've **been reading** this book. It's called 'Improve Your Memory'. It's really good.

Peter Oh, right. Well, come on. The show starts in ten minutes. Have you got the tickets?

Lucy The tickets? Oh, no! I've forgotten them. I've left them at home.

Sarah It sounds as if you need that book, Lucy!

2 Read the examples. Study the rules on page 112.

Present perfect continuous

We use the present perfect continuous for a recent activity when we want to emphasize the time that it takes.

I've **been reading** this book.

I **haven't been waiting** long.

He's **been looking** for somewhere to park.

He **hasn't been talking** to anyone.

Have you **been waiting** long? Yes, I have.

No, I **haven't**.

What's he **been doing**?

3 54.2 Drill. Listen. Say what you've been doing.

1 play volleyball

I've been playing volleyball.

4a 54.3 Listen. What have the people been doing?

1 Ian *hasn't been swimming*. He's *been cycling*.

1 Ian/swim/cycle

2 Tom and Amy/run/ski

3 Sophie/write letters/send emails

4 Jack/have a shower/clean his teeth

5 Max and Kim/watch a film/play tennis

6 Muriel/cook dinner/take the dog for a walk

b Ask and answer with a partner.

A *Has Ian been swimming?*

B *No, he hasn't. He's been cycling.*

5a Read the examples. Study the rules on page 112.

Present perfect simple and present perfect continuous

We often use the present perfect continuous for an activity that is still continuing now. We often use the present perfect simple if the activity has finished.

I've **been waiting** for ten minutes.

(And I'm still waiting now.)

I've **waited** for ten minutes.

(But I'm leaving now.)

b Put the verbs into the present perfect simple or the present perfect continuous.

1 *I've read that book. I'm reading his second novel now.*

1 I (read) that book. I'm reading his second novel now.

2 Peter (read) *Birdsong*. He's nearly finished it.

3 Lucy (photocopy) for an hour now, and there's still a lot to do.

4 I (photocopy) everything now, so I'm going home.

5 You (repair) that computer all morning. What's wrong with it?

6 Raj (repair) the computer, so it's fine now.

7 Sarah (run) for half an hour now, but she isn't tired.

8 I (run) in both the London and New York marathons.

9 I (play) tennis three times this week.

10 I'm tired. I (play) tennis since 2 o'clock.

6a Your life Answer the questions.

1 What have you been doing for the last half hour?

2 How long have you been studying English?

3 How long have you been living at your current address?

4 Have you been using a computer today?

5 Has it been raining today?

b Compare your answers with a partner.



1 55.1 Read and listen.

- 1 Who is the letter to?
- 2 Who is it from?
- 3 What job is the person applying for?
- 4 Where does he work at the moment?

Personnel Manager
Happy Holidays
Winston House
Cardiff Street
London NW3 6BQ

153 Martin Street
Portsmouth
PO4 9FG

19 July

Dear Sir or Madam

I would like to apply for the post of Operations Manager with *Happy Holidays*.

As you can see from my CV, I am 32 years old and I have a degree in Business and Management from Manchester University. It was a four-year course, and as part of my studies I had a work placement for nine months with a small telecommunications company in Spain.

After leaving university, my first job was with *A-2-B Travel*. I worked for *A-2-B* for five years. After three years I was promoted to the position of Assistant Manager and I was in charge of a department of six people. For the last three years I have been working for *Flywise Airlines*, where I am responsible for publicity.

In addition to my degree, I have a qualification in Spanish. I have been studying Italian since May, too, but I have not taken any examinations in it yet. I have also done courses in Human Resources and in Marketing.

I have enjoyed my time at *Flywise*, but I now feel the need for a new challenge. I believe I have the qualifications and experience for the position of Operations Manager with your company.

I look forward to hearing from you.

Yours faithfully,

Orson Barnes

Orson Barnes

Language note *for and since***for + a period of time**

I've been working here **for** three years.

since + a point of time

I've been studying Italian **since** May.

2a 55.2 The personnel assistant is talking about Orson, but some things are wrong. Listen and underline the differences in the letter.

b Listen again and write down the different facts.

3a Complete the expressions.

- 1 I would like to apply _____ the post _____ Operations Manager.
- 2 As part _____ my studies, I had a work placement.
- 3 I was promoted _____ the position of Assistant Manager.
- 4 I was _____ charge _____ a department of six people.
- 5 I'm responsible _____ publicity.
- 6 I have a qualification _____ Spanish.
- 7 I've done courses _____ Human Resources and in Marketing.
- 8 I feel the need _____ a new challenge.

b Check your answers in the letter.

4a Writing What qualifications would the ideal candidate need for this job?

Music FM Radio Station needs
A Manager

b Write a letter to apply for the job. Follow this model. Use the expressions in exercise 3 and Orson's letter to help you.

- reason for writing
- educational qualifications
- work experience
- other qualifications and/or experience
- reasons for applying for the job



1a Match the news with the responses.



News

- 1 I've got a place at university. *c*
- 2 Coleen and Mack have split up. ___
- 3 Henry's moving. He's bought a flat. ___
- 4 Tania's expecting a baby. ___
- 5 I've lost my job. ___
- 6 Bill and Jolene are getting married. ___
- 7 Mr Woods died last week. ___
- 8 Elizabeth has had her baby. ___
- 9 I've got an interview for a new job today. ___
- 10 Carlos has had an accident. ___

Responses

- a I'm sorry to hear that. How long have you been working there?
- b That's great news! Did she have a boy or a girl?
- c I'm very pleased to hear that. Congratulations.
- d That's wonderful news. When's the wedding?
- e I didn't know that. I hope it was nothing serious.
- f That's very sad. How old was he?
- g That's good. He's been looking for a place since last year.
- h Great. Well, good luck. I'll keep my fingers crossed for you.
- i Really? That's great. When's it due?
- j They're getting divorced? Well, I know they've been having problems lately.

b 56.1 Listen and check.

2a Complete the expressions with these words.

sorry dear afraid very good
news what have hear

Everyday expressions News

Introducing some news

Guess _____?

_____ you heard?

I've got some _____ news.

I've got some bad news, I'm _____.

Responding to good news

That's wonderful _____.

I'm very pleased to _____ that.

Congratulations.

Responding to bad news

Oh, _____.

That's _____ sad.

I'm _____ to hear that.

b 56.2 Listen, check, and repeat.

3a Speaking Work with a partner. Use your answers to exercise 1 and the expressions in exercise 2. Make the conversations.

A *Guess what? I've got a place at university.*

B *I'm very pleased to hear that.*

b Continue two of the conversations.

4 Your life Make conversations with a partner for these situations.

- 1 A friend is in hospital.
- 2 Two of your friends are moving abroad.
- 3 You've been promoted.
- 4 You didn't get a place at university.
- 5 You and your partner are getting married.

Pronunciation

Positive and negative intonation

1 56.3 Listen.

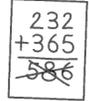
I've got some good news. ↗

I've got some bad news. ↘

2 56.4 Listen and repeat. Is the person happy or unhappy about the news?

1 57.1 Listen and repeat.

make/do

make	do
1 a phone call 	7 some photocopying 
2 a mistake 	8 the housework 
3 a drink 	9 the shopping 
4 a decision 	10 judo 
5 a film 	11 a course 
6 friends 	12 some damage 

2 57.2 Drill. Listen. Say what you've made or done.

- | | |
|-----------------------------|--------------------------------|
| 1 a mistake | 2 the shopping |
| <i>I've made a mistake.</i> | <i>I've done the shopping.</i> |

Language note **make and do**

- We usually use *make* + a thing:**
make a sandwich (= to produce)
- We usually use *do* + a job/an activity:**
do the washing up
- We use *do* in the general sense of 'activity':**
What are you **doing**?/Are you **doing** anything this evening?
I'm not **doing** anything at the weekend.

3a Put these things in the correct column in the table.

a meal your homework notes a plan karate
a job the ironing a noise money an assignment
a cake some exercise some work an appointment

<i>make</i>	<i>do</i>
<i>a meal</i>	<i>your homework</i>

b 57.3 Listen and check.

4a Complete what Bella says. Use the correct form of **make** or **do**.

My name's Bella and I work for a film company. I'm an assistant to a director. I ¹ do photocopying and ² _____ appointments – and I ³ _____ a lot of cups of coffee, too! I don't ⁴ _____ a lot of money, but I'm ⁵ _____ a job that I really enjoy. I've ⁶ _____ some good friends, too. It isn't all fun. At the moment we're ⁷ _____ a film about a hospital and we have to ⁸ _____ a lot of the work at night. I really want to be a film director, so in my free time I'm ⁹ _____ a course in film directing. It's quite hard. I had to ¹⁰ _____ a big assignment last week. I'm not ¹¹ _____ anything today. I'm going to ¹² _____ a bit of housework this morning and then I'll probably ¹³ _____ some exercise later. But first, I'm going to ¹⁴ _____ a few phone calls.

b 57.4 Listen and check.

5 **Your life** Complete the questions with **make** or **do**.

- Do you find it easy to _____ decisions?
- What housework do you normally _____?
- What mistakes do you sometimes _____ in English?
- What jobs do you have to _____ today?
- Have you _____ any new friends in the last year?

Pronunciation

The letter *a*

1 Put the words in the correct column.

/eɪ/	/æ/
<i>make</i>	<i>plan</i>

make plan save married
sandwich take same have
flat made sad male

2 57.5 Listen, check, and repeat.

3 What effect does the **-e** have at the end of a word? Which word breaks the rule?

1 58.1 Read and listen.

1 Monday morning ...

Cindy The coffee machine isn't working. We **can't** make any coffee and we **have to** open in two hours. I **must** phone the engineer.

Ryan You **don't have to** do that. I'll take a look at it.

Cindy You **mustn't** touch it, Ryan – it's dangerous! You **won't be able to** fix it, and we **must** have a coffee machine. Remember the last time it broke down. We **couldn't** make any hot drinks and we **had to** close the café.

Ryan Don't worry. I can fix anything!



2 Later ...



I'm sorry, but you'll **have to** buy a new machine. We haven't got any in stock, I'm afraid, so we'll **have to** get one from Italy. We'll **be able to** get it in three days.

2 Read the examples. Study the rules on page 112.

can/must (future and past forms)1 *Can* has no future form. We use *be able to*.Past We **couldn't** make any hot drinks.Present I **can** fix anything.Future You **won't be able to** fix it.2 *Must* has no past or future form. We use *have to*.Past We **had to** close the café.Present I **must** phone the engineer.Future You'll **have to** buy a new machine.

3 58.2 Drill. Listen. Cindy is saying what happened last time. Say what they will have to do this time.

1 We had to close the café.

*They'll have to close the café again.*4 The machine is broken and Ryan has hurt his hand. What will the consequences be? Use the cues and *will/won't have to* or *will/won't be able to*.1 *They won't be able to make hot drinks, so they'll have to close the café.*

1 make hot drinks/close the café

2 work in the café all day/go to the cinema

3 get up early/stay in bed

4 Ryan/drive the car/take the bus

5 Cindy/serve customers/do what she wants

6 pay for a new machine/take a holiday this year

7 Ryan/lift heavy things/Cindy/do it

5a Complete the sentences. Use the past or future forms of *can* and *must*.

1 My car broke down yesterday, so I ¹**couldn't** drive to work. I ²_____ take the bus. It isn't a serious problem, so I ³_____ buy a new car. The car will be ready today, so I ⁴_____ collect it after work and then I ⁵_____ go by bus again tomorrow.

2 Martin had flu last week, so he ¹_____ go on holiday. He ²_____ stay in bed for the first few days, because he felt very ill. After that he ³_____ get up. He feels OK now, but he isn't happy because he ⁴_____ go back to work on Monday. He ⁵_____ go on holiday again before next year.

b 58.3 Listen and check.

6a **Your life** Write down something that you:

- had to do yesterday
- didn't have to do yesterday
- won't have to do tomorrow
- won't be able to do tomorrow
- couldn't do when you were a child
- could do when you were two years old

b Compare your ideas with a partner.



Now I can ...
talk about abilities and obligations.

1a 59.1 Listen and repeat.



1 a comedy



2 a western



3 a cartoon



4 an adventure film



5 a musical



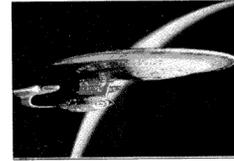
6 a thriller



7 a romance



8 a horror film



9 a science fiction film

b Write your answers to these questions.

- 1 How often do you go to the cinema?
- 2 Do you watch films on TV and DVDs?
- 3 What kind of films do you like best?
- 4 What's your favourite film?
- 5 What was the last film that you saw?

c Discuss your answers with a partner. Do you like the same things?

2a 59.2 Listen. You will hear somebody talking about the history of the film industry. Tick ✓ the topics that the speaker talks about.

- | | |
|-------------------------|------------------------|
| 1 how a film works | 5 the first sound film |
| 2 the first films ✓ | 6 cartoons |
| 3 silent films | 7 special effects |
| 4 the first colour film | 8 the future of films |

b Match these names with the topics you have ticked in 2a.

- a *Gladiator* _____
- b Charlie Chaplin _____
- c *The Jazz Singer* _____
- d The Lumière brothers 2 the first films
- e *Star Wars* _____

c Listen again and check.

3 Which of these predictions does the speaker make about the future of films?

- 1 The film industry will disappear.
- 2 Directors won't have to use actors.
- 3 You'll be able to change the ending of a film.
- 4 People will make their own films with computers.

4 Listen again. Answer the questions.

- 1 When and where were the first films shown?
- 2 Why did Hollywood become the centre of the film industry?
- 3 How could film companies make films very quickly?
- 4 Why did sound make film-making more difficult?
- 5 Why did the director have to use computer technology in *Gladiator*?

5 Writing Write a review of a film that you have seen recently. Follow this pattern.

Paragraph 1 – facts about the film

The last film that I saw was ...

It starred ... and ...

It was directed by ...

It's a comedy/thriller/horror/ ... film

It's about three people/a man/ ... who ...

Paragraph 2 – your opinion of the film

I really liked/didn't like the film.

It was very interesting/boring/ ...

The actors were excellent/ ... and the special effects/clothes/ ... were amazing/ ...

However, the story was very sad/a bit too long/ ...

English in the world

Bollywood

India produces more films than any other country, including the USA. People call the Indian film industry 'Bollywood'. The name comes from Bombay (the old name for Mumbai), which is the centre of the industry, and Hollywood. Bollywood makes over 800 films a year. Most are made in Hindi, but more and more are in English, and they are becoming popular internationally. The films are usually musicals and have traditional stories about love, families, heroes, and villains. However, nowadays a lot of the films are about city life in modern India.

**What types of film are popular in your country?
Who are the biggest directors and stars?**



1 Look back at Episodes 6 and 7. What happened?

2 **60.1** Read and listen to the story. Why is Lucy angry?

3 Answer the questions.

- 1 What has happened at Wormwood Studio?
- 2 Where will they have to film now?
- 3 How long is it available for?
- 4 Why is that a problem?
- 5 What did Lucy do today?
- 6 Why won't Jordan be able to go?
- 7 Will he be able to be best man?
- 8 Has he told Peter yet?

4a Complete the expressions.

Everyday expressions

Checking and confirming negative news

Checking

Does that _____ (that) ... ?

_____ you saying (that) ... ?

Don't _____ me (that) ...

Confirming

Yes, un _____ .

Yes, I'm afraid _____ .

Yes, it looks _____ it.

b Use the expressions. Make conversations about this information.

1 **A** Are you saying that you didn't send the email?

B Yes, I'm afraid so.

- 1 You didn't send the email.
- 2 We'll have to cancel the meeting.
- 3 I won't be able to leave on Friday.
- 4 We'll have to change our flights.
- 5 You had to pay for everybody.
- 6 Nick's been fired.
- 7 You couldn't find the tickets.
- 8 I'll have to buy a new TV.

5 Language check. Underline all the examples of *have to* and *be able to* in the story.

6 Work in a group. Practise the story.

1 Felton Windrush is talking to the actors and actresses in his new soap opera.



Felton I'm sure you've all heard that there's been a fire at Wormwood Studio.

Amber Does that mean that we won't be able to use it?

Felton Yes, unfortunately, Amber. We'll have to use KP Studio instead.

Amber Is that available, Felton?

Felton Yes, it is, but only for six weeks.

Amber Are you saying that we'll have to do two months' filming in six weeks?

Felton Yes, I'm afraid so. We'll have to work every weekend from now on.

2 At Jordan's flat ...



Lucy I got the tickets for Paris today.

Jordan Oh, er, what date is that again?

Lucy It's 6 September - the weekend before the wedding. Why? What's that?

Jordan It's our new schedule for filming, and ...

Lucy Don't tell me you'll have to work that weekend.

Jordan Yes, it looks like it. And the weekend of the wedding, too.

Lucy What?! And does Peter know that his best man won't be able to be there?

Jordan No, not yet. Look. I'm really sorry, but ...

Lucy Oh, don't worry, Jordan. I'll just have to find someone else to share the most exciting weekend of my life.



And share the rest of my life, too! That's it! We're finished!



1 **61.1** Read and listen. What's Tony's big decision?



I enjoy driving, but I've given up going to work by car. The traffic's terrible and I can't stand sitting in traffic jams. I don't mind going by train, because I can read. In fact, I've just finished reading *War and Peace*. But the trains are usually crowded. I try to avoid travelling in the rush hour, but sometimes I don't fancy getting up that early. I can't imagine doing it for years.

So I've decided to look for a new flat. I really want to find a place near my office. Then I won't need to use any transport. I hope to have a look at some flats this week. My sister has offered to help me. I don't expect to find one straightaway, but when I manage to find somewhere, I plan to sell my car. I promised to sell it to my sister. I think that's why she's helping me!

2a Read the examples. Study the rules on page 113.

Verb + *-ing* or + infinitive

1 Some verbs are followed by the *-ing* form:

I enjoy driving.
NOT I enjoy to drive.

2 Some verbs are followed by the infinitive:

I've decided to look for a flat.
NOT I've decided looking for a new flat.

b Put these verbs in the correct column.

decide enjoy want plan imagine can't stand
promise avoid offer (don't) mind hope fancy
need give up manage expect finish

+ infinitive

decide

+ *-ing*

enjoy

3 **61.2** Drill. Listen. Make the sentences with *playing tennis* or *to play tennis*.

1 We've finished
We've finished playing tennis.

4 Choose the correct words.

We've decided ¹to move/moving to Australia. We both fancy ²to live/living somewhere warmer. I can't stand ³to get up/getting up on cold, dark winter mornings. We managed ⁴to find/finding jobs in Australia quite easily and we plan ⁵to go/going next month. I don't mind ⁶to leave/leaving, although I can't really imagine ⁷to live/living anywhere else. We don't really want to ⁸leave/leaving all our friends here, but we both enjoy ⁹to meet/meeting people, so we hope ¹⁰to make/making new friends quickly. We haven't finished ¹¹to pack/packing all our things yet, but our friends have promised ¹²to help/helping us.

Language note like, love, etc.

These verbs can take either the *-ing* form or the infinitive:

like, love, hate, prefer, start

The meaning is similar:

-We love dancing. OR We love to dance.

5a **61.3** Listen to what Katrina says. Match verbs from the table in exercise 2b to these activities. (Some verbs may be negative.)

- 1 decide change her job
- 2 _____ do something different
- 3 _____ travel round the world
- 4 _____ save some money
- 5 _____ have lunch in restaurants
- 6 _____ commute by car
- 7 _____ save a lot of money
- 8 _____ leave her job

b Say what Katrina did.

1 *She decided to change her job.*

6a **Your life** Write sentences about your life. Use these expressions and a verb in the correct form.

- 1 I've always wanted ...
- 2 I enjoy ...
- 3 I plan ... this year.
- 4 I've promised ...
- 5 I'd like to give up ...
- 6 I need ... today.

b Compare your answers with a partner.



Now I can ...
use some common verb patterns correctly.

1 62.1 Read and listen.



Jonas Paulsen, 47, loves paragliding, but when he went paragliding last week, he didn't expect to be gone for three days! He jumped off a mountain in Norrbotten in Sweden. However, he landed in a forest, and he spent the next three days 30 metres up a tree. **'There were people looking** for me,' he said, 'but the weather was very bad. After three days **I saw a helicopter flying** over the forest. Then **I heard a dog barking**. When I looked down, **there was a man looking** up at me.'

'When I reached the tree,' said Lars Odell, 'I saw him **hanging** upside down, like a bat.'

It was Jonas's third paragliding accident. His wife, Laila, said, 'From now on he's going to take up a quiet hobby, like stamp collecting.'

2 Read the examples. Study the rules on page 113.

Verb + noun + -ing

We use verb + noun + -ing to describe a scene:

1 after **There is/are/was/were**:

There were people. They were looking for me.

There were people looking for me.

2 after **see/hear/feel/smell, etc.:**

I saw a helicopter. It was flying over the forest.

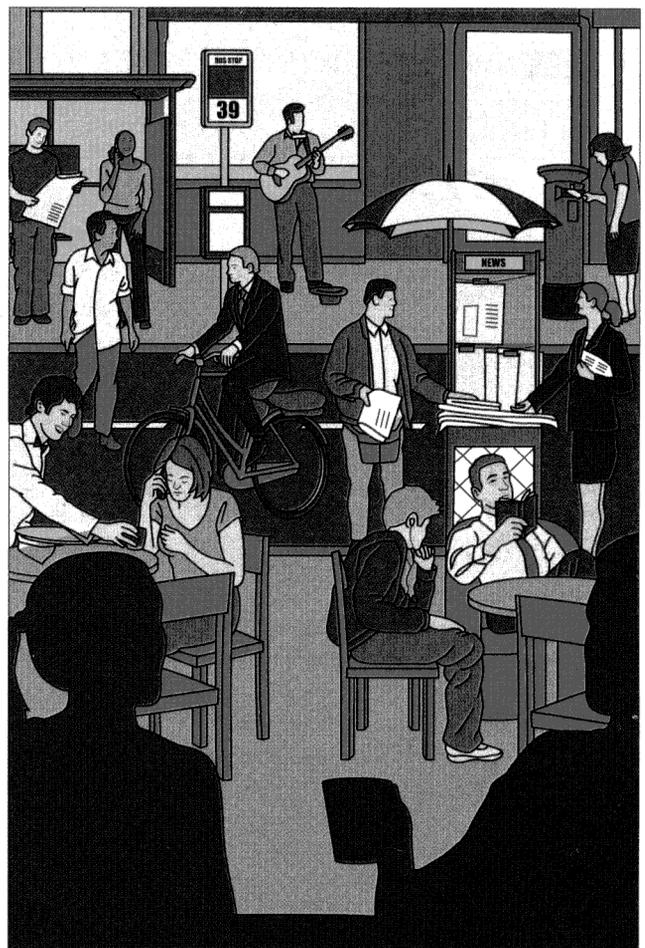
I saw a helicopter flying over the forest.

3 62.2 Drill. Listen. Combine the sentences to describe the rescue scene.

1 There was a man. He was climbing the tree.
There was a man climbing the tree.

4 Write eight sentences about the picture. Use *There's* or *There are* + -ing.

There's a man selling newspapers.



5 Look at the man and woman having a cup of coffee. What things can they see and hear happening?

They can see a man selling newspapers.

6 Writing Imagine one of these four scenes. Write six sentences to describe it. Use these expressions.

There's/are ... -ing

I can see/hear/feel/smell ... -ing

1 a beach

2 by a lake in a park

3 skiing

4 a market



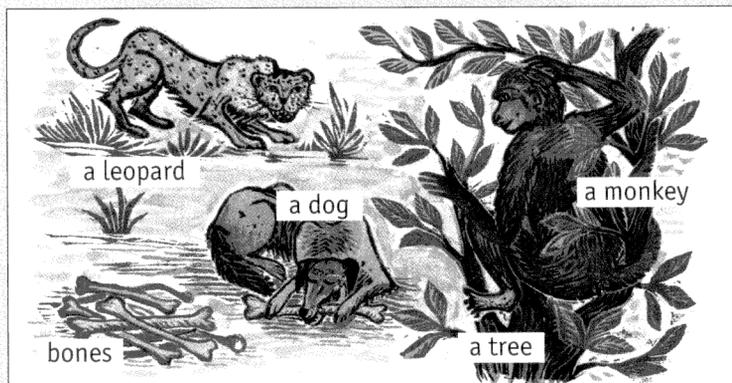
1 Look at the picture below. What is each of the animals doing? What do you expect to happen? Why?

2a Read the story. Complete the story with these missing phrases.

- I think that leopard's forgotten about me,
- That leopard was delicious.
- Where's that monkey?
- I'm in trouble now.
- That old dog has just tricked the leopard,

b 63.1 Listen and check.

THE OLD DOG



One day, in Africa, an old dog wandered into the forest. It was a nice day and the old dog was looking at the flowers and the butterflies. Soon he was a long way from home. When he stopped to have a rest, he saw something moving. There was a young leopard coming towards him. 'Oh, dear,' he thought. ¹ _____

He looked around and saw some bones on the ground. The old dog sat down and started to chew them. When he heard the leopard approaching, he stopped chewing the bones, stood up, and said, 'Mmm. ² _____ But it was very small. I could eat another one!' When he heard this, the leopard stopped and walked quietly away.

There was a young monkey sitting in a tree. He saw all this happening. ³ _____ he thought. 'If I go and tell the leopard, maybe he'll be my friend and he'll stop trying to eat me.'

The old dog saw the monkey following the leopard and he thought, 'What am I going to do now? I'm sure that monkey's going to tell the leopard that I tricked him. He'll be angry when he hears it, but I'm too old to run away.'

Soon, as he expected, the old dog saw the leopard running towards him with the monkey on his back. The old dog sat down and waited for them. When they were close enough to hear, he stood up and said loudly, ⁴ _____ I'm hungry and I sent him to bring me another leopard half an hour ago!

When the dog looked round, he saw the monkey jumping off the leopard's back. He watched the leopard chasing the monkey up into a tree. ⁵ _____ he said to himself, and he started walking slowly back home. The moral of the story is: 'A wise, old head can always beat a strong, young body.'

3 Answer the questions.

- When did the old dog first see the leopard?
- Why didn't the dog run away when he saw the leopard?
- Why didn't the leopard attack the dog the first time?
- Why did the monkey follow the leopard?
- Why didn't the leopard attack the dog the second time?
- Why did the leopard chase the monkey?

Language note stop

stop + infinitive has a different meaning from **stop + -ing**.

He stopped **to have** a rest.

= He stopped because he wanted to have a rest.

He stopped **chewing** the bones.

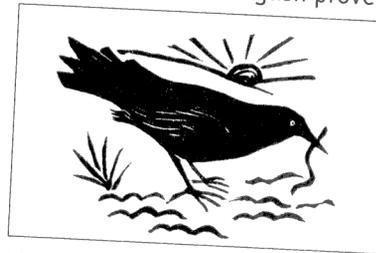
= He was chewing the bones and then he stopped.

4 Speaking Work with a partner. Close your books and re-tell the story. Student A tells the story up to where the monkey decides to follow the leopard. Student B then continues to the end.

English in the world

Proverbs

These are common English proverbs.



The early bird catches the worm.

A leopard never changes its spots.
While the cat's away the mice will play.
A bird in the hand is worth two in the bush.
You can't teach an old dog new tricks.
Don't count your chickens before they're hatched.

Give some examples of proverbs in your language.



- 1a **64.1** Read and listen. Where are the people going to go? When?



- Man** ¹Do you fancy going for a meal later?
- Woman** No, I don't really ²feel like going out this evening. I'm tired.
- Man** OK. How about tomorrow?
- Woman** Tomorrow's ³no good for me, I'm afraid. Are you free on Wednesday?
- Man** No, I'm sorry. I can't ⁴make Wednesday or Thursday. I'm away. Friday?
- Woman** Yes, Friday's ⁵free at the moment. Where shall we go?
- Man** ⁶How about trying that new Lebanese restaurant near the square?
- Woman** Yes, that sounds good.
- Man** OK. Great. I'll book a table and text you.

- b Practise the conversation with a partner.

- 2a Replace the underlined items with these words and expressions.

want to go out Would you like to go manage
Why don't we try out OK

- b **64.2** Listen and check your new conversation.

- 3 Complete the expressions with *go out*, *going out*, or *to go out*.

Everyday expressions Suggestions

Suggesting

Would you like/Do you want _____?

Shall we /Why don't we _____?

Do you fancy /How about _____?

Saying no to a suggestion

I don't really want _____.

I don't feel like _____.

I can't make/manage that.

That's out/no good for me.

- 4 **64.3** Drill. Listen. Make suggestions with the correct form of *go for a meal*.

- 1 How about
How about going for a meal?

Language note Modifiers

It sounds rude to say *no* directly, so we normally use a modifying expression to make it more polite.

I don't really want to go out.

I'm sorry, but I can't make that.

That's out for me, I'm afraid.

- 5 **Your life** Work with a partner. Make new conversations.

A

B

Suggest going out.

Say no and give a reason. Suggest another time.

Say no and give a reason. Suggest another time.

Accept. Ask where you should go.

Suggest a place.

Agree and offer to make the arrangement.

Agree.

Pronunciation

Reduced syllables

- 1 **64.4** Listen and repeat. Underline the words with the stress. Notice how we reduce the syllables that aren't stressed.

1 Do you want to go

Do you want to go for a meal?

2 Would you like to go

Would you like to go to the cinema?

3 Do you fancy going

Do you fancy going to the park?

4 Why don't we go

Why don't we go to the café?

- 2 Listen again and repeat.

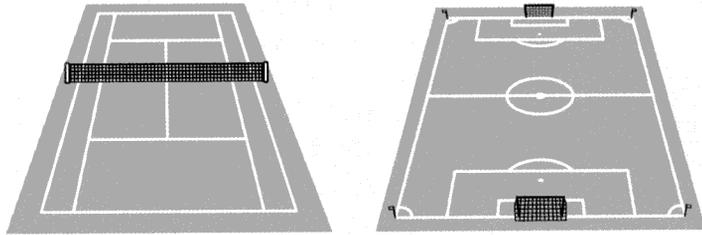


65 VOCABULARY Sport

1 What names of sports do you know?
football, tennis, ...

2 **65.1** Listen and repeat.

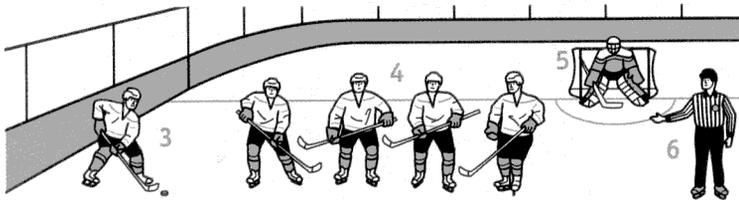
Places



1 a court

2 a pitch

People



3 a player
4 a team

5 a goalkeeper
6 a referee

Equipment



7 a net



8 a goal



9 a bat

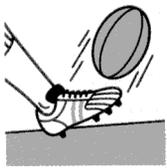


10 a racket
11 a ball

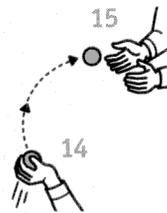
Actions



12 to hit



13 to kick



14 to throw
15 to catch



16 to score

Language note *win/lose; beat/lose to*

win/lose + a thing: We **won/lost** the match.

beat/lose to + a person or team: We **beat/lost to** Chelsea.

3a **65.2** Listen. Brendan is talking about his favourite sport – five-a-side football. Find this information.

- 1 How often does he play?
- 2 Where does he play?
- 3 Who does he play with?
- 4 What happened in the last match?

b Listen again. Find this information.

- two differences between five-a-side and normal football
- two things that are the same
- two reasons why Brendan likes the sport

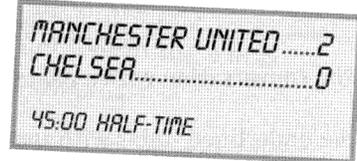
4a **Your life** Answer the questions.

- 1 What sports do you like?
- 2 How often/When/Where do you play it?
- 3 Who do you play with?
- 4 How do you play the sport?
- 5 Have you (or your favourite team) won/lost any matches recently?

b Compare your answers with a partner.

English in the world

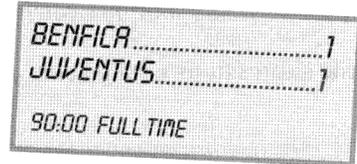
Giving scores



Manchester United: two. Chelsea: nil

OR

It was two-nil to Manchester United at half-time.



Benfica: one. Juventus: one

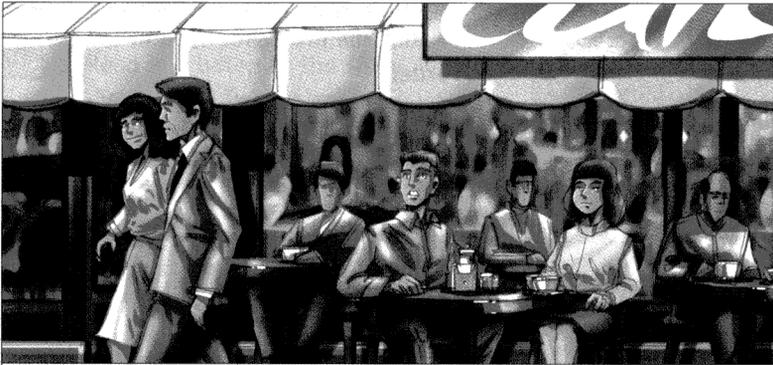
OR

It's one-all./It's a (one-all) draw.

How do you give scores in your country? Give the scores from some recent matches.

Now I can ...
talk about sport.

1 66.1 Read and listen.



Jordan They're the couple **who moved into the flat below me** a few months ago.

Sarah Oh, are they the people **who have the parties**?

Jordan Yes, that's right. The party **they had last month** kept me awake all night.

Sarah You should complain about all the noise **they make**.

Jordan I did. And we reached an agreement **that keeps everyone happy**.

Sarah That's good. So did they agree to keep the noise down?

Jordan No, they agreed to invite me to all the parties **which they have!**

2 Read the examples. Study the rules on page 113.

Relative clauses

Relative clauses show which thing or person we are talking about.

They're the couple **who (that) moved into the flat below me**.
They agreed to invite me to all the parties **which (that) they have**.

3a Make relative clauses to complete the text. Use these cues and *that*.

- I won two years ago
- makes sports equipment
- I can't do at all
- I like best 1
- have very cold winters
- we want to see
- I beat in the final
- is very close to my flat

I like all kinds of sport, but tennis is the sport ¹*that I like best*. I'm a member of a club ²_____, so I play several times a week. In this picture I'm holding a cup ³_____. I was pleased to win it, because the player ⁴_____ was very good. One sport ⁵_____ is ice skating, but I like to watch it on TV. It isn't a big sport here in Spain. It's most popular in countries ⁶_____.

I like to watch football, too. My husband works for a company ⁷_____, so he often gets tickets to matches ⁸_____.

b 66.2 Listen and check.

4 Replace *that* with *who* or *which* in the text in exercise 3a.

I like all kinds of sport, but tennis is the sport which I like best.

5a Read the examples. Study the rules on page 113.

Omitting the relative pronoun

When the relative pronoun is the object of the relative clause, we can omit it.

You should complain about the noise
(that) they make.
object subject verb

We can't do this when the relative pronoun is the subject of the relative clause.

Are they the people
who have the parties?
subject verb object

NOT Are they the people have the parties?

b Look at the completed text in exercise 3a. Remove the relative pronoun where possible.

I like all kinds of sport, but tennis is the sport I like best. I'm a member of a club that's very close to my flat, ...

6a Look at these items. In which ones can you omit the relative pronoun?

- 1 a place which you've always wanted to visit
- 2 someone who you'd like to meet
- 3 something that annoys you
- 4 the people who you spend most time with
- 5 something that's very important to you
- 6 something that you don't like doing
- 7 a person who always remembers your birthday
- 8 a sport that you like to watch on TV

b Write a sentence for each of the things in exercise 6a.

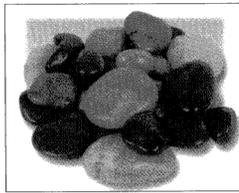
A place I've always wanted to visit is ... , because ...

c Tell a partner about your ideas.

1 **67.1** Read and listen. Tick ✓ the things that the professor used in his talk.



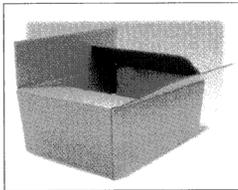
a a glass of water



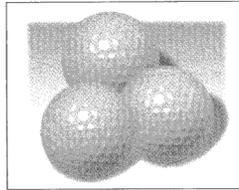
b stones ✓



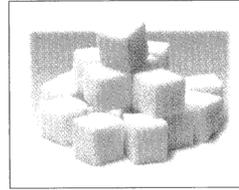
c two cups of coffee



d a box



e golf balls



f sugar



g a glass jar



h sand



i ketchup

Priorities

One day a professor gave his philosophy class an unusual lesson. Without saying anything, he put a glass jar on the desk. Then he took some golf balls and put them in the jar. When he couldn't put any more balls in the jar, he asked, 'Is the jar full?' The students all said, 'Yes.'

The professor didn't say anything, but he took a small bag of stones from under the desk. He put the stones into the jar. The stones fell down between the golf balls. When he couldn't put in any more stones, he said, 'Is the jar full now?' The students all said, 'Yes.'

The professor then took another bag from under the desk. There was some sand in the bag. He carefully poured the sand into the jar. The sand filled all the spaces in the jar. When the sand came to the top, he asked the question again. The students all said that the jar was full.

The professor didn't say anything, but he took two cups of coffee from under the desk. He poured the coffee into the jar. The coffee came up to the top of the jar. The students laughed. This time they all agreed that the jar was full. You couldn't put anything more into it. The students all wondered, 'What is the professor trying to show us?'

2 What do you think the professor was trying to show the philosophy students?

3a Copy the table. Complete the 'Item' column. Write the five items from exercise 1 that the professor used in the correct order.

Item	Meaning	Examples
1		
2		
3		
4		
5		

b **67.2** Listen. What is the meaning of the five items? Complete the 'Meaning' column in the chart with these things.

- a things that are really important
- b time with your friends
- c things that are quite important, but you can replace
- d your life
- e ordinary everyday things

c Listen again. Complete the 'Examples' column for items 2-4.

4a **Your life** What are your priorities? Add one more example to items 2-4 in the table.

b Compare your list with a partner.

Pronunciation

Voiced and voiceless consonants

1 **67.3** Listen and repeat.

	/g/	/k/		/b/	/p/
1	glass	class	5	buy	pie
2	bag	back	6	cub	cup
	/d/	/t/		/v/	/f/
3	do	two	7	veal	feel
4	sad	sat	8	leave	leaf

2 **67.4** Listen. Which word in each pair do you hear?



- 1 Look back at Episodes 7 and 8. What happened?
- 2 **68.1** Read and listen to the story. Why doesn't Jordan tell Peter his news?
- 3 Complete the sentences with the correct subject.
- _____ is going to be Sarah's bridesmaid.
 - _____ offers to alter the dress.
 - _____ says that she's very busy.
 - _____ is in a TV show.
 - _____ phones about some visitors.
 - _____ can't entertain the visitors.
 - _____ are coming to England.
 - _____ are going to meet them.

4a Complete the expressions.

Everyday expressions Talking about priorities and commitments

... if I _____ time.
 There are so _____ things I need to do.
 I'm already _____ something.
 They'll have to do _____ me.
 I promised _____ go.
 I don't want to _____ her down.
 It _____ wait.

b Use the expressions to complete the conversations.

- A** Will you be at the meeting on Wednesday afternoon?

B Yes, if _____.
 - A** Do you want to talk about the conference today?

B No, it _____ . There are _____ today.
 - A** Are you going to watch your daughter's school play?

B Yes, I _____ and I don't _____ .
 - A** The team really needs you. Are you sure you can't make it?

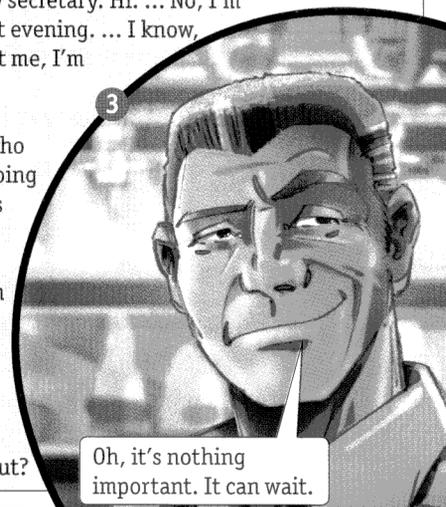
B Yes, I'm afraid they _____ . I'm _____ on Saturday.
- 5 **Language check.** Underline all the examples of relative clauses in the story.
- 6 **Work in a group.** Practise the story.



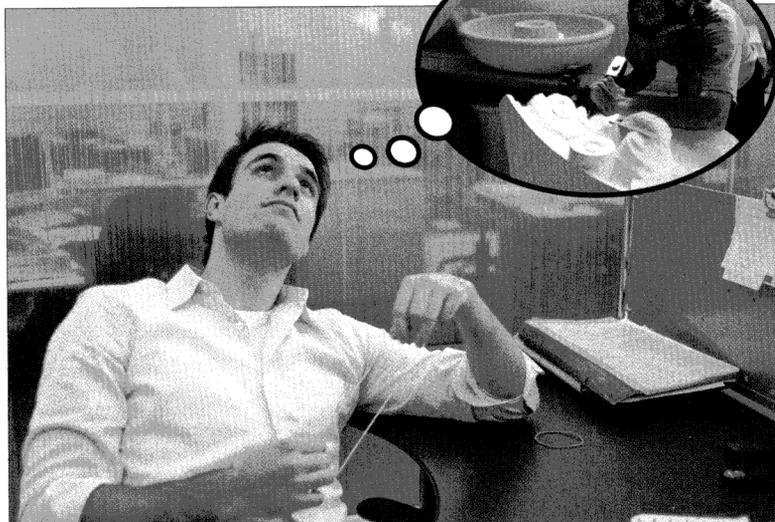
- Sarah** It looks beautiful, Lucy, but it's too long and it's too big here on the shoulders.
- Lucy** Yes, you can't have a bridesmaid who looks terrible.
- Sarah** There's a shop that alters clothes near my place. I'll take it tomorrow, if I have time.
- Lucy** There's no need. I can alter it myself.
- Sarah** Really?
- Lucy** Yes, I quite enjoy sewing. I always put on my headphones and listen to some music while I'm doing it. It's very relaxing.
- Sarah** Oh, thanks, Lucy. That would be great. There are so many things I need to do at the moment.



- Peter** So, how's the acting going?
- Jordan** Fine. I'm playing an Australian guy who works as a computer engineer.
- Peter** Well, you shouldn't find that too difficult.
- Jordan** No, but look, there's something I wanted to talk to you about. I ...
- RING RING ...**
- Peter** Excuse me, Jordan. That's my secretary. Hi. ... No, I'm already doing something that evening. ... I know, but they'll have to do without me, I'm afraid. ... OK. Bye.
- Jordan** Problems?
- Peter** Yes, there are some visitors who need entertaining, but I'm going to the airport to meet Sarah's parents.
- Jordan** Couldn't she go on her own?
- Peter** Yes, but I promised to go with her and I don't want to let her down. It's all about priorities.
- Jordan** Yes, I see.
- Peter** Anyway, what was this thing you wanted to talk to me about?



1 69.1 Read and listen.



I've been doing the same job for seven years. It's a good job, but I'm **getting bored with** it. Actually, my boss is leaving soon, so I could **apply for** her job, but I'm **tired of** going to the same office every day and I'm **not afraid of** a new challenge.

Anyway, I was off work a few weeks ago because I was **suffering from** flu and I had a lot of time to **think about** it. When I was better, I started to **look at** job adverts in the newspapers, but all the jobs were **similar to** the one I've got now.

I **talked to** my wife and she said, 'What do you really want to do?' I said, 'Well, I'd really like to be a sculptor.' I've always **been interested in** art, and I'm **good at** painting. Last year I **took part in** a summer school on sculpture and I really enjoyed it.

I thought that my wife would **be worried about** money. We've got two young children and we've just moved house. But she **agreed with** me. 'If you **wait for** the perfect time, you'll never do it,' she said. So last week I decided to leave my job. This time next year life will certainly **be very different from** now.

2 69.2 Listen and repeat the expressions from the text.

3 Find two expressions in the text for each of these prepositions.

in with for to about at from of

in: *be interested in ... , take part in ...*

Language note Preposition + noun/gerund

After a preposition we use a noun or a gerund (-ing form).

We're interested in **art**. (noun)

We're interested in **visiting** art galleries. (gerund)

NOT We're interested in visit art galleries.

4 69.3 Drill. Listen. Say the sentence. Use the past simple.

- 1 be tired/travelling
I was tired of travelling.

5a Complete the sentences with the correct prepositions.

- I wanted to talk to Umberto today, but he's suffering from a bad cold.
- I'm not interested in clothes, so I soon get bored of shopping.
- I'm tired of taking part in competitions and losing!
- Our new flat is very different from our old flat. Actually, it's similar to yours.
- I've looked at your email again, and I'm afraid I don't agree with you.
- She's very good at her job, but she's thinking of leaving.
- I'm worried about going on holiday. I'm afraid of flying.
- Steve has applied for a new job. He's waiting for an interview.

b 69.4 Listen and check.

6a Your life Choose eight of the bold expressions in exercise 1. Write sentences about your life.

b Discuss your sentences with a partner.

- A *I'm taking part in a marathon this weekend.*
B *Really? Where is it going to be?*

Pronunciation

Reduced stress

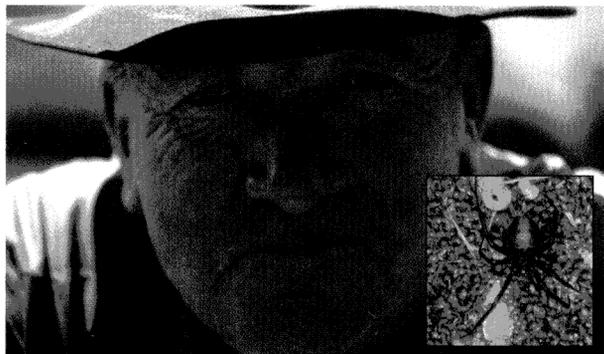
1 69.5 Listen. What happens to the prepositions?

- I'm afraid **of** spiders.
- She suffers **from** hay fever.
- We're waiting **for** John.
- He's good **at** sport.
- Can I talk **to** you?

2 Listen again and repeat.



1 70.1 Read and listen.



Saved by a spider

Theo Minsk remembers the day that a spider saved his life. 'If it **hadn't rained**, I **would have gone** to the beach. However, it rained all day, so I tidied my garage instead. While I was doing it, a spider bit my neck. My wife was worried about me, because some spiders in Australia are very poisonous. So we went to the hospital. When the doctors examined me, they noticed a lump on my neck. But it wasn't the spider's bite. Tests showed that I was suffering from cancer.' Today, after several months of treatment, the cancer has gone. 'Life can be strange,' says Theo. 'My wife **wouldn't have taken** me to the hospital if the spider **hadn't bitten me**. Then we probably wouldn't have found the lump in time. If I **had left** it for a few more months, it **would have been** too late. That spider saved my life!'

2 Read the examples. Study the rules on page 114.

Third conditional

We use the third conditional to imagine past events, and their results, happening differently.

Real event

It rained, so I didn't go to the beach.

Imagined event

If it **hadn't rained**, I **would have gone** to the beach.

Real event

My wife took me to the hospital because the spider bit me.

Imagined event

My wife **wouldn't have taken** me to the hospital if the spider **hadn't bitten me**.

3a Complete the third conditional sentences. Use *had/hadn't* and *would have/wouldn't have*.

- Susan ate too much, so she felt sick.
If she hadn't eaten too much, she wouldn't have felt sick.
- Marco missed his appointment, because he didn't get up on time.
He wouldn't have missed his appointment if he had got up on time.
- I went to a party and I met my boyfriend.
If I _____ gone to the party, I _____ met my boyfriend.
- I complained about the taxi, because it arrived late.
I _____ complained about the taxi if it _____ arrived late.
- It wasn't very warm, so we didn't go out.
If it _____ been warm, we _____ gone out.
- You didn't work hard, so you didn't pass your exams.
If you _____ worked hard, you _____ passed your exams.

b 70.2 Listen, check, and repeat.

4 Look at the series of events in Theo's story. Make conditional sentences.

- | | |
|--------------------------------------|---|
| 1 The weather wasn't nice. | 6 The doctors found a lump on his neck. |
| 2 He didn't go to the beach. | 7 They started cancer treatment. |
| 3 He tidied the garage. | 8 He didn't die from the disease. |
| 4 A spider bit him. | |
| 5 His wife took him to the hospital. | |

- If the weather had been nice, he would have gone to the beach.*
- If he had gone to the beach, he wouldn't have tidied the garage.*

5a **Your life** Think of a turning point in your life, when something changed. Make a flow chart of the events.

- I had toothache.*
- I went to the dentist's.*
- I read a magazine there.*
- I saw an advert for a job.*

...

b Change the events into third conditionals.

- If I hadn't had toothache, I wouldn't have gone to the dentist's.*
- If I hadn't gone to the dentist's, I wouldn't have read ...*



1 Read the texts. Which person ... ?

- a didn't like school _____ b has got three children _____ c had a software company _____

No regrets

Erica, 34, computer programmer



I was tired of working for somebody else. I wanted to have my own business. Eight years ago I decided to start my own computer software company. I needed a lot of money for it, so I sold my flat and I borrowed money from my friends, too. _____

Leroy, 42, production manager with an engineering company



I've got a good job now, but I did it the hard way. I left school when I was 17. I was bored with school and I wanted to earn some money. I had a lot of jobs, but they were all boring and low-paid. _____

Marianne, 37, housewife and part-time librarian



I got married to a guy I met at university. I was 21 and we were in love. We had our first child a year later and we've got three children now. _____

2a Complete the texts above with these paragraphs. Make sure they are in the correct order.

- a But I don't regret it. If I hadn't got married then, I wouldn't have had my three lovely children. I love my family, so I wouldn't change anything really.
- b Sometimes I wish that I'd done more and seen more of life before I got married. I feel jealous when friends talk about the things they did in their twenties. While they were travelling and going to parties, I was looking after babies.
- c I wish I had worked harder at school now. If I hadn't been so lazy then, things would have been easier. But I don't really regret it. I really enjoy my job and I think that I'm a better person because I had to fight for it.
- d Do I regret it? Yes and no. I wish I hadn't borrowed money from my friends. But if I hadn't done it, I would have regretted it all my life. Things don't always work out, but if you don't try, you'll never know.
- e Unfortunately, the business wasn't successful and after five years I was bankrupt. I lost everything, including my friends' money.
- f I needed qualifications to get a good job, so I went to evening classes and then I applied for a place at university. It was difficult. When I wasn't studying, I was working.

b 71.1 Listen and check.

3 Answer the questions.

- How did Erica get the money for her business?
- How long did the business survive?
- Why couldn't Leroy get a good job when he left school?
- How did he pay for his education?
- How old was Marianne when she got married?
- Why does she feel jealous of her friends?

Language note Expressing regret

I wish I had worked harder at school.

= I didn't work hard at school and I regret it.

She wishes she hadn't borrowed money.

= She borrowed money and she regrets it.

4 Find this information for each person.

- What did he/she do?
- What was the result?
- What does he/she wish he/she had(n't) done?
- How does he/she feel about it now?

5a Complete the text about Leroy. Use your answers to the questions in exercise 4.

Leroy ¹_____. As a result, he ²_____.
He wishes he ³_____. However, he doesn't really regret it, because ⁴_____.

b Write a similar text about Erica or Marianne.

6a **Your life** What do you wish about your past life?

I wish I had learnt French at school.

b Compare your ideas with a partner.



1 72.1 Read and listen. Which people ... ?

- are having a party _____
- can't come to the party _____
- are going to the party _____

Our new home

We're having a housewarming party on Friday 29 March (8 for 8.30). We'd be very pleased if you could join us.

Look forward to seeing you.

Bruce and Tina

RSVP: 0117 496 0532/bructin45@wizz.com

47 Walden Road, Bristol, BS6 4DK



To:

Subject:

Dear Tina and Bruce

Thank you very much for your invitation. We'd love to come.

Hope all's going well with your new home. Looking forward to seeing you on the 29th.

All the best,

Ari and Ingrid

20 Regal Street
Bath
28 February

Dear Bruce and Tina

Thank you very much for the invitation to your housewarming. Unfortunately, I'm afraid we're going to be on holiday that week. We hope the party goes well. Sorry we won't be able to make it.

Best wishes,

Petra and Liam

2 Answer the questions.

- 1 Where do Bruce and Tina live?
- 2 Why are they having a party?
- 3 What date is it going to be?
- 4 What time will it start?
- 5 What are Petra and Liam doing that week?

3a Complete the expressions.

Everyday expressions Invitations

Inviting

We're _____ a party on Friday 29 March.
We'd be very _____ if you could join us.
Look(ing) forward to _____ you.

Responding

Thank you very much for the _____ to your party.
We'd _____ to come.
Sorry/I'm afraid we won't be _____ to make it.

b Check your answers in the invitation and replies in exercise 1.

4 72.2 Listen to the messages on Bruce and Tina's voicemail. Complete the table.

	Name	Can come?	Details
1	Sullivan		
2	Viv and Frank		
3	Natasha		
4	Neil and Erin		

5a Writing Write an invitation to a party.

b Give your invitation to a partner. He/She writes a response.

English in the world

Invitations

These are some expressions you might see on an invitation.

- RSVP Please reply.
- 7 for 7.30 Please arrive between 7 and 7.30 in the evening.
- Bring a bottle. Please bring a bottle of wine with you.
- Black tie Formal dress. Men should wear a dinner suit and women a long dress.

Compare this to your country.

1a 73.1 Read and listen.



When you arrive at the airport, make sure you go to the correct **terminal**. A lot of airports have more than one. First, you **check in** at the check-in desk. When you've got your **boarding card**, you go through **passport control** (for international flights). Then you have to **go through security**, where they **check** your bags and coats. After that you wait in the **departure lounge**. When your flight is called, you go to the **departure gate** and **board the plane**.

On the plane, you find your seat, put your **hand luggage** in an **overhead locker**, then sit down and **fasten your seatbelt**. When all the **passengers** are on the plane and everything is ready, the **plane takes off**. During the flight, the **flight attendants** serve drinks and meals. The **pilot** usually gives some information about the flight and the weather, too. Before the **plane lands**, the **cabin crew** check all the passengers' seatbelts again.



b 73.2 Listen and repeat the bold words and expressions.

2a What other words connected with air travel do you know?
a ticket, to fly, ...

b Look at the pictures. What people and things can you name?

Language note **control and check**

Noun You have to go through passport control.

Verb Someone **checks** your passport.

NOT Someone controls your passport.

3 Find the bold words or expressions in exercise 1 to match these definitions.

- 1 the flight attendants
- 2 to get on the plane
- 3 you put your hand luggage here
- 4 this person flies the plane
- 5 the plane leaves the airport
- 6 they check your passports here
- 7 the place where you wait before flying
- 8 the people travelling on the plane
- 9 the plane arrives
- 10 you wear this for take off and landing

4a 73.3 Listen to Mark's travel story. Why was he worried in Milan? Why did the story have a happy ending?

b Listen again and find this information.

- 1 How long was the flight to Brussels delayed?
- 2 What did he do when he got to Brussels?
- 3 When did he remember his coat?
- 4 What gate did he need for the flight to Manchester?
- 5 How did he get to the plane?

5a Your life Answer the questions.

- 1 How often do you travel by air?
- 2 Do you enjoy flying? Why? Why not?
- 3 Has anything interesting happened to you while flying?

b Compare your answers with a partner.

English in the world

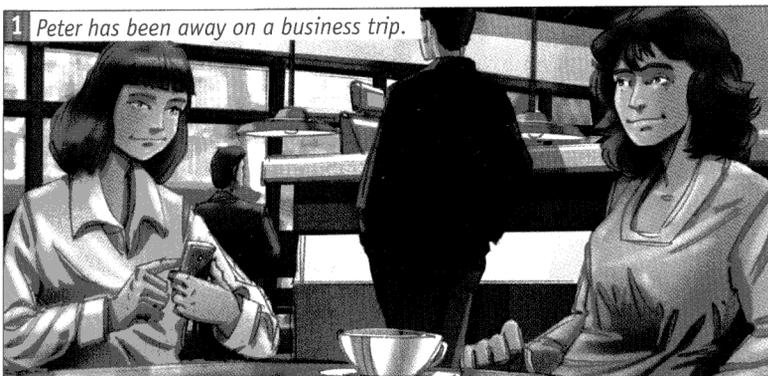
Signs at an airport

What are these signs in your language?

1  Check-in	2  Connecting flights
3  Arrivals	
4  Customs 	
5  Baggage reclaim	6  Departures

1 74.1 Read and listen.

1 Peter has been away on a business trip.



Lucy Do you know **if Peter's plane has landed yet?**

Sarah Yes, it has. He texted me about half an hour ago.

Lucy Well, would you like to go for a meal together this evening?

Sarah Good idea. I wonder **what time Peter will be back.** I'll phone and see **where he is.**



Peter Hi, Sarah. Yes, I'm in the car park at the moment.

Sarah Great. Lucy wants to know **whether we'd like to go for a meal this evening.**

Peter Yes, sure, but I don't know **what time I'll be back.**

Sarah Why? What's the problem?

Peter I can't remember **where I parked my car!**

2 Read the examples. Study the rules on page 114.

Indirect questions

We use indirect questions when we talk **about a question.**

Direct What time **will Peter** be back?

Indirect I wonder what time **Peter will** be back.
NOT I wonder what time will Peter be back?

Direct Where **did I** park the car?

Indirect I can't remember where **I parked** the car.
NOT I can't remember where did I park the car?

3a Do you know the answers? Ask and answer with a partner.

A Do you know what the capital of Vietnam is?

B No, I don't./I can't remember./Yes, I do. It's ...

- 1 What's the capital of Vietnam?
- 2 What do people usually call a Boeing 747 aeroplane?
- 3 Where is Lake Titicaca?
- 4 When did Princess Diana die?
- 5 Who was the first Roman emperor?
- 6 Where does the French president live?
- 7 What did Lazlo Biro invent?

b Say what your partner knows.

... *doesn't know/can't remember/knows what the capital of Vietnam is.*

4 Read the examples. Study the rules on page 114.

Indirect questions: *yes/no* questions

With *yes/no* questions we use *if* or *whether*.

Has Peter's plane landed yet?
I'd like to know **if/whether** Peter's plane has landed yet.

5 74.2 Drill. Listen. Give the indirect question. Use *I wonder if*.

- 1 Have they arrived?
I wonder if they've arrived.

6a **Your life** Choose someone in your class. Ask a partner what he/she knows about the person. Use these cues.

- 1 A Do you know where Carlos lives?
B No, I don't, but I think he lives in the city centre.
- 2 A Do you know whether he's married?
B Yes, he is.

- | | |
|--------------|-----------------|
| 1 where/live | 4 good at sport |
| 2 married | 5 where/born |
| 3 what/do | 6 can/play |

b Tell the person what your partner knows about him/her.

- 1 *She doesn't know where you live, but she thinks it's in the city centre.*
- 2 *She knows that you're married.*



1a **75.1** Listen to the message on Rosa's voicemail. Choose the correct words.

- The caller's name is *Sandy/Henry*.
- The flight is to *Athens/Chicago*.
- He says that something has *come up/changed*.
- He can't leave now till *Friday/Thursday*.



b Rosa's secretary leaves her a note about the telephone call. Complete the note. Use your answers to exercise 1a.

Rosa

¹ _____ rang just before 2 p.m. He wants to know whether you've booked the flight to ² _____, because something has ³ _____, and he can't leave now till ⁴ _____. Please give him a call.

2a **75.2** Listen to some more messages in Rosa's voicemail. Match the callers with the questions they ask.

Serena Wallace Yasmin Jack Millie Bob

Name	Question	Reason for asking
	a What time does the meeting start?	
	b Will you be in Cairo on Friday evening?	
	c Where did you stay in Rome?	
Serena	d Can you play tennis on Saturday morning?	can't make the afternoon
	e Have you got the phone number of the car insurance company?	
	f When are the visitors arriving?	

b Listen again. What reasons do the people give for their questions? Complete the table.

Language note Passing on messages

We use indirect questions to pass on a question in a message.

He wants to know **where the meeting is**.
She would like to know **if you've booked the flight**.

Mike needs to know **how long you're going to stay**.

3 **Writing** Use the information in the table in exercise 2. Write notes to give Rosa the messages. Follow this pattern.

... phoned. He/She wants to know if/when/what time ..., because he/she ...

4a **Write a question about another student.**

Where does Kristof work?

b **Give your question to a partner. Your partner relays the message to the class.**

Anya would like to know where Kristof works.

Pronunciation

Emphatic stress

1 **75.3** Listen. Underline the word in each question that is stressed.

- Can you play on Saturday morning?
a Not Saturday afternoon. ✓
b Not Sunday morning.
- Are we meeting at half past two?
a Not half past three.
b Not quarter past two.
- I'm in the supermarket car park.
a Not by the checkout.
b Not the cinema car park.
- Is his name Klaus Jensen?
a Not Klaus Hansen.
b Not Hans Jensen.
- Is your office number sixty-four?
a Not sixty-five.
b Not seventy-four.

2 **Choose the correct meaning of the stress – a or b.**

3 **Listen again and repeat.**



1 Look back at Episodes 8 and 9. What happened?

2 **76.1** Read and listen to the story.

3 Match the sentence halves.

- 1 Jordan wants to ___
- 2 Felton says that ___
- 3 Jordan goes to the café ___
- 4 Sarah doesn't know ___
- 5 Lucy isn't ___
- 6 Jordan decides to go ___
- 7 Jordan thinks that ___

- a where Lucy is.
- b he understands the situation.
- c to look for Lucy.
- d answering her phone.
- e change the schedule.
- f Lucy's had an accident.
- g to Lucy's house.

4a Complete the expressions.

Everyday expressions

Discussing a problem

- Can I _____ a word?
 What's _____ your mind?
 Thanks. I really appreciate _____.
 I _____ the situation.
 (That's) _____ enough.

b Use the expressions to complete the conversation.

- A Hello. Come in. How are you?
 B Fine, thanks. Look. ¹ _____ ?
 A Sure. Sit down. ² _____ ?
 B I can't make the meeting on Wednesday.
 It's my son's graduation.
 A ³ _____. We can change the meeting.
 B ⁴ _____.
 A That's OK. ⁵ _____. You can't miss an important occasion like that.

c Practise the conversation with a partner.

5 Language check. Underline all the examples of indirect questions in the story.

6 Work in a group. Practise the story.



Jordan Hi, Felton. Can I have a word?

Felton Sure. What's on your mind?

Jordan I wonder whether we can change the schedule for these two weekends.

Felton Change the schedule? I hope you realize that won't be very easy.

Jordan Yes, and I'm very sorry, but I have other commitments which are really important to me.

Felton OK. Well, tell me what the problem is and I'll see what I can do.

Later ...

Jordan Thanks, Felton. I really appreciate it.

Felton It's OK. I understand the situation, but I wish you'd told me sooner.

Jordan That's fair enough. I'll know next time. Thanks again.



Jordan Hi, Sarah. Have you got any idea where Lucy is?

Sarah She was here earlier, but I don't know where she's gone now.

Jordan Do you know whether she's asked anyone else to go to Paris with her?

Sarah I don't think so. She was very upset about it, Jordan.

Jordan Yes, I know, but I've sorted it all out now, so I need to talk to her.

Sarah She's probably gone home.

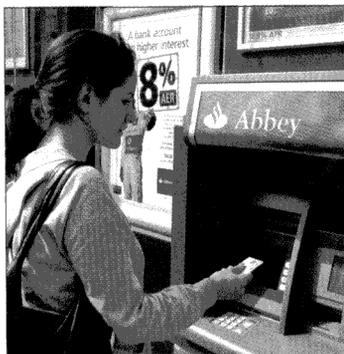
Jordan Maybe, but she isn't answering her phone or her mobile. I'll go round and see if she's there.



I'm outside Lucy's house and I think she's had an accident!



1 77.1 Read and listen.



My name's Nina and I work in an office. I get my salary monthly. It's **paid into** my bank account directly by my **employer**. I **spend** most of my salary on

essentials like rent, food, clothes, and transport. There isn't a lot left after that for **luxuries**, and I try to save something every month.

I keep my **savings** in a different account, where I **earn interest** on my money. I'm **saving up** for a car at the moment. It's taking a long time, so I might apply for a **loan**, but **the interest rate** is quite high and I **can't afford it** at the moment.

I don't go to the bank very often. I **pay bills** by **direct debit**, so the bank pays them automatically. I use my card to **withdraw** money at a **cash machine**. I usually **check my account balance** and **transfer** money from one account to the other online. When I buy things or eat in restaurants I normally pay by credit card.

2 Find the bold words or expressions in exercise 1 to match these definitions.

- 1 to take out money from the bank
- 2 money that you borrow from the bank
- 3 you get cash from this
- 4 money that you save
- 5 a way of paying bills automatically
- 6 I haven't got enough money for it
- 7 to move money from one place to another
- 8 money that the bank pays to you
- 9 the money that you earn in your job

Language note **pay**

pay a bill/interest/the rent/the waiter
 pay for a meal/some clothes
 pay money **into** a bank account
 pay off a loan
 pay by credit card/in cash

3 Complete the sentences with the correct prepositions.

in on (x 2) for from by at into

- 1 You can use your card at any cash machine.
- 2 I don't spend a lot of money _____ clothes.
- 3 You have to pay interest _____ a loan.
- 4 My employer pays my salary _____ my account.
- 5 I don't often withdraw money _____ my account.
- 6 I keep my savings _____ an Internet account.
- 7 In restaurants I usually pay _____ credit card.
- 8 Are you saving up _____ your holidays?

4 77.2 Listen. Boris is talking about his finances.

Answer the questions.

- 1 What does he spend most of his money on? Why?
- 2 Why doesn't he pay any rent?
- 3 Where does he keep his money? Why?
- 4 What things can he do with his Internet account?
- 5 What can't he do with it?
- 6 How does he withdraw cash from his account?
- 7 How does he receive his salary?

5a Your life Answer the questions.

- 1 What things are paid directly into your bank account?
- 2 What do you spend most money on?
- 3 How do you usually ... ?
 - pay bills
 - withdraw money
 - check your account balance
 - pay for things in shops and restaurants
- 4 Are you saving up for anything at the moment?

b Compare your answers with a partner.

English in the world

Taxes

The main taxes in most countries are:

Income tax: Employers **deduct** this from the money you earn. Rates vary a lot – from, for example, 15% in Hong Kong to 51% in Norway.

Sales tax or **VAT** (Value Added Tax): You pay this on things you buy. In most countries this is 10% – 25%.

Local tax (In Britain this is called **Council tax**): You pay this to the local government for services like streetlights and rubbish collection.

In the United Arab Emirates (the UAE) there is no income tax or sales tax!

What taxes do you pay in your country?



1 78.1 Read and listen.

Friday afternoon ...

Cindy Ryan, we need some olive oil.

Ryan OK. I'm going out so I'll get some.

Two hours later ...

Cindy Well, where is it?

Ryan Oh, I haven't bought the oil. I saw an old friend and I completely forgot about it.



Later that day ...

Sarah Have you and Ryan had an argument?

Cindy Yes, we have. This afternoon I said that we needed some olive oil. Ryan said that he was going out, so he would get some. Well, when he came back two hours later, he said he hadn't bought the oil!

Sarah Why not?

Cindy He said he had seen an old friend and he had completely forgotten about it. He was smiling, too!

Sarah Well, they probably had a lot to talk about.

Cindy I'm sure they did, because it wasn't just any old friend. It was an old girlfriend!

Sarah Oh, I see.

2 Read the examples. Study the rules on page 114.

Reported speech

We use reported speech to say what somebody said.

In reported speech:

1 pronouns normally change to the third person.

2 tenses normally move into the past.

Direct	I'm going out so I'll get some.
Reported	Ryan said (that) he was going out so he would get some.

Direct	I saw an old friend.
Reported	He said (that) he had seen an old friend.

3 Complete the reported speech with the correct pronouns and possessive adjectives.

1 Lucy: 'I'm going to see my boss.'

Lucy said that she was going to see her boss.

2 Jordan: 'I'm really enjoying my new job.'

Jordan said that _____ was really enjoying _____ new job.

3 Peter and Sarah: 'We're saving up for our wedding.'

Peter and Sarah said that _____ were saving up for _____ wedding.

4 Cindy: 'I've had an argument with my husband.'

Cindy said that _____ had had an argument with _____ husband.

4a Complete Ryan's reports of what his ex-girlfriend said.

1 *She said that she had just moved to London.*

1 I've just moved to London.

2 I was in France with my husband for ten years.

3 We're divorced now.

4 I came back so that I can be near my parents.

5 They're getting very old.

6 You still look the same.

7 I'm trying to find a flat.

8 I want to buy a house, but I can't afford it.

9 I've seen The Coffee Shop.

10 I'll call in to see you at the café sometime.

b 78.2 Listen and check.

5 78.3 Drill. Listen. Peter phoned his office. Report what he said.

1 I feel ill.

He said he felt ill.

6 Your life Think about some conversations that you had yesterday. Tell a partner what people said to you.

I've decided to look for a new job.

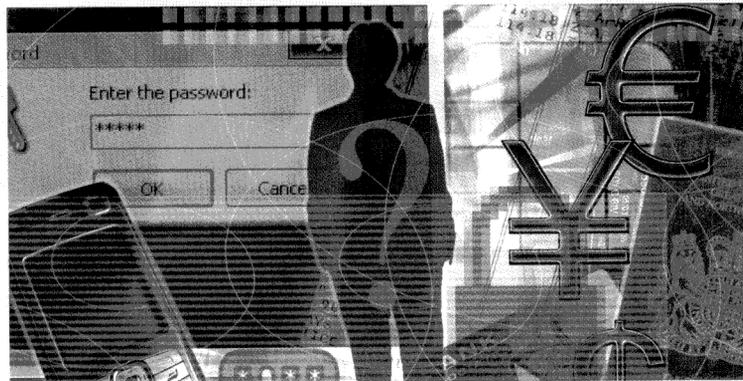
My son said that he had decided to look for a new job.



1a 79.1 Read and listen. Match the names with the descriptions.

- 1 Fred ___ a an identity thief
 2 Angela ___ b an expert on identity theft
 3 Martin ___ c a victim of identity theft

b What did Fred lose?



Who's using your identity?

One afternoon last year Fred Payne had a phone call. He tells us what happened: 'It was a young woman. She said her name was Angela, I think, and that she was from my bank. She told me that they'd had a problem with their computers, so they were checking all their customers' accounts. She was so friendly and polite, and she already knew my full name and address, the name of my bank, and even my account number. She said that she just needed to check my date of birth, my mother's maiden name, and my PIN. She asked for my Internet password, too, but I told her that I didn't use the Internet. Well, I gave her the information and she said that I'd been very helpful.'

Two weeks later, however, Fred went to his bank. 'I told the cashier that I wanted to transfer some money, but she said that there wasn't enough money in my account. She said that almost everything – £2,000 – had been withdrawn ten days before. Then, of course, I remembered the phone call. The cashier said that the bank never phoned or emailed people for information like that. I couldn't believe that I had been so stupid.'

Fred had been the victim of identity theft – a crime that costs billions of dollars worldwide every year. Martin Smart is an expert on this modern crime: 'People should be very careful with any information about themselves. Criminals can use it to withdraw money from accounts, buy things on the Internet, and even open new accounts in someone else's name. Sometimes they steal documents, like passports and driving licences. But we also make things very easy for them. For example, Fred told me that he didn't destroy old bank statements, credit card receipts, gas, telephone and electricity bills, etc., but just threw them in the rubbish bin. That's probably how the thieves got his name, address, and account number. People also dump old computers with all their personal and financial information still on them, because they don't delete the data first. Your identity is very important. Protect it!'

2a Which of these things ... ?

- did the caller already know
 – did the caller ask for
 – did Fred give her

his PIN the name of his bank
 his date of birth his Internet password
 his account number his full name
 his mother's maiden name his address

b How do criminals get personal information? How do we make things easy for them?

Language note say and tell

say (that) + reported speech

She said her name was Angela.

NOT She said me her name was Angela.

tell + person + (that) + reported speech

She told me that they'd had a problem.

NOT She told that they'd had a problem.

NOT She told to me that ...

3a Who said these things?

- 1 The cashier said that there wasn't enough money in Fred's account.
 1 There isn't enough money in your account.
 2 I want to transfer some money, please.
 3 We're checking our customers' accounts.
 4 The bank never phones or emails people for information like that.
 5 I don't destroy old bank statements.
 6 I just need to check your date of birth.
 7 I don't use the Internet.
 8 You've been very helpful.

b Who did they tell?

- 1 The cashier told Fred that there wasn't enough money in his account.

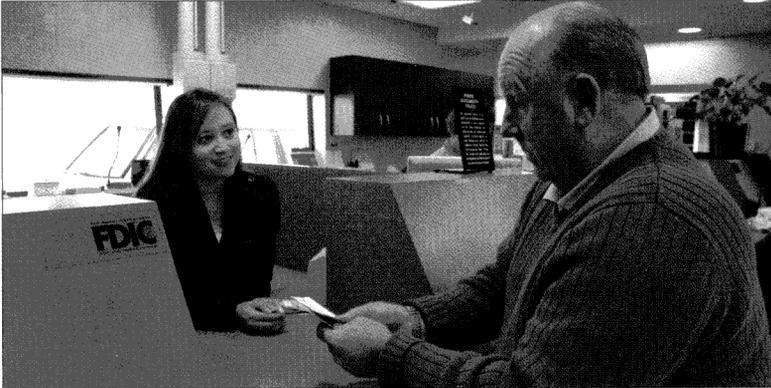
4a Writing How can people protect their identity? Discuss ideas with a partner.

b Write five or six pieces of advice for people. Use these expressions.

- Don't throw ...
 Always check ...
 Make sure that you destroy ...
 Never give ...
 You should delete ...



1a **80.1** Read and listen. What two things does the man want to do? What must he do for one of the things?



Announcement *Cashier number three, please.*

- Cashier** Good morning. What can I do for you today?
- Customer** Hello. Could I pay this cheque into my account, please?
- Cashier** Certainly. Have you got the card for your account?
- Customer** Yes, here you are.
- Cashier** Thank you. ... OK. That's paid in now. Here's your receipt. Is there anything else I can help you with?
- Customer** Yes, I'd like to open a savings account, please.
- Cashier** You'll need to speak to one of our customer service advisers about that.
- Customer** Oh, I see.
- Cashier** If you take a seat over there, somebody will be with you shortly.
- Customer** Thank you.

b Practise the conversation with a partner.

2a Complete the expressions.

Everyday expressions At the bank

- Cashier _____ three, please.
 What can I _____ for you today?
 _____ I pay this cheque _____ my account, please?
 Is there _____ else I can help you _____?
 I'd _____ to open a savings _____, please.
 You'll _____ to speak to one of our advisers _____ that.
 If you _____ a seat over there ...
 Somebody will be _____ you shortly.

b Check your answers in the conversation.

3a **80.2** Listen. Which of these things do the people want to do? Write the dialogue number. (Not all of the things are mentioned.)

- ___ transfer some money abroad
- ___ know the interest rate
- ___ pay a cheque in
- 1 withdraw some cash
- ___ set up a direct debit
- ___ open a new account
- ___ change some money into US dollars
- ___ apply for a loan

b Listen again. How does the cashier respond? Match the responses with the requests in exercise 3a.

- a ___ Could you sign the form, please?
- b ___ It's 2.5%.
- c 1 How much would you like?
- d ___ You'll need to speak to an adviser.
- e ___ Have you got the details of your account?

4 Work with a partner. Make the requests and responses from exercise 3.

- A *I'd like to withdraw some cash, please.*
- B *Certainly. How much would you like?*

5 Make conversations with a partner. One person is a customer and one is a cashier. Choose two activities from exercise 3a. Use the conversation in exercise 1 as a model.

Pronunciation

Sentence rhythm

1 **80.3** Listen. Underline the syllables with the stress. There are three in each sentence.

- I'd like to apply for a loan.
- I'd like to withdraw some money.
- I'd like to open an account.
- I'd like to speak to an adviser.
- I'd like to pay this bill.

2 Listen again and repeat. Keep the rhythm.



1 Look back at Episodes 8, 9, and 10. What happened?

2 **81.1** Read and listen to the story.

3a What do you think has happened to Lucy?

b **81.2** Listen and check your ideas.



Sarah Jordan. What's happened?
Jordan I think Lucy's had an accident.
Peter How do you know?
Jordan Well, I knocked at the door, but there was no reply.
So I looked through the letterbox and I saw her lying
on the floor. Look.



Sarah Oh, yes. That's her bridesmaid's dress. She was probably trying
it on.
Jordan Do you think she's fallen downstairs?
Sarah Maybe. The dress was a bit too long. Perhaps she tripped on it.
Oh, I hope she's all right.
Jordan Her mobile's on the floor there, too. That must be why she
isn't answering it.
Peter And she's closed the curtains, so we can't see anything
through the window.



Sarah Have you phoned the emergency services?
Jordan Yes, I have.
Peter But the traffic's terrible this evening. They might
take ages to get here.
Jordan Well, in that case there's only one thing we can do.
We'll have to break down the front door.
Sarah You can't do that!
Peter We haven't got any choice. Come on, Jordan! One,
two, three!



Review 1-8

Vocabulary

1 Complete the introduction.

daughter engineer football married name
nurse swimming thirty town watching

Hi. My ¹ name 's Osman. I'm ² _____ years old and I live in the ³ _____ of Alanya in the south of Turkey. I'm an ⁴ _____, and I work for a car company. I'm ⁵ _____. My wife, Naila, is a ⁶ _____. We've got one ⁷ _____, Miriam. In my free time I play ⁸ _____, and I go ⁹ _____. I like ¹⁰ _____ old films, too.

2 Match the sentence halves.

- | | |
|---------------------------------|---------------------------|
| 1 It got cold so <u>d</u> | a from Jing today. |
| 2 I got an email _____ | b getting better now. |
| 3 They got lost because _____ | c got divorced last year. |
| 4 I was ill, but I'm _____ | d I put my coat on. |
| 5 We're getting the train _____ | e to London tomorrow. |
| 6 Tim's single now. He _____ | f they didn't take a map. |

Grammar

3 Complete the sentences. Use the correct form of the words in brackets.

- I don't know (not/ know) where my glasses are.
- The children _____ (do) their homework now.
- We _____ (go) home now. See you tomorrow.
- Harry _____ (not/ like) tennis.
- It _____ (not/ rain) at the moment.
- I usually _____ (wear) jeans at the weekend.

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

- 1 Was the party good?
1 good the Was party ?
2 sports you Were the at yesterday centre?
3 they Did to the cinema go ?
4 did What on do Saturday Gino ?
5 jazz When the was concert ?

5a Make sentences with the past simple. Use the cues.

- 1 I was at work yesterday.
1 I/ be/ at work yesterday.
2 Phil and Julie/ see/ a play on Saturday.
3 Thanh/ go/ to a concert last week.
4 You/ be/ at home last night.
5 We/ have/ an English test on Monday.

b Make the sentences negative.

- 1 I wasn't at work yesterday.

Skills

6 Read the text. Are the statements true (T) or false (F)?



Last Thursday, Mark's train was late, and he missed an important meeting. He was angry, and he shouted at his secretary. She went home because

she was upset, so Mark had to do all of her work. He made a cup of coffee, and then his phone started to ring. Because his secretary wasn't there, Mark had to answer the phone. He forgot about the coffee and knocked it over his computer. He had to get a new computer and work until midnight to finish his report. The next day he had to apologize to his secretary, too!

- Mark missed his train. *F*
- He shouted at his secretary.
- His secretary left because she was angry.
- Mark had to do less work.
- Mark spilt coffee on his computer.
- He had to clean the computer.
- Mark had to work late.
- He had to say 'Sorry' to his secretary.

English for Everyday Life

7 Put the sentences in the correct order to make a conversation.

- Well, have a good time.
- How are you getting to Madrid?
- 1 Hi, Tanya. Are you coming to the party on Friday?
- I'm using John's car.
- He's working on Saturday.
- Sorry, I can't. I'm visiting my family in Madrid.
- Why isn't John going with you?

8 Choose the correct word.

- Who do these books belong to/ *for*?
- Whose* / *Who's* bike is this?
- Is this book *yours* / *your*?
- This bag is *Toms* / *Tom's*.
- That cat *belong* / *belongs* to our neighbours.
- Our* / *Ours* new camera takes great photos.
- I think *this* / *these* keys belong to you.
- The CDs *don't belong* / *doesn't belong* to me.
- That pen is *my* / *mine*.
- Their* / *Theirs* flat is in the town centre.

Wordlist 1-8

- | | | | |
|---------------------------|--------------------------|------------------------|-----------------------|
| 1 location (n) | /ləʊ'keɪʃn/ | 5 get cold (v) | /,get 'kəʊld/ |
| north-west (n) | /,nɔ:θ'west/ | get dark (v) | /,get 'dɑ:k/ |
| south (n) | /saʊθ/ | get hot (v) | /,get 'hɒt/ |
| accountant (n) | /ə'kaʊntənt/ | get hungry (v) | /,get 'hʌŋɡri/ |
| activity (n) | /æk'tɪvəti/ | get light (v) | /,get 'laɪt/ |
| city (n) | /'sɪti/ | get ready (v) | /,get 'redi/ |
| country (n) | /'kʌntri/ | get a letter (v) | /,get ə 'letə(r)/ |
| employer (n) | /ɪm'plɔɪə(r)/ | get a car (v) | /,get ə 'kɑ:(r)/ |
| free time (n) | /,fri: 'taɪm/ | get home (v) | /,get 'həʊm/ |
| interest (n) | /'ɪntrəst/ | get to work (v) | /,get tə 'wɜ:k/ |
| marital status (n) | /'mæɪrɪl ,stetəs/ | get the bus (v) | /,get ðə 'bʌs/ |
| lawyer (n) | /'lɔ:jə(r)/ | get changed (v) | /,get 'tʃeɪndʒd/ |
| radiologist (n) | /,reɪdɪ'blɒdʒɪst/ | get divorced (v) | /,get dɪ'vɔ:st/ |
| relationship (n) | /rɪ'leɪʃnʃɪp/ | get dressed (v) | /,get 'drest/ |
| greeting (n) | /'ɡri:tɪŋ/ | get lost (v) | /,get 'lɒst/ |
| kiss (v) | /kɪs/ | get undressed (v) | /,get ʌn'drest/ |
| shake hands (v) | /,ʃeɪk 'hændz/ | get better (v) | /,get 'betə(r)/ |
| 2 bridge (n) | /brɪdʒ/ | get bigger (v) | /,get 'bɪɡə(r)/ |
| build (v) | /bɪld/ | get closer (v) | /,get 'kləʊsə(r)/ |
| certainly (adv) | /'sɜ:nlɪ/ | get further away (v) | /get ,fɜ:ðə(r) əw'eɪ/ |
| cross (v) | /krɒs/ | get louder (v) | /,get 'ləʊdə(r)/ |
| leadership (n) | /'li:dəʃɪp/ | get quieter (v) | /,get 'kwaɪətə(r)/ |
| manager (n) | /'mænɪdʒə(r)/ | get smaller (v) | /,get 'smɔ:lə(r)/ |
| put up (v) | /,pʊt 'ʌp/ | 6 concert (n) | /'kɒnsət/ |
| tent (n) | /tent/ | fall asleep (v) | /fɔ:l ə'sli:p/ |
| 3 book tickets (v) | /'bʊk 'tɪkɪts/ | straight (adv) | /streɪt/ |
| download music (v) | /,daʊn'ləʊd 'mju:zɪk/ | last (adj) | /lɑ:st/ |
| edit photographs (v) | /,edɪt 'fəʊtəgrɑ:fs/ | (There weren't any) | /left/ |
| print photographs (v) | /prɪnt 'fəʊtəgrɑ:fs/ | left (exp) | |
| shop online (v) | /ʃɒp ,ɒn'laɪn/ | look tired (v) | /,lʊk 'taɪəd/ |
| send emails (v) | /'send 'i:meɪlz/ | miss (v) | /mɪs/ |
| visit a chatroom (v) | /,vɪzɪt ə 'tʃætru:m/ | queue (v) | /kju:z/ |
| desktop (n) | /'desktp/ | Wow! (exp) | /wəʊ/ |
| laptop (n) | /'læptɒp/ | 7 accident (n) | /'æksɪdənt/ |
| leisure (n) | /'leɪʒə(r)/ | control (v) | /kən'trəʊl/ |
| occupation (n) | /,ɒkju'peɪʃn/ | cry (v) | /kraɪ/ |
| study (n) | /'stʌdi/ | deal with (v) | /'di:l wɪð/ |
| survey (n) | /'sɜ:veɪ/ | get annoyed (v) | /,get ə'nɔɪd/ |
| 4 advert (n) | /'ædvɜ:t/ | go wrong (v) | /,gəʊ 'rɒŋ/ |
| advertising agency (n) | /'ædvɜ:təɪzɪŋ ,eɪdʒənsi/ | knock over (v) | /,nɒk 'əʊvə(r)/ |
| coast (n) | /kəʊst/ | in a hurry (exp) | /ɪn ə 'hʌri/ |
| definitely (adv) | /'defɪnətli/ | secret (n) | /'sɪ:kret/ |
| emergency call (n) | /i'mɜ:dʒənsi kɔ:l/ | shout (v) | /ʃaʊt/ |
| engineer (n) | /,endʒɪ'nɪə(r)/ | spill (v) | /spɪl/ |
| film (v) | /fɪlm/ | traditional (adj) | /trə'dɪʃənəl/ |
| fix (v) | /fɪks/ | typical (adj) | /'tɪpɪkl/ |
| Internet café (n) | /,ɪntənət 'kæfeɪ/ | upset (adj) | /ʌp'set/ |
| postgraduate (adj) | /,pəʊst'grædʒuət/ | wedding (n) | /'wedɪŋ/ |
| own (v) | /əʊn/ | 8 neighbour (n) | /'neɪbə(r)/ |
| really (adv) | /'ri:əli/ | possession (n) | /pə'zeʃn/ |
| arrangement (n) | /ə'reɪndʒmənt/ | belong to (v) | /bɪ'lɒŋ tu:/ |
| | | whose (det, pron) | /hu:z/ |

Review 9–16

Vocabulary

1 Complete the advert.

Accommodation heating	Convenient tet	Fitted Rent	floor
-----------------------	----------------	-------------	-------

To ¹let

First ²_____ flat.
³_____ for town centre.
⁴_____ kitchen.
 Gas central ⁵_____.
⁶_____ €700 per month.

Contact Acorn ⁷_____ Agency.
 Tel: 07784 593162

2 Write the adjective for each noun.

- | | |
|---------------------|----------------------|
| 1 luck <u>lucky</u> | 4 intelligence _____ |
| 2 beauty _____ | 5 honesty _____ |
| 3 danger _____ | 6 pain _____ |

3 Write the noun for each adjective.

- | | |
|-----------------------------|-------------------|
| 1 successful <u>success</u> | 4 difficult _____ |
| 2 famous _____ | 5 important _____ |
| 3 angry _____ | 6 secure _____ |

Grammar

4 Choose the correct article.

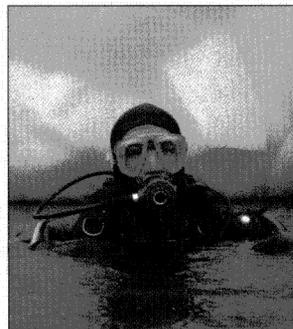
Duane's bought ¹a/the new flat in ²a/the centre of town. It's on ³a/the fourth floor, and it's in ⁴an/the old building, so it hasn't got ⁵a/the lift. However, it's very convenient for ⁶a/the new shopping centre and for ⁷a/the school that his daughter, Filipa, goes to. There's ⁸a/the small park near ⁹a/the flat, where Filipa and her friends play, and ¹⁰an/the Italian café where they can buy ice cream.

5 Make sentences and questions with the present perfect. Use the cues.

- 1 They've bought the tickets for the concert.
 1 They / buy / the tickets for the concert.
 2 I / never / have an accident in my car.
 3 you / ever / lost something important?
 4 Bruno / not / break / his arm.
 5 the children / tidy / their rooms?
 6 We / move / into a lovely flat.

Skills

6 Read the text. Answer the questions.



Manuel Fernandez, a 27-year-old scuba-diving instructor from Mexico, has an unusual hobby. When he isn't teaching tourists to dive in the warm waters of Mexico, he goes ice-diving. Some of the best places for ice-diving are Antarctica,

Newfoundland, and the White Sea in Russia, and Manuel has dived in all three places. Ice-diving is a dangerous sport – divers cut a hole in the ice so they can get in and out of the freezing cold water, and it's easy to get lost under the ice. This is why ice-divers usually work in teams of six. Manuel has only had one bad accident so far – he was getting out of the water when he slipped on some ice and broke his leg.

- How old is Manuel?
- Where does he come from?
- What is his job?
- Where does he work?
- What sport does Manuel do in his free time?
- Why do ice-divers dive in teams?
- Where has Manuel dived?
- How many accidents has Manuel had?
- What bones has he broken?

English for Everyday Life

7 Complete the conversations.

- A Atishoo!
B B l e s s you!
- A Franz and Anna have lost their dog.
B Oh, d ____.
- A I think I've got a cold.
B P ____ you.
- A Jack was angry when we crashed his car.
B I c __ imagine.
- A I failed my music exam again.
B That's a s ____.

8 Write the numbers as words.

- | | | |
|-------------|-----------------|-----------------|
| 1 365 | 4 980 | 7 13.3 |
| 2 2,000,000 | 5 $\frac{1}{3}$ | 8 1,000,000,000 |
| 3 74% | 6 4,000 | 9 5,300 |

Wordlist 9-16

- 9** accommodation (n) /ə,kɒmə'deɪʃn/
 accommodation agency (n) /ə,kɒmə'deɪʃn ˌeɪdʒənsi/
 air conditioning (n) /,eə(r) kən'dɪʃənɪŋ/
 central heating (n) /,sentrəl 'hi:tɪŋ/
 convenient (adj) /kən'vi:niənt/
 facilities (n pl) /fə'sɪlətɪz/
 first floor (adj) /fɜ:st flɔ:(r)/
 fitted kitchen (n) /,fɪtɪd 'kɪtʃɪn/
 flat (n) /flæt/
 flatmate (n) /'flætmeɪt/
 furnished (adj) /'fɜ:nɪʃt/
 ground floor (adj) /graʊnd flɔ:(r)/
 landlord (n) /'lændlə:d/
 let (v) /let/
 noisy (adj) /'nɔɪzi/
 pay (v) /peɪ/
 property (n) /'prɒpəti/
 quiet (adj) /'kwaɪət/
 rent (n + v) /rent/
 share (v) /ʃeə(r)/
 spacious (adj) /'speɪʃəs/
 tenant (n) /'tenənt/
 unfurnished (adj) /ʌn'fɜ:nɪʃt/
- 10** area (n) /'eəriə/
 block of flats (n) /,blɒk əv 'flæts/
 date (n) /deɪt/
 lift (n) /lɪft/
 out of order (exp) /,aʊt əv 'ɔ:də(r)/
 stairs (n pl) /steəz/
 throw (v) /θrəʊ/
- 11** bungalow (n) /'bʌŋɡələʊ/
 detached house (n) /dɪ'tætʃt haʊs/
 semi-detached house (n) /,semi dɪ'tætʃt ,haʊs/
 terraced house (n) /'terəst ,haʊs/
 available (adj) /ə'veɪləbl/
 condition (n) /kən'dɪʃn/
 consist (v) /kən'sɪst/
 deposit (n) /dɪ'pɒzɪt/
 fully furnished (adj) /,fʊli 'fɜ:nɪʃt/
 local amenity (n) /,ləʊkl ə'mɪ:nəti/
- 12** sympathy (n) /'sɪmpəθi/
 Bless you! (exp) /'bles ju/
 I can imagine. (exp) /,aɪ kən ɪ'mædʒɪn/
 Oh, dear. (exp) /,əʊ 'dɪə(r)/
 Poor you! (exp) /,pɔ:(r) 'ju:
 That's a shame. (exp) /,ðætʃ ə 'ʃeɪm/
 What a pity. (exp) /,wɒt ə 'pɪti/
 annoyed (adj) /ə'nɔɪd/
 hit the roof (exp) /,hɪt ðə 'ru:f/
 at short notice (exp) /æt ,ʃɔ:t 'nɔʊtɪs/
 waste of time (exp) /,weɪst əv 'taɪm/
 You bet. (exp) /ju: 'bet/
- 13** anger (n) /'æŋɡə(r)/
 angry (adj) /'æŋɡri/
 beauty (n) /'bjʊ:ti/
 difficult (adj) /'dɪfɪkəlt/
 difficulty (n) /'dɪfɪkəlti/
 fame (n) /feɪm/
 famous (adj) /'feɪməs/
 health (n) /helθ/
 healthy (adj) /'helθi/
 honesty (n) /'ɒnɪsti/
 humorous (adj) /'hju:mərəs/
 humour (n) /'hju:mə(r)/
 importance (n) /ɪm'pɔ:tns/
 important (adj) /ɪm'pɔ:nt/
 intelligence (n) /ɪn'telɪdʒəns/
 intelligent (adj) /ɪn'telɪdʒənt/
 luck (n) /lʌk/
 lucky (adj) /'lʌki/
 pain (n) /peɪn/
 painful (adj) /'peɪnfl/
 patience (n) /'peɪʃns/
 patient (adj) /'peɪʃnt/
 safety (n) /'seɪfti/
 secure (adj) /sɪ'kjʊə(r)/
 security (n) /sɪ'kjʊərəti/
 success (n) /sək'ses/
 successful (adj) /sək'sesfl/
 sound (v) /saʊnd/
- 14** book (v) /bʊk/
 bruise (v) /bru:z/
 fault (n) /fɔ:lt/
 look round (v) /,lʊk 'raʊnd/
 reverse (v) /rɪ'vɜ:z/
- 15** be in trouble (v) /,bi ɪn 'trʌbl/
 be locked out (v) /,bi ,lɒkt 'aʊt/
 break the law (v) /,breɪk ðə 'lɔ:
 gamble (v) /'ɡæmbəl/
 helmet (n) /'helmlt/
 knock (v) /nɒk/
 mountaineering (n) /,maʊntə'nɪərɪŋ/
 prison (n) /'prɪzn/
 skyscraper (n) /'skaɪskreɪpə(r)/
 storey (n) /'stɔ:ri/
- 16** billion (n) /'bɪljən/
 half (n) /hɑ:f/
 hundred (n) /'hʌndrəd/
 million (n) /'mɪljən/
 per cent (adv) /pə'sent/
 point (n) /pɔɪnt/
 quarter (n) /'kwɔ:tə(r)/
 third (n) /θɜ:d/
 thousand (n) /'θaʊznd/

Review 17-24

Vocabulary

1 Choose the correct word.

- 1 She needs to lose *weight/fit*.
- 2 I think I've *pulled/kept* a muscle.
- 3 Try to *do/get* a good night's sleep.
- 4 *Warm/Lift* up before you exercise.
- 5 Ding *lost/gave up* smoking last year.
- 6 I'm trying to cut *up/down* on sugar.

2 Match the sentence halves.

- | | |
|---|------------|
| 1 We were stuck in a traffic <u> b </u> | a works. |
| 2 My car broke <u> </u> | b jam. |
| 3 There are road <u> </u> | c delayed. |
| 4 Where is the ticket <u> </u> | d lights. |
| 5 Turn right at the traffic <u> </u> | e flooded. |
| 6 The flight to Beijing is <u> </u> | f office? |
| 7 It's raining and many roads are <u> </u> | g down. |

Grammar

3 Complete the sentences. Use *will* or *going to* and the verbs in brackets.

- 1 A Have you made any plans for the summer?
B Yes, We're *going to travel* (travel) around Europe.
- 2 A Do you want tea or coffee?
B Oh, I (have) tea, please.
- 3 A I'm going to the supermarket now.
B What (you/buy)?
- 4 A Do you want to watch this DVD?
B I'm quite tired. I think I (go) to bed now.
- 5 A Why is John wearing shorts?
B He (play) tennis.
- 6 A I can't do this exercise.
B Don't worry. I (help) you.

4 Complete the sentences. Use the past perfect.

go	leave	lose	park
take	not see	start	not remember

- 1 Sal realized that she 'd left her purse at home.
- 2 We forgot where we our car.
- 3 He couldn't phone you because he your number.
- 4 I couldn't go out because you my car keys.
- 5 The classroom was empty. Everyone home.
- 6 We arrived late, and the play already .
- 7 My wife was angry that I our anniversary.
- 8 I Ang for ten years, so I didn't recognize him.

Skills

5 Read the text. Answer the questions.



A common problem today is that office workers spend most of their day sitting at a desk. They even eat their lunch at their desks. If you sit down for long periods of time, your spine will become weaker and you will start to have back problems, and eating lunch at your desk can result in poor digestion. If you have a desk job, you should take some time to do some exercises to strengthen your spine. Stop work at lunchtime and go for a walk. This will help you to digest your food, and it will make you feel healthier.

- 1 What is wrong with the way that office workers work?
- 2 What health problems can this cause?
- 3 What should you do?
- 4 How will this help you?

English for Everyday Life

6 Put the words in the correct order to make expressions.

- 1 *She's my best friend.*
- 1 my She's friend best .
- 2 relationship got You've great a .
- 3 happy I you'll together be hope .
- 4 enjoy each really company other's We .
- 5 other get each know They to will .

7 Complete the sentences. Use *on*, *in*, or *at*.

- 1 Our flight is on Monday 10.30.
- 2 It rained Sunday morning, but the sun came out the afternoon.
- 3 I don't often go out night the winter.
- 4 Kim's birthday isn't May. It's 10th July.
- 5 Are you doing anything the weekend?

Wordlist 17-24

- 17** health (n) /helθ/
 fitness (n) /'fitnəs/
 take exercise (v) /,teɪk 'eksəsaɪz/
 do stretching exercises (v) /du 'stretʃɪŋ ,eksəsaɪzɪz/
 injure a joint (v) /,ɪndʒə(r) ə 'dʒɔɪnt/
 keep fit (v) /,ki:p 'fɪt/
 lift weights (v) /,lɪft 'weɪts/
 pull a muscle (v) /,pʊl ə 'mʌsl/
 warm up (v) /,wɔ:m 'ʌp/
 lifestyle (n) /'laɪfstɑɪl/
 cut down on fat (v) /kʌt ,daʊn ɒn 'fæt/
 cut down on sugar (v) /kʌt ,daʊn ɒn 'ʃʊgə(r)/
 eat a healthy diet (v) /,i:t ə 'helθi 'daɪət/
 get a good night's sleep (v) /,get ə ,gʊd naɪts 'slɪ:p/
 give up junk food (v) /,gɪv ʌp 'dʒʌŋk 'fu:d/
 give up smoking (v) /,gɪv ʌp 'sməʊkɪŋ/
 lose weight (v) /,lu:z 'weɪt/
 put on weight (v) /,pʊt ɒn 'weɪt/
 take vitamins (v) /,teɪk 'vɪtəmɪnz/
 personal measurement (n) /,pɜ:sənl 'meʒəmənt/
 height (n) /haɪt/
 weigh (v) /weɪ/
 weight (n) /weɪt/
- 18** human emotion (n) /,hju:mən ɪ'məʊʃn/
 make a difference (exp) /,meɪk ə 'dɪfrəns/
 robot (n) /'rəʊbɒt/
- 19** backache (n) /'bækəɪk/
 brain (n) /breɪn/
 breathing exercise (n) /'brɪ:ðɪŋ ,eksəsaɪz/
 digest (v) /daɪ'dʒest/
 fresh (adj) /frefʃ/
 get fat (v) /,get 'fæt/
 get fit (v) /,get 'fɪt/
 heavy (adj) /'hevi/
 in good shape (exp) /ɪn ,gʊd 'ʃeɪp/
 lower (v) /'ləʊə(r)/
 nap (n) /næp/
 on the go (exp) /,ɒn ðə 'gəʊ/
 palm (n) /pɑ:m/
 rush (v) /rʌʃ/
 spine (n) /spɑɪn/
- 20** best friend (n) /,best 'frend/
 get to know each other (exp) /,get tə 'nəʊ ɪ:tʃ ,ʌðə(r)/
 each other's company (exp) /ɪ:tʃ ,ʌðəz 'kʌmpəni/
 a great relationship (n) /ə ,gret rɪ'leɪʃnʃɪp/
 celebration (n) /'selɪbreɪʃn/
 come over (v) /kʌm 'əʊvə(r)/
 exhausted (adj) /ɪg'zɔ:stɪd/
 round the world trip (n) /,raʊnd ðə ,wɜ:ld 'trɪp/
 the States (n) /ðə 'steɪts/
 wedding plans (n pl) /'wedɪŋ ,plænz/
- 21** transport problem (n) /'trænspɔ:t ,prɒbləm/
 accident (n) /'æksɪdənt/
 ahead (adv) /ə'hed/
 blocked (adj) /blɒkt/
 break down (v) /,breɪk 'daʊn/
 bridge (n) /brɪdʒ/
 cancelled /'kænsld/
 delayed (adj) /dɪ'leɪd/
 diversion (n) /daɪ'vɜ:ʃn/
 emergency sign (n) /ɪ'mɜ:dʒənsi ,saɪn/
 flooded (adj) /'flʌdɪd/
 inconvenience (n) /,ɪnkən'vɪniəns/
 queue (n) /kju:/
 slow down (v) /,sləʊ 'daʊn/
 stuck (adj) /stʌk/
 roadworks (n pl) /'rəʊdwɜ:ks/
 strike (n) /straɪk/
 ticket office (n) /'tɪkɪt ,ɒfɪs/
 traffic jam (n) /'træfɪk ,dʒæm/
 traffic lights (n pl) /'træfɪk ,laɪts/
 tunnel (n) /'tʌnl/
 Underground (n) /'ʌndəgraʊnd/
- 22** coincidence (n) /kəʊ'ɪnsɪdəns/
 lock (sb) out (v) /,lɒk 'aʊt/
 post (v) /pəʊst/
 previous (adj) /'prɪ:vɪəs/
 return (sth) (v) /rɪ'tɜ:n/
 strange (adj) /streɪndʒ/
- 23** catch (v) /kætʃ/
 fine (n) /faɪn/
 grab (v) /græb/
 hurry (v) /'hʌrɪ/
 nearby (adv) /,nɪə'baɪ/
 not believe your eyes (exp) /,nɒt brɪ,lɪ:v jɜ:(r) 'aɪz/
 passenger (n) /'pæsɪndʒə(r)/
 realize (v) /'ri:əlaɪz/
 silence (n) /'saɪləns/
 speeding (n) /spɪ:dɪŋ/
 stay awake (v) /,steɪ ə'weɪk/
 still (adv) /stɪl/
- 24** earlier (adj) /'ɜ:lɪə(r)/
 later (adj) /'leɪtə(r)/
 business class (n) /'bɪznəs klɑ:s/
 economy class (n) /ɪ'kɒnəmi klɑ:s/
 book a flight (exp) /,bʊk ə 'flaɪt/
 via (prep) /'vaɪə/
 return flight (n) /rɪ'tɜ:n flɑɪt/
 fully booked (adj) /,fʊli 'bʊkt/
 bit (n) /bɪt/
 check (v) /tʃek/
 come back (v) /,kʌm 'bæk/
 direct (adj) /dɪ'rekt/

Review 25–32

Vocabulary

1 Complete the sentences.

crisp mild off rare sweet

- No sugar for me. I don't like sweet tea.
- I like my steak _____.
- This fish isn't fresh. It's _____.
- Do you prefer strong or _____ cheese?
- We bought some lovely _____ apples.

2 Write five more adjectives to describe food.

3 Match the disaster words with the definitions.

a famine	an earthquake	a hurricane
a drought	an avalanche	a war

- a long period with little or no rain a drought
- a bad storm with strong winds _____
- a period with little or no food _____
- snow or rocks falling down a mountain _____
- a fight between two countries or groups _____
- movement of the Earth's surface _____

Grammar

4 Tick ✓ or correct the tag questions.

- You don't like tea, don't you? do you
- It's going to rain, isn't it? _____
- Gianni works in Rome, don't he? _____
- You've been to Russia, aren't you? _____
- We weren't late, weren't we? _____
- She'd had breakfast, hadn't she? _____
- They phoned you, don't they? _____
- I gave you my address, didn't I? _____

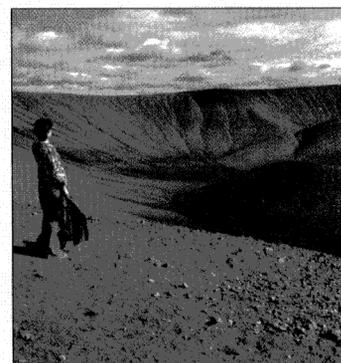
5 Put the verbs in the correct form.

- If it rains (rain) tomorrow, the river will flood.
- If I _____ (work) at home, I wouldn't need a car.
- People _____ (die) if the drought continues.
- We _____ (not travel) abroad if flights were more expensive.
- If I was the president, public transport _____ (be) free.
- I _____ (not cycle) to work tomorrow if it's windy.
- If people _____ (turn off) their computers, they'd save electricity.
- He'll go to the bank if he _____ (have) time.

Skills

6 Read the text. Answer the questions.

Camilla Marx climbs volcanoes in her free time. She started her unusual hobby in 1998, after she saw a TV programme about a volcanic eruption in the Indian Ocean. Since then she has been to 28 volcanoes and climbed 19 of



them. Camilla is a geography teacher and wants to learn more about volcanoes. She wants to know if it is possible to predict when a volcano will erupt and how strong the eruption will be. Many people live near volcanoes, and if they had more information, it would be easier to move before they were in danger.

- What is Camilla's job?
- What is her hobby?
- How many volcanoes has Camilla visited?
- How could Camilla's hobby help people who live near volcanoes?

English for Everyday Life

7 Put the sentences in the correct order to make a conversation.

- Jane** That's right. I thought I recognized you.
- Hiro** Yes, I think we have. You look familiar.
- Jane** Hello, Hiro. We haven't met before, have we?
- Hiro** I know. It was at Ben's party.
- Mika** Jane, this is my brother, Hiro.
- Jane** Yes, I know your face, too.

8 Put the words in the correct order to make expressions.

1 I'd like a non-smoking room, please.

- like room please non-smoking I'd a .
- luggage need Do any your with help you ?
- stay a Have pleasant .
- is from Breakfast served 8 to 9.30 .
- please your fill you details form on in the Could ?
- wake-up Would like a call you ?

Wordlist 25-32

- 25** flavour (n) /'fleɪvə(r)/
hot (adj) /hɒt/
mild (adj) /maɪld/
salty (adj) /'sɔ:lti/
spicy (adj) /'spaɪsi/
sour (adj) /'saʊə(r)/
strong (adj) /strɒŋ/
sweet (adj) /swi:t/
crisp (adj) /krɪsp/
dry (adj) /draɪ/
fresh (adj) /frefʃ/
juicy (adj) /'dʒu:si/
off (adj) /ɒf/
soft (adj) /sɒft/
burnt (adj) /bɜ:nt/
meat (n) /mi:t/
medium (adj) /'mi:diəm/
rare (adj) /rə(r)/
raw (adj) /rɔ:/
well-done (adj) /wel'dʌn/
- 26** couple (n) /'kʌpl/
vegetarian (adj) /ˌvedʒə'teəriən/
- 27** banana (n) /bə'nɑ:nə/
dish (n) /dɪʃ/
Hungary (n) /'hʌŋgəri/
India (n) /'ɪndiə/
Indian (adj) /'ɪndiən/
lime juice (n) /'laɪm dʒu:s/
naan (n) /nɑ:n/
rice (n) /raɪs/
tasty (adj) /'teɪsti/
chemical (n) /'kemɪkl/
fair price (n) /'feə 'praɪs/
fair trade (adj) /'feə 'treɪd/
free range (adj) /'fri: 'reɪndʒ/
label (n) /'leɪbl/
low fat (adj) /ˌləʊ 'fæt/
organic (adj) /ɔ:'gænɪk/
outdoors (adv) /ˌaʊt'dɔ:z/
produce (v) /prə'dju:s/
producer (n) /prə'dju:sə(r)/
sell by date (n) /'sel baɪ deɪt/
use by date (n) /'ju:z baɪ deɪt/
- 28** forget (v) /fə'get/
recognize (v) /'rekəɡnaɪz/
familiar (adj) /fə'mɪliə(r)/
audition (n) /ɔ:'dɪʃn/
be in touch (exp) /ˌbi ɪn 'tʌtʃ/
cut (v) /kʌt/
ideal (adj) /aɪ'di:əl/
part (n) /pɑ:t/
soap opera (n) /'səʊp ɒpərə/
- 29** disaster (n) /dɪ'zɑ:stə(r)/
avalanche (n) /'ævələ:nʃ/
drought (n) /draʊt/
earthquake (n) /'ɜ:θkweɪk/
explosion (n) /ɪk'spləʊʒn/
famine (n) /'fæmɪn/
flood (n) /flʌd/
forest fire (n) /'fɒrɪst ˌfaɪə(r)/
hurricane (n) /'hʌrɪkən/
pollution (n) /pə'lju:ʃn/
volcanic eruption (n) /vɒlˌkænik ɪ'rʌpʃn/
tsunami (n) /tsu:'nɑ:mi/
war (n) /wɔ:(r)/
- 30** disappear (v) /ˌdɪsə'piə(r)/
global warming (n) /ˌɡləʊbl 'wɔ:ɪmɪŋ/
island (n) /'aɪlənd/
mind (v) /maɪnd/
rise (v) /raɪz/
scientist (n) /'saɪəntɪst/
sea level (n) /'si: levl/
worried (adj) /'wʌrɪd/
- 31** agriculture (n) /'æɡrɪkʌltʃə(r)/
approach (v) /ə'prəʊtʃ/
cause (v) /kɔ:z/
chase (v) /tʃeɪs/
danger (n) /'deɪndʒə(r)/
destroy (v) /dɪ'strɔɪ/
indoors (adv) /ˌɪn'dɔ:z/
in seconds (exp) /ɪn 'sekəndz/
lightning (n) /'laɪtnɪŋ/
meteorologist (n) /ˌmi:tɪə'rɒlədʒɪst/
survive (v) /sə'vaɪv/
temperature (n) /'temprətʃə(r)/
thunderstorm (n) /'θʌndəstɔ:m/
tornado (n) /tɔ:'neɪdəʊ/
TV station (n) /ˌti: 'vi: ˌsteɪʃn/
weather forecast (n) /'weðə ˌfɔ:kɑ:st/
- 32** served from ... to ... (exp) /'sɜ:vɪd frəm tu/
take a credit card (exp) /ˌteɪk ə 'kredɪt ˌkɑ:d/
fill in your details (exp) /ˌfɪl ɪn jɔ: 'di:teɪlz/
sign it at the bottom (exp) /ˌsaɪn ɪt ət ðə 'bɒtəm/
luggage (n) /'lʌɡɪdʒ/
stay (n) /steɪ/
a reservation in the name of ... (exp) /ə ˌrezə'veɪʃn ɪn ðə 'neɪm əv/
non-smoking room (n) /nɒn 'sməʊkɪŋ ru:m/
check in (v) /ˌtʃek 'ɪn/
checkout time (n) /'tʃekəʊt ˌtaɪm/
emergency exit (n) /ɪ'mɜ:ɪdʒənsɪ ˌeksɪt/
reception (n) /rɪ'sepʃn/
room service (n) /'ru:m ˌsɜ:vɪs/

Review 33-40

Vocabulary

1 Choose the correct word.

- You've got a lot of *luggage/luggages*.
- We need *information/informations* about Chile.
- Did you see the *new/news* last night?
- Darius is wearing his new *jean/jeans*.
- I can't see without my *glass/glasses*.
- Put your *litter/litters* in the bin.

2 Complete the table.

crime	criminal	verb
<i>murder</i>	¹ <i>a murderer</i>	²
³	⁴	<i>burgle</i>
<i>blackmail</i>	⁵	⁶
⁷	⁸	<i>vandalize</i>
⁹	<i>a robber</i>	¹⁰

Grammar

3 Complete the sentences. Use the correct form of *used to* and the verb.

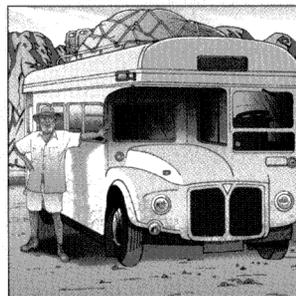
- A Your English is very good.
 B Thank you. It ¹ *didn't use to be* very good. (not/be)
 A Where did you learn it?
 B Well, I ² _____ English at school in Brazil. (study)
 A What was your teacher like?
 B Horrible! He ³ _____ us lots of homework. (give)
 A ⁴ _____ you _____ good marks? (get)
 B No, I ⁵ _____ the homework. (not/do)
 A So how did you learn English?
 B My brother and I ⁶ _____ our holidays in the USA. (spend)

4 Choose the correct form.

A man ¹ *fell/was falling* asleep while he ² *'d burgled/was burgling* a house in Manchester. The police ³ *found/were finding* Mick Molt in the house the next morning. He ⁴ *had slept/was sleeping* on the sofa when they ⁵ *'d arrived/arrived*. The owner of the house, Sandy Jones, ⁶ *heard/was hearing* a noise from the living room while she ⁷ *got dressed/was getting dressed*, so she ⁸ *called/was calling* the police. 'It ⁹ *was/was being* the first good night's sleep I ¹⁰ *was having/'d had* for weeks,' Molt said when he was arrested.

Skills

5 Read the text. Are the statements true (T) or false (F)?



French bus driver Michel Brun retired from his job when he was 65 and bought an old bus. For the next two years he travelled around Africa. He started in Egypt, then went to Sudan, Ethiopia, and Kenya. He worked

in a school in Zambia for two months and a hotel in Botswana. He didn't earn much money, but he made lots of new friends. When the hotel closed for winter Michel drove to Namibia and helped to build a new hospital. Michel had the best time of his life in Africa, but he's not ready to relax yet – next year he's going to sail to New York and drive his bus across the USA!

- Michel is a young man. *F*
- He's from France.
- He travelled around Africa alone.
- He worked as a bus driver in Africa.
- He visited six countries.
- He earned a lot of money.
- He met lots of people and made friends with them.
- He enjoyed his time in Africa.
- He's going to drive to Australia.

English for Everyday Life

6 Complete the text.

I saw Brian King last week. He's really ¹ *ch a n g e d* a lot. I can ² *r _ _ _ _ _ r* when he sat next to me at school. In those ³ *d _ _ s* he used to hate school, now he's a teacher! School ⁴ *s _ _ s* a long time ago now. I can't believe it's 20 years since we left. Doesn't ⁵ *t _ _ e* fly? I wonder what's ⁶ *h _ _ _ _ _ d* to our old teacher, Mr Smith?

7 Write C for complaints and R for responses.

- That's no good. *C*
- I can only apologize.
- This is very inconvenient.
- I'm sorry about that.
- I'm afraid there's nothing I can do.
- This is completely unacceptable.

Wordlist 33–40

- 33** advice (n) /əd'vaɪs/
 clothes (n pl) /klaʊðz/
 equipment (n) /ɪ'kwɪpmənt/
 glasses (n pl) /'glɑ:sɪz/
 headphones (n pl) /'hedfəʊnz/
 information (n) /,ɪnfə'meɪʃn/
 jeans (n pl) /dʒi:nz/
 litter (n) /'lɪtə(r)/
 luggage (n) /'lʌgɪdʒ/
 news (n) /nju:z/
 scales (n pl) /skeɪlz/
 scissors (n pl) /'sɪzəz/
 stairs (n pl) /steəz/
 work (n) /wɜ:k/
 allow (v) /ə'laʊ/
 drop (v) /drɒp/
 illegal (adj) /ɪ'li:gl/
 offence (n) /ə'fens/
 prohibited (adj) /prə'hɪbɪtɪd/
 skateboarding (n) /'skeɪtbɔ:ɪdɪŋ/
 unattended (adj) /,ʌnə'tendɪd/
 warning sign (n) /'wɔ:nɪŋ saɪn/
 yellow line (n) /,jeləʊ 'laɪn/
- 34** karaoke (n) /,kæri'əʊki/
 singer (n) /'sɪŋə(r)/
 suppose (v) /sə'pəʊz/
 used to (v) /'ju:st tə/
- 35** a chance of a lifetime (exp) /ə ,tʃɑ:ns əv ə 'laɪftaɪm/
 afterwards (adv) /'ɑ:ftəwədz/
 a golden opportunity (exp) /ə ,gəʊldən ,ɒpə'tju:nəti/
 assistant (n) /ə'sɪstənt/
 professional (adj) /prə'feʃənl/
 sports equipment (n) /'spɔ:ts ɪ,kwɪpmənt/
 sports reporter (n) /'spɔ:ts rɪ,pɔ:tə(r)/
 tennis player (n) /'tenɪs ,pleɪə(r)/
 TV company (n) /,ti: 'vi: ,kʌmpəni/
- 36** Doesn't time fly? (exp) /'dʌznt taɪm 'flaɪ/
 remember (v) /rɪ'membə(r)/
 in those days (exp) /ɪn 'ðəʊz deɪz/
 has changed a lot (exp) /həz 'tʃeɪndʒd ə lɒt/
 seems a long time ago
 now (exp) /si:mz ə ,lɒŋ taɪm ə'gəʊ
 naʊ/
 What's happened to
 that guy ...? (exp) /wɒts 'hæpənd tə ðæt 'gɑɪ/
 What's he up to these
 days? (exp) /wɒts hi: 'ʌp tu ,ðɪz deɪz/
 any more (adv) /eni'mɔ:(r)/
 apparently (adv) /ə'pærəntli/
 Cool! (exp) /ku:l/
 recognize (v) /'rekəɡnaɪz/
 repair (v) /rɪ'peə(r)/
- 37** assault (n + v) /ə'səʊlt/
 attacker (n) /ə'tækə(r)/
 blackmail (n + v) /'blækmeɪl/
 blackmailer (n) /'blækmeɪlə(r)/
 burglar (n) /'bɜ:glə(r)/
 burglary (n) /'bɜ:gləri/
 burgle (v) /'bɜ:gl/
 commit a crime (v) /kə,mɪt ə 'kraɪm/
 criminal (n) /'krɪmɪnl/
 go to prison (v) /,gəʊ tə 'prɪzn/
 identity theft (n) /aɪ'dentəti θeft/
 identity thief (n) /aɪ'dentəti θi:f/
 murder (n + v) /'mɜ:də(r)/
 murderer (n) /'mɜ:dərə(r)/
 rob (v) /rɒb/
 robber (n) /'rɒbə(r)/
 steal (v) /sti:l/
 vandal (n) /'vændl/
 vandalism (n) /'vændəlɪzəm/
 vandalize (v) /'vændəlaɪz/
 victim (n) /'vɪktɪm/
 witness (n) /'wɪtnəs/
- 38** burn (v) /bɜ:n/
 grateful (adj) /'ɡreɪtfl/
 put out (v) /pʊt 'aʊt/
 smell (v) /smel/
 smoke (n) /sməʊk/
- 39** alibi (n) /'æləbaɪ/
 commit suicide (v) /kə,mɪt 'su:saɪd/
 dead (adj) /ded/
 find out (v) /,faɪnd 'aʊt/
 fingerprint (n) /'fɪŋɡəprɪnt/
 gun (n) /gʌn/
 motive (n) /'məʊtɪv/
 shoot (v) /ʃu:t/
 shot (n) /ʃɒt/
 character (n) /'kærəktə(r)/
 crime novel (n) /'kraɪm ,nɒvl/
 detective (n) /dɪ'tektɪv/
 fictional (adj) /'fɪkʃənl/
 literature (n) /'lɪtrətʃə(r)/
 whodunit (n) /,hu:'dʌnɪt/
- 40** make a formal
 complaint (v) /meɪk ə ,fɔ:ml kəm'pleɪnt/
 That's no good. (exp) /,ðætz nəʊ 'ɡʊd/
 completely unacceptable
 (exp) /kəm'pli:tli ,ʌnək'septəbl/
 inconvenient (adj) /,ɪnkən'vi:niənt/
 I can only apologize. (exp) /aɪ kən ,əʊnli ə'pɒlədʒaɪz/
 I'm afraid ... (exp) /aɪm ə'freɪd/
 available (adj) /ə'veɪləbl/
 record (n) /'rekɔ:d/

Review 41-48

Vocabulary

1 Complete the sentences. Use the phrasal verbs.

fill in	get on	pick up
take off	turn off	turn up

- I can't hear the TV. Can you turn it up?
- Can you _____ this form, please?
- Why don't you _____ your coat _____?
- Don't drop litter on the floor. _____ it _____.
- Please _____ the lights _____ when you leave.
- _____ the bus and find a seat.

2 Make the opposites. Use *un-*, *dis-*, *in-*, *im-*.

- | | |
|----------------------|-------------------|
| 1 kind <u>unkind</u> | 5 honest _____ |
| 2 polite _____ | 6 sensitive _____ |
| 3 tidy _____ | 7 reliable _____ |
| 4 loyal _____ | 8 patient _____ |

Grammar

3 Complete the sentences with the passive form. Use the verb and the tense in brackets.

- A lot of food in our supermarkets is produced in other countries. (produce - present simple)
- Many of our rivers _____ by chemicals. (pollute - present simple)
- These cakes _____ in France. (make - past simple)
- Those toys _____ here by the children. (carry - past simple)
- The problem _____ by the government. (study - present perfect)
- The island _____ by a storm. (hit - present perfect)
- Food _____ by people, so what is the solution? (need - future *will*)
- We think that more gardens _____ to grow fruit and vegetables. (use - future *will*)

4 Complete the sentences. Use *should*, *shouldn't*, *might*, or *might not*.

- Take an umbrella. It might rain.
- You _____ smoke. It's bad for your health.
- Don't phone before six because I _____ be in.
- You _____ always lock your doors at night.
- Don't wait for us. We _____ be late.
- You _____ revise for the English test.
- You _____ use your mobile when you're driving.
- I'm very busy, so I _____ have time for lunch.

Skills

5 Put the stages of the tea-producing process in the correct order.



A worker in India picks tea leaves.

- When the tea plants are ready, the leaves are picked by workers.
- In the factory the leaves are dried and cut into smaller pieces by a machine.
- The dried tea is sorted and packed into bags or special boxes.
- Finally, the tea is bought and served by tea-drinkers.
- The leaves are sent to tea factories for processing.
- After it is packed, the tea is shipped to tea companies, and then to shops around the world.
- 1 Most tea leaves are produced by tea farmers in China and India.

English for Everyday Life

6 Put the words in the correct order.

- I hear that Martina is getting married.
- Martina married that I hear getting is .
- has Apparently got girlfriend a Kazuki new .
- understand Lyn working Vietnam I is in .
- seems It Danny that job new likes his .
- Jing me she's that tells a flat buying .

7 Match the statements with the responses.

- | | |
|----------------------------------|------------------|
| 1 I was ill last week. _____ | a Neither do I. |
| 2 I can play the guitar. _____ | b Oh, I am. |
| 3 I love Thai food. _____ | c Neither did I. |
| 4 I don't like my job. _____ | d Oh, I can't. |
| 5 I'm not going out. _____ | e So was I. |
| 6 I didn't enjoy the play. _____ | f So do I. |

Wordlist 41-48

- 41** cut down (v) /,kʌt 'dəʊn/
 cut out (v) /,kʌt 'aʊt/
 fill in (v) /,fɪl 'ɪn/
 get off (v) /,get 'ɒf/
 get on (v) /,get 'ɒn/
 give back (v) /,gɪv 'bæk/
 look back (v) /,lʊk 'bæk/
 pick up (v) /,pɪk 'ʌp/
 put in (v) /,pʊt 'ɪn/
 put on (v) /,pʊt 'ɒn/
 take off (v) /,teɪk 'ɒf/
 take out (v) /,teɪk 'aʊt/
 throw away (v) /,θrəʊ ə'weɪ/
- 42** bath toy (n) /'bɑːθ tɔɪ/
 break up (v) /,breɪk 'ʌp/
 cargo ship (n) /'kɑːgəʊ ʃɪp/
 container (n) /kən'teɪnə(r)/
 current (n) /'kʌrənt/
 Pacific Ocean (n) /pə'sɪfɪk 'əʊʃn/
 plastic (n) /'plæstɪk/
 pollute (v) /pə'ljuːt/
 wave (n) /weɪv/
 artificial (adj) /,ɑːtrɪ'fɪʃl/
 bio-degradable (adj) /,baɪəʊdɪ'greɪdəbl/
 chlorine-free (adj) /,klɔːrɪn 'friː/
 colouring (n) /'kɒlərɪŋ/
 damage (v) /'dæmɪdʒ/
 eco-friendly (adj) /,iːkəʊ 'frendli/
 environment (n) /ɪn'vaɪrənmənt/
 flavouring (adj) /'flɛvərɪŋ/
 phosphate-free (adj) /,fɒsfeɪt 'friː/
 preservative (adj) /preɪ'zɜːvətɪv/
 recycled material (n) /,riː'saɪkld mə'trɪəriəl/
 sustainable source (n) /sə'steɪnəbl ,sɔːs/
- 43** diver (n) /'daɪvə(r)/
 oyster (n) /'ɔɪstə(r)/
 make into (v) /,meɪk 'ɪntə/
 mother of pearl (n) /,mʌðər əv 'pɜːl/
 pearl (n) /pɜːl/
 round (adj) /raʊnd/
 shell (n) /ʃel/
 sort (v) /sɔːt/
- 44** Apparently ... (exp) /ə'pærəntli/
 I hear (that) ... (exp) /aɪ 'hɪə ðət/
 I understand (that) ... /aɪ ʌndə'stænd ðət/
 It seems (that)... (exp) /ɪt 'siːmz ðət/
 She tells me (that) ... (exp) /ʃiː 'telz mi ðət/
 down in the dumps (exp) /,daʊn ɪn ðə 'dʌmps/
 feel sorry for yourself (exp) /,fiːl 'sɔːri fə ʒəself/
 leave behind (v) /,liːv br'hænd/
 move on (v) /,muːv 'ɒn/
 transfer (v) /træns'fɜː(r)/
- 45** personality (n) /,pɜːsə'næləti/
 ambitious (adj) /æm'bɪʃəs/
 big-headed (adj) /,bɪg 'hedɪd/
 cheerful (adj) /'tʃɪəfl/
 dishonest (adj) /dɪs'ɒnɪst/
 disloyal (adj) /dɪs'lɔɪəl/
 easy-going (adj) /,iːzi'gəʊɪŋ/
 impatient (adj) /ɪm'peɪʃnt/
 insensitive (adj) /ɪn'sensətɪv/
 loyal (adj) /'lɔɪəl/
 modest (adj) /'mɒdɪst/
 patient (adj) /'peɪʃnt/
 polite (adj) /pə'laɪt/
 reliable (adj) /rɪ'laɪəbl/
 sensible (adj) /'sensəbl/
 sensitive (adj) /'sensətɪv/
 silly (adj) /'sɪli/
 sociable (adj) /'səʊʃəbl/
 tense (adj) /tens/
 unambitious (adj) /,ʌnæm'bɪʃəs/
 unkind (adj) /,ʌn'kaɪnd/
 unreliable (adj) /,ʌnrɪ'laɪəbl/
 unsociable (adj) /,ʌn'səʊʃəbl/
 untidy (adj) /,ʌn'taɪdi/
- 46** might (modal) /maɪt/
 pessimistic (adj) /,pesɪ'mɪstɪk/
 blow your nose (v) /,bləʊ ʒɔː 'nəʊz/
 offend (v) /ə'fend/
 taboo (n) /tə'buː/
 sole (n) /səʊl/
- 47** amuse (v) /ə'mjuːz/
 brave (adj) /breɪv/
 chin (n) /tʃɪn/
 correctly (adv) /kə'rektli/
 dream (n) /driːm/
 fold your arms (v) /,fəʊld ʒɔː 'ɑːmz/
 moderately (adv) /'mɒdərətli/
 noisily (adv) /'nɔɪzəli/
 laugh (v) /lɑːf/
 loudly (adv) /'laʊdli/
 pleasant (adj) /'pleznt/
 quickly (adv) /'kwɪkli/
 quietly (adv) /'kwaɪətli/
 serious (adj) /'sɪəriəs/
 side (n) /saɪd/
 slowly (adv) /'sləʊli/
 smile (v) /smaɪl/
 strong (adj) /strɒŋ/
- 48** Neither ... I. (exp) /'naɪəðə(r) ... 'aɪ/
 Nor ... I. (exp) /,nɔː(r) ... 'aɪ/
 Oh, I ... (exp) /əʊ 'aɪ/
 So ... I. (exp) /,səʊ ... 'aɪ/

Review 49–56

Vocabulary

1 Match the words with the definitions.

bride	groom	honeymoon
reception	registry office	

- 1 A man who is going to get married. groom
- 2 A place where people can get married. _____
- 3 A holiday for a newly-married man and woman. _____
- 4 A party to celebrate a marriage. _____
- 5 A woman who is going to get married. _____

2 Choose the correct word.

- 1 I'm studying for a *degree/course* in History.
- 2 Do most students live on *campus/seminar*?
- 3 We attend *assignments/lectures* every day.
- 4 Paulo *passed/graduated* from the University of Rome.
- 5 The graduation *ceremony/certificate* was held in June.

Grammar

3 Rewrite the sentences. Put the words in brackets in the correct place.

1 *Did you send a postcard to your dad?*

- 1 Did you send a postcard? (to your dad)
- 2 Will you email the report tonight? (to the boss)
- 3 Have they shown their photos? (you)
- 4 I've lent my lecture notes. (Stefan)
- 5 Do you give presents at Christmas? (to friends)
- 6 We posted a card from Canada. (Patricia)

4 Complete the conversation. Use the present perfect continuous.

Katia Sorry I'm late.

Pedro It's OK. I ¹*haven't been waiting* (not/wait) long.

Katia You look tired. ²_____ (you/work) hard?

Pedro Yes, I ³_____ (not/sleep) well.

Katia Why not?

Pedro I ⁴_____ studying for my exams.

5 Choose the correct form.

- 1 We've *driven/been driving* 200 kms today.
- 2 I'm tired because I've *driven/been driving* all day.
- 3 How long have they *learned/been learning* English?
- 4 How many new words have you *learned/been learning*?
- 5 She's *written/been writing* six emails this morning.
- 6 I've *written/been writing* my assignment, but I can't finish it today.

Skills

6 Read the text. Answer the questions.

Anna and Dimitri had a traditional Greek wedding in a church in Athens. At the end of the ceremony the best man put the *stefanas* (rings of flowers) on Anna and Dimitri's heads to symbolize they were married. Then the bride and groom gave their guests *koufeta* – nuts covered in sugar.



The reception lasted all night and started with a *money dance*, when guests attached money to Anna's dress. After that, there was Greek dancing. During the dancing people started to break plates on the floor – this is supposed to bring the bride and groom good luck.

- 1 Where did Anna and Dimitri get married?
- 2 Why do the bride and groom wear *stefana*?
- 3 Who receives *koufeta* at a wedding?
- 4 What happens during a *money dance*?
- 5 What tradition brings good luck?

7 Match the halves of the expressions.

- | | |
|---------------------------------|-----------------------------|
| 1 I would like to apply _____ | a for a new challenge. |
| 2 Tim's in charge _____ | b in computing. |
| 3 We're responsible _____ | c of the sales office. |
| 4 She has a qualification _____ | d for the post of lecturer. |
| 5 I feel the need _____ | e for advertising. |

English for Everyday Life

8 Put the sentences in the correct order to make a conversation.

- a _____ I hope you're right. He's at the door now.
- b _____ What do you think he wants?
- c 1 There's a man looking at our house.
- d _____ Maybe, but I think it's more likely that he's lost.
- e _____ I've got no idea. Perhaps he's a burglar.
- f _____ Well, whatever he wants, we'll know soon.

9 Read the news. Choose the best response.

- 1 Guess what? I've got a new job.
 - a Oh, dear.
 - b That's wonderful news.
- 2 Have you heard? Paola's getting married.
 - a That's wonderful news.
 - b That's so sad.
- 3 I'm afraid I've been sacked.
 - a Congratulations.
 - b I'm sorry to hear that.

Wordlist 49–56

- 49** best man (n) /,best 'mæn/
 bouquet (n) /bu'keɪ/
 bride (n) /braɪd/
 bridesmaid (n) /'braɪdzmɛɪd/
 confetti (n) /kən'feti/
 get married (v) /,get 'mæɪrɪd/
 go on honeymoon (v) /,gəʊ ɒn 'hʌnɪmuːn/
 groom (n) /gru:m/
 have a wedding (v) /,hæv ə 'wedɪŋ/
 marriage (n) /'mæɪrɪdʒ/
 reception (n) /rɪ'sepʃn/
 registry office (n) /'redʒɪstri ,ɒfɪs/
 relationship (n) /rɪ'leɪʃnʃɪp/
 ex-wife (n) /,eks'waɪf/
 parents-in-law (n pl) /'peərəntsɪn,lɔː/
 stepdaughter (n) /'stepdɔːtə(r)/
- 50** Christmas (n) /'krɪsməs/
 gift (n) /gɪft/
 greedy (adj) /'griːdi/
 immediately (adv) /ɪ'miːdiətli/
 pleased (adj) /pliːzd/
 present (n) /'preznt/
 receive (v) /rɪ'siːv/
 take (someone) out (v) /,teɪk sʌmwʌn 'aʊt/
 unclean (adj) /,ʌn'kliːn/
 Valentine's Day (n) /'væləntaɪnz ,deɪ/
 vase (n) /vɑːz/
- 51** coin (n) /kɔɪn/
 cow (n) /kaʊ/
 garland of flowers (n) /,gɑːlənd əv 'flaʊəz/
 plant (n) /plɑːnt/
 ribbon (n) /'rɪbən/
 symbolize (v) /'sɪmbəlaɪz/
 Mexico (n) /'meksɪkəʊ/
 Sudan (n) /su'dæn/
 Syria (n) /'sɪriə/
 Uruguay (n) /'juːrəgwai/
 Vietnam (n) /viət'næm/
- 52** It's more likely that ... (exp) /ɪts mɔː 'laɪkli ðæt/
 I've got no idea. (exp) /aɪv gɒt ,nəʊ aɪ'diə/
 maybe (adv) /'meɪbi/
 perhaps (adv) /pə'hæps/
 possibly (adv) /'pɒsəbli/
 whatever he wants (exp) /wɒt, evə hi 'wɒntz/
 advertise (v) /'ædvətaɪz/
 certificate (n) /sə'tɪfɪkət/
 employee (n) /ɪm'plɔɪi/
 fire (v) /'faɪə(r)/
 give (someone) the sack (v) /,gɪv sʌmwʌn ðə 'sæk/
 post (n) /pəʊst/
 prize (n) /praɪz/
 quit (v) /kwɪt/
- 53** university (n) /,juːnɪ'vɜːsəti/
 assignment (n) /ə'saɪnmənt/
 campus (n) /'kæmpəs/
 course (n) /kɔːs/
 degree (n) /dɪ'ɡriː/
 degree certificate (n) /dɪ'ɡriː sə'tɪfɪkət/
 final examination (n) /,faɪnl ɪg,zæmɪ'neɪʃn/
 graduate (v) /'grædʒueɪt/
 graduation ceremony (n) /,grædʒu'eɪʃn ,serəməni/
 lecture (n) /'lektʃə(r)/
 lecturer (n) /'lektʃərə(r)/
 seminar (n) /'semɪnɑː(r)/
 undergraduate (n) /,ʌndə'grædʒuət/
 author (n) /'ɔːθə(r)/
 century (n) /'sentʃəri/
 Nobel Prize (n) /nəʊ,bel 'praɪz/
 prime minister (n) /,praɪm 'mɪnɪstə(r)/
 professor (n) /prə'fesə(r)/
- 54** improve (v) /ɪm'pruːv/
 look for (v) /'lʊk fɔː/
 memory (n) /'meməri/
 show (n) /ʃəʊ/
 wait (v) /weɪt/
- 55** apply for (v) /ə'plai fɔː/
 challenge (n) /'tʃæləndʒ/
 CV (n) /,siː 'viː/
 experience (n) /ɪk'spɪəriəns/
 human resources (n) /,hjuːmən rɪ'zɔːsɪz/
 I look forward to hearing
 from you. (exp) /aɪ lʊk 'fɔːwəd tə 'hɪəriŋ
 frəm ju/
 in charge of (adj) /ɪn 'tʃɑːdʒ əv/
 marketing (n) /'mɑːkɪtɪŋ/
 position (n) /pə'zɪʃn/
 promote (v) /prə'məʊt/
 publicity (n) /pʌb'lɪsəti/
 qualification (n) /,kwɒlɪfɪ'keɪʃn/
 responsible for (adj) /rɪ'spɒnsəbl fɔː/
 telecommunications (n pl) /,telɪkə,mjuːnɪ'keɪʃnz/
 work placement (n) /'wɜːk ,pleɪsmənt/
 Yours faithfully (exp) /,jɔːz 'feɪθfəli/
- 56** Guess what? (exp) /,ges 'wɒt/
 Have you heard ...? (exp) /,hæv jə 'hɜːd/
 good news (n) /,gʊd 'njuːz/
 bad news (n) /,bæd 'njuːz/
 Congratulations. (exp) /kən,grætʃu'leɪʃnz/
 wonderful news (n) /'wʌndəfl 'njuːz/
 I'm sorry to hear that. (exp) /aɪm ,sɒri tə 'hɪə ðæt/
 Oh, dear. (exp) /,əʊ 'diə(r)/
 That's very sad. (exp) /ðæts ,veri 'sæd/
 expecting a baby (v) /ɪk,spektɪŋ ə 'beɪbi/
 lose your job (v) /,luːz jɔː 'dʒɒb/
 split up (v) /,splɪt 'ʌp/

Review 57-64

Vocabulary

1a Write the phrases in the correct column.

a phone call	the housework	a course
a drink	judo	a mistake

make	do
a phone call	

b Write two more phrases in each column.

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

- 1 Do you enjoy *travelling* by train? (travel)
- 2 We've decided _____ to New York. (move)
- 3 Have you managed _____ your assignment? (finish)
- 4 Malek gave up _____ last month. (smoke)
- 5 Do you fancy _____ tonight? (go out)
- 6 Huong is planning _____ French at university. (study)

Grammar

3 Choose the correct form.

- 1 We *couldn't/can't* help you. We're busy.
- 2 They *won't/didn't* have to go to school tomorrow.
- 3 He *can/could* read when he was three years old.
- 4 You *must/had to* phone the doctor now.
- 5 I *couldn't/won't be able to* go to the cinema next week.
- 6 The police *must/had to* close the motorway yesterday.

4 Put the words in the correct order to make sentences and questions.

- 1 I can smell fish cooking.
- 1 I cooking can smell fish .
 - 2 There a was selling man ice cream .
 - 3 you Can mobile hear a ringing phone ?
 - 4 I a wearing blue saw woman a dress .
 - 5 two sitting people river There the are by .
 - 6 children some watched football playing We .

Skills

5 Read the text. Answer the questions.



James Bond is a spy from a series of books by Ian Fleming. Several of the novels have been made into films, and I love watching them. There have been over 20 Bond films, and they usually involve the leading

character trying to save the world from disaster. My favourite is *Die Another Day*, which starred Pierce Brosnan, and was directed by Lee Tamahori. The story starts off in North Korea. Then Bond travels to Hong Kong, Cuba, and London. The story is a bit silly, but the film is very exciting because the special effects are amazing. It's not surprising though. The film cost nearly \$150,000,000 to make!

- 1 What sort of films are James Bond films?
- 2 What usually happens in a Bond film?
- 3 Who are these people?
 - a James Bond
 - b Ian Fleming
 - c Pierce Brosnan
 - d Lee Tamahori
- 4 Where does *Die Another Day* take place?
- 5 What makes the film exciting?
- 6 How much did it cost to film *Die Another Day*?

English for Everyday Life

6 Read the sentences. Complete the words.

- 1 Does that m e a n that you're working late?
- 2 Yes, it l _____ like it.
- 3 Are you s _____ that the report isn't ready?
- 4 Yes, I'm a _____ so.
- 5 Don't tell me t _____ you forgot to phone Nico.
- 6 Yes, un _____.

7 Put the words in the correct order to make expressions.

- 1 *Would you like to see a film tonight?*
- 1 film like see a tonight Would to you ?
 - 2 tonight don't going I really like feel out .
 - 3 Monday you having Do a drink on fancy ?
 - 4 Monday sorry, I'm manage can't I .
 - 5 don't Why club we that try new ?
 - 6 don't to I go want really .

Wordlist 57-64

- 57** do a course (v) /,du ə 'kɔ:s/
do judo (v) /,du 'dʒu:dəʊ/
do some damage (v) /,du səm 'dæmɪdʒ/
do some photocopying (v) /,du səm 'fəʊtəʊkɒpiɪŋ/
do the housework (v) /,du ðə 'haʊswɜ:k/
do the shopping (v) /,du ðə 'ʃɒpɪŋ/
make a decision (v) /,meɪk ə dɪ'sɪʒn/
make a drink (v) /,meɪk ə 'drɪŋk/
make a film (v) /,meɪk ə 'fɪlm/
make a mistake (v) /,meɪk ə mɪ'steɪk/
make a phone call (v) /,meɪk ə 'fəʊn kɔ:l/
make friends (v) /,meɪk 'frendz/
- 58** able to (adj) /'eɪbl tə/
can (modal) /kæn/
can't (modal) /kɑ:nt/
coffee machine (n) /'kɒfi mə'ʃi:n/
dangerous (adj) /'deɪndʒərəs/
don't have to (modal) /,dəʊnt 'hæv tə/
have to (modal) /hæv tə/
in stock (adj) /,ɪn 'stɒk/
must (modal) /mʌst/
mustn't (modal) /'mʌsnt/
- 59** adventure film (n) /əd'ventʃə ,fɪlm/
cartoon (n) /kɑ:'tu:n/
comedy (n) /'kɒmədi/
horror film (n) /'hɒrə ,fɪlm/
musical (n) /'mjuzɪkl/
romance (n) /rəʊ'mæns/
science fiction film (n) /,saɪəns 'fɪkʃn ,fɪlm/
western (n) /'westən/
colour film (n) /'kɒlə ,fɪlm/
silent film (n) /'saɪlənt ,fɪlm/
sound film (n) /'saʊnd ,fɪlm/
special effects (n pl) /,speʃl r'fekts/
Bollywood (n) /'bɒliwɒd/
city life (n) /'sɪti ,laɪf/
film industry (n) /'fɪlm ,ɪndəstri/
hero (n) /'hɪərəʊ/
Hindi (n) /'hɪndi/
internationally (adv) /,ɪntə'næʃnəli/
traditional (adj) /trə'dɪʃənəl/
villain (n) /'vɪlən/
- 60** Are you saying (that) ...? (exp) /,ɑ: ju 'seɪɪŋ ðət/
Does that mean (that) ...? (exp) /dʌz ,ðæt 'mi:n ðət/
Don't tell me (that) ... (exp) /,dəʊnt tel mi ðət/
it looks like ... (exp) /ɪt 'lʊks laɪk/
unfortunately (exp) /ʌn'fɔ:tʃənətli/
fire (n) /'faɪə(r)/
schedule (n) /'ʃedʒu:l/
studio (n) /'stju:diəʊ/
- 61** avoid (v) /ə'vɔɪd/
decide (v) /dɪ'saɪd/
enjoy (v) /ɪn'dʒɔɪ/
expect (v) /ɪk'spekt/
fancy (v) /'fænsi/
finish (v) /'fɪnɪʃ/
give up (v) /,gɪv 'ʌp/
hope (v) /həʊp/
I can't stand ... (exp) /aɪ ,kɑ:nt 'stænd/
I don't mind ... (exp) /aɪ ,dəʊnt 'maɪnd/
imagine (v) /ɪ'mædʒɪn/
manage (v) /'mænɪdʒ/
need (v) /ni:d/
offer (v) /'ɒfə(r)/
plan (v) /plæn/
promise (v) /'prɒmɪs/
want (v) /wɒnt/
- 62** bark (v) /bɑ:k/
hang (v) /hæŋ/
helicopter (n) /'helɪkɒptə(r)/
jump off (v) /,dʒʌmp 'ɒf/
paragliding (n) /'pærəglɑɪdɪŋ/
take up (v) /,teɪk 'ʌp/
upside down (adj) /,ʌpsaɪd 'daʊn/
- 63** bone (n) /bəʊn/
butterfly (n) /'bʌtəflaɪ/
chew (v) /tʃu:/
delicious (adj) /dɪ'lɪʃəs/
follow (v) /'fɒləʊ/
ground (n) /graʊnd/
have a rest (v) /,hæv ə 'rest/
in trouble (exp) /ɪn 'trʌbl/
leopard (n) /'lepəd/
monkey (n) /'mʌŋki/
towards (prep) /tə'wɔ:dz/
trick (v) /trɪk/
wander (v) /'wɒndə(r)/
bush (n) /bʊʃ/
hatch (v) /hætʃ/
proverb (n) /'prɒvɜ:b/
spot (n) /spɒt/
worm (n) /wɜ:m/
worth (adj) /wɜ:θ/
- 64** Do you fancy ...? (exp) /,du jə 'fænsi/
Do you want ...? (exp) /,du jə 'wɒnt/
How about ...? (exp) /,haʊ ə'baʊt/
Shall we ...? (exp) /'ʃæl wi/
Why don't we ...? (exp) /'waɪ dəʊnt wi/
Would you like ...? (exp) /,wʊd jə 'laɪk/
I can't make that. (exp) /aɪ ,kɑ:nt 'mek ,ðæt/
I can't manage that. (exp) /aɪ ,kɑ:nt 'mænɪdʒ ,ðæt/
I don't feel like ... (exp) /aɪ ,dəʊnt 'fi:l laɪk/

Review 65-72

Vocabulary

1a Read the definitions. Unscramble the anagrams to find the words.

- 1 A group of people who play a sport together.
mate team
- 2 A place to play football. *hpict*
- 3 A piece of tennis equipment. *atkrec*
- 4 Win a point or a goal. *reocs*
- 5 The person who is in charge of a game. *erereef*
- 6 Use your arm to send a ball through the air. *owtrh*

b Write one more place, person, piece of equipment, and verb connected with sport.

2 Complete the sentences. Use the correct preposition.

about for in of to with

- 1 Do you agree with me?
- 2 I'm waiting _____ a phone call.
- 3 Does Thuyen take part _____ any sports?
- 4 We're worried _____ our exams.
- 5 Are you afraid _____ spiders?
- 6 Faisal and Ali are talking _____ their teacher.

Grammar

3 Choose the correct relative pronoun.

Did you see the photos ¹*who/that* Laura took in Tunisia? She had a great time. The hotel ²*who/which* she stayed in was really beautiful. And the couple ³*which/that* own the hotel have a son ⁴*who/which* is a famous footballer. He's the player ⁵*who/which* scored the winning goal in the championship match.

4 Tick the sentences which do not need a relative pronoun.

- 1 Moscow is a place that we'd like to visit. ✓
- 2 People who play loud music annoy me.
- 3 The man who you met is my father-in-law.
- 4 Homework is something which no one likes doing.
- 5 Music is the thing which is most important to me.

5 Rewrite the sentences. Use the third conditional.

- 1 *If Suzi had taken her umbrella, she wouldn't have got wet.*
- 1 Suzi didn't take her umbrella and she got wet.
- 2 We didn't have breakfast, so we were hungry.
- 3 I felt ill, so I went to the doctor's.
- 4 They arrived late and they missed the meeting.
- 5 It wasn't a nice day, so we stayed at home.

Skills

6 Read the text. Are the sentences true (T) or false (F)?

Now I've reached fifty I don't enjoy my birthdays. I wish I'd done more with my life. For example, I left school when I was sixteen, and I didn't go to university, which is something I've always regretted. I wanted to travel, so I joined the army, but I didn't really enjoy it. When I left I was offered a job in a factory. I'm glad I took the job. If I hadn't taken it, I wouldn't have met my wife. She says you shouldn't regret things. You can't change the past, so it's better to think about the future. Perhaps she's right.



- 1 The writer is going to be fifty soon. F
- 2 He thinks he has done a lot during his life.
- 3 He wishes he had gone to university.
- 4 He didn't enjoy the army.
- 5 Taking the factory job was a good decision.

English for Everyday Life

7 Put the words in the correct order to make expressions.

- 1 Jing I meet tomorrow promised to .
- 2 Sheila don't to want down let I .
- 3 already I'm something tonight doing .
- 4 without to You'll me do have .

8 Complete the invitation.

forward having invitation join make best

Dear Oliver,
I'm ¹*having* a dinner party on Saturday, and I'd be very pleased if you could ²_____ us.
Looking ³_____ to seeing you.
Maxine xx

Hi Maxine
Thank you very much for the ⁴_____. I'm sorry, but I'm going to be away, so I won't be able to ⁵_____ it.
Hope the party goes well.
All the ⁶_____
Oliver

Wordlist 65-72

- | | | | |
|--------------------------|---------------------------|--------------------------------|-------------------------------|
| 65 sport (n) | /spɔ:t/ | 69 apply for (v) | /ə'plai fə/ |
| ball (n) | /bɔ:l/ | afraid of (adj) | /ə'freɪd əv/ |
| bat (n) | /bæt/ | agree with (v) | /ə'gri: wið/ |
| beat (v) | /bi:t/ | bored with (adj) | /'bɔ:d wið/ |
| catch (v) | /kætʃ/ | different from (adj) | /'dɪfrənt frəm/ |
| court (n) | /kɔ:t/ | good at (adj) | /'gʊd ət/ |
| draw (n) | /drɔ:/ | interested in (adj) | /'ɪntrəstɪd ɪn/ |
| goal (n) | /gəʊl/ | look at (v) | /'lʊk ət/ |
| half-time (n) | /'hɑ:f'taɪm/ | similar to (adj) | /'sɪmələ tə/ |
| hit (v) | /hɪt/ | suffer from (v) | /'sʌfə frəm/ |
| kick (v) | /kɪk/ | take part in (v) | /'teɪk 'pɑ:t ɪn/ |
| lose to (v) | /'lu:z tə/ | talk to (v) | /'tɔ:k tə/ |
| net (n) | /net/ | think about (v) | /'θɪŋk ə,baʊt/ |
| nil (n) | /nɪl/ | tired of (adj) | /'taɪəd əv/ |
| pitch (n) | /'pɪtʃ/ | wait for (v) | /'weɪt fə/ |
| player (n) | /'pleɪə(r)/ | worry about (v) | /'wʌri ə,baʊt/ |
| racket (n) | /'rækɪt/ | 70 bite (n) | /baɪt/ |
| referee (n) | /'refə'reɪ/ | cancer (n) | /'kænsə(r)/ |
| score (n + v) | /'skɔ:(r)/ | examine (v) | /'ɪg'zæmɪn/ |
| team (n) | /'ti:m/ | notice (v) | /'nəʊtɪs/ |
| throw (v) | /'θrəʊ/ | lump (n) | /lʌmp/ |
| win (v) | /wɪn/ | poisonous (adj) | /'pɔɪzənəs/ |
| 66 below (prep) | /bɪ'ləʊ/ | save (someone's) life (v) | /'seɪv sʌmwʌnz 'laɪf/ |
| complain (v) | /'kəm'pleɪn/ | spider (n) | /'spɑɪdə(r)/ |
| invite (v) | /'ɪn'vaɪt/ | treatment (n) | /'tri:tmənt/ |
| keep (someone) awake (v) | /'ki:p sʌmwʌn ə'weɪk/ | 71 bankrupt (adj) | /'bæŋkrʌpt/ |
| keep noise down (v) | /'ki:p 'nɔɪz daʊn/ | borrow (v) | /'bɒrəʊ/ |
| keep (someone) happy (v) | /'ki:p sʌmwʌn 'hæpi/ | computer software | /'kəm'pjʊ:tə 'sɒftweə |
| reach an agreement (v) | /'ri:tʃ ən ə'gri:mənt/ | company (n) | /'kʌmpəni/ |
| 67 full (adj) | /fʊl/ | evening classes (n pl) | /'i:vnɪŋ 'klɑ:sɪz/ |
| golf ball (n) | /'gɒlf bɔ:l/ | fight (v) | /'faɪt/ |
| jar (n) | /'dʒɑ:(r)/ | guy (n) | /'gɑɪ/ |
| philosophy (n) | /'fɪləsəfi/ | jealous (adj) | /'dʒeləs/ |
| pour (v) | /'pɔ:(r)/ | librarian (n) | /'laɪ'brɛəriən/ |
| sand (n) | /'sænd/ | look after (v) | /'lʊk 'aftə/ |
| space (n) | /'speɪs/ | low-paid (adj) | /'ləʊ'peɪd/ |
| stone (n) | /'stəʊn/ | part-time (adj) | /'pɑ:t'taɪm/ |
| unusual (adj) | /'ʌn'ju:ʒuəl/ | regret (v) | /'rɪ'gret/ |
| wonder (v) | /'wʌndə(r)/ | 72 Look(ing) forward to | /'lʊkɪŋ ,fɔ:wərd tə 'si:ŋ ju/ |
| 68 commitment (n) | /'kɒ'mɪtmənt/ | seeing you. (exp) | |
| priority (n) | /'praɪ'ɔrəti/ | We'd be very pleased | /'wi:d bi ,veri 'pli:zd ɪf/ |
| let (someone) down (exp) | /'let sʌmwʌn 'daʊn/ | if ... (exp) | |
| already doing | /'ɔ:lredi 'du:ɪŋ ,sʌmθɪŋ/ | not be able to make it (exp) | /'nɒt bi ,eɪbl tə 'meɪk ɪt/ |
| something (exp) | | invitation (n) | /'ɪnvɪ'teɪʃn/ |
| I promised to go. (v) | /'aɪ 'prɒmɪst tə ,gəʊ/ | We'd love to come. (exp) | /'wi:d 'lʌv tə 'kʌm/ |
| It can wait. (exp) | /'ɪt kən 'weɪt/ | housewarming (adj) | /'haʊs wɔ:ɪmɪŋ/ |
| They'll have to do | /'ðeɪl ,hæv tə ,du | 7 for 7.30 (exp) | /'sev'n fə ,sev'n'θɜ:ti/ |
| without me. (exp) | wi'ðaʊt mi/ | black tie (exp) | /'blæk 'taɪ/ |
| alter (v) | /'ɔltə(r)/ | Bring a bottle. (exp) | /'brɪŋ ə 'bɒtl/ |
| entertain (v) | /'entə'teɪn/ | dinner suit (n) | /'dɪnə ,su:t/ |
| play (a part) (v) | /'pleɪ ə 'pɑ:t/ | formal dress (n) | /'fɔ:ml 'dres/ |
| sewing (n) | /'seʊɪŋ/ | RSVP (exp) | /'ɑ:r es vi: 'pi:z/ |

Review 73–80

Vocabulary

1 Put the stages of the journey in the correct order.

- a ___ fasten your seatbelt
 b ___ check in
 c ___ land
 d 1 drive to the terminal
 e ___ board the plane
 f ___ take off
 g ___ go through security
 h ___ wait in the departure lounge

2 Match the sentence halves.

- 1 We don't spend a lot on e a bank account.
 2 You can use your card at this ___ b interest.
 3 His salary is paid into his ___ c debit.
 4 I need to check my account ___ d balance.
 5 A savings account earns ___ e luxuries.
 6 We pay all our bills by direct ___ f cash machine.

Grammar

3 Put the words in the correct order to make indirect questions.

1 Do you know where Timbuktu is?

- 1 where know you is Timbuktu Do ?
 2 Anita how wonder old is I ?
 3 whether speaks Sam Do know Arabic you ?
 4 it wonder snow will I if tomorrow .
 5 They where don't Jamal know works .
 6 We'd the starts like know to time what film .
 7 remember I what his can't is name .
 8 wants Mike know to if leaving you're .

4 Rewrite the sentences. Use reported speech.

- 1 I left my job at the factory.
 Marcus said *he'd left his job at the factory.*
 2 I'm not working now.
 He said _____ .
 3 I've decided to go back to university.
 He said _____ .
 4 I'm going to study business.
 He said _____ .
 5 I want to have my own company.
 He said _____ .
 6 You can work for me.
 He said _____ .
 7 I'll pay you a lot of money.
 He said _____ .

Skills

5 Complete the messages.

come up make rang tickets whether

Hamida ¹ rang . She wants to know ² _____
 you've booked the theatre ³ _____. Something
 has ⁴ _____ and she can't ⁵ _____ Friday.

because called if meeting would

Mr Khunpol ⁶ _____. He ⁷ _____ like to know
⁸ _____ it's possible to change the time of
 his dental appointment, ⁹ _____ he has an
 important ¹⁰ _____ on Monday.

6 Match the sentences halves.

- 1 Don't make things a in the rubbish bin.
 easy for ___ b old bank statements.
 2 Never give your PIN ___ c credit card bills carefully.
 3 You should destroy ___ d to anyone.
 4 Make sure you delete e before dumping an old
 all the data ___ computer.
 5 Always check your ___ f identity thieves.
 6 Don't throw old bills ___

English for Everyday Life

7 Match the sentences with the responses.

- 1 Can I have a word? ___
 2 What's on your mind? ___
 3 I'll see what I can do. ___
 4 Thanks for your help. ___
 a I really appreciate that.
 b It's OK. I understand the situation.
 c I wonder if we can change our meeting.
 d Sure.

8 Who says these sentences at the bank? Write *cashier* or *customer*.

- 1 Is there anything else I can help you with? *cashier*
 2 I'd like to open an account.
 3 Someone will be with you shortly.
 4 Can I pay this cheque into my account, please?
 5 You'll need to speak to one of our advisers for that.
 6 What can I do for you today?

Wordlist 73–80

73 baggage reclaim (n)	/ˈbæɡɪdʒ rɪˌkleɪm/
board the plane (v)	/ˌbɔːd ðə ˈpleɪn/
boarding card (n)	/ˈbɔːdɪŋ ˌkɑːd/
cabin crew (n)	/ˈkæbɪn ˌkruː/
check in (v)	/ˌtʃek ˈɪn/
customs (n pl)	/ˈkʌstəmz/
departure lounge (v)	/dɪˈpɑːtʃə ˌlaʊndʒ/
domestic departures (n pl)	/dəˈmestɪk dɪˌpɑːtʃəz/
fasten your seatbelt (v)	/ˌfɑːsn jɔː ˈsiːtbelt/
flight attendant (n)	/ˈflaɪt əˌtendənt/
flight connections (n pl)	/ˌflaɪt kəˈnekʃnz/
go through passport control (v)	/ˌɡəʊ θruː ˌpɑːspɔːt kənˈtrəʊl/
go through security (v)	/ˌɡəʊ θruː sɪˈkjʊərəti/
hand luggage (n)	/ˈhænd ˌlʌɡɪdʒ/
land (v)	/lænd/
overhead locker (n)	/ˌəʊvəhed ˈlɒkə(r)/
passenger (n)	/ˈpæsɪndʒə(r)/
pilot (n)	/ˈpaɪlət/
take off (v)	/ˌteɪk ˈɒf/
terminal (n)	/ˈtɜːmɪnəl/
travelling by air (exp)	/ˌtrævlɪŋ baɪ ˈeə(r)/

74 back (adv)	/bæk/
text (v)	/tekst/
whether (conj)	/ˈweðə(r)/
yet (adv)	/jet/

75 come up (v)	/ˌkʌm ˈʌp/
flight (n)	/flaɪt/
ring (v)	/rɪŋ/
till (prep)	/tɪl/

76 Can I have a word? (exp)	/ˌkən aɪ hæv ə ˈwɜːd/
I really appreciate it. (exp)	/aɪ ˈriːəli əˈpriːʃiət ɪt/
I understand the situation. (exp)	/aɪ ˌʌndəˈstænd ðə ˌsɪtʃuˈeɪʃn/
(That's) fair enough. (exp)	/ˌðætʃ ˌfeər ɪˈnʌf/
What's on your mind (exp)	/ˈwɒts ɒn jɔː ˈmaɪnd/
go round (v)	/ˌɡəʊ ˈraʊnd/
sort something out (v)	/ˌsɔːt ˌsʌmθɪŋ ˈaʊt/
Sure. (exp)	/ʃʊə(r)/

77 personal finance (n)	/ˌpɜːsənl ˈfɑːnəns/
account balance (n)	/əˈkaʊnt ˌbæləns/
direct debit (n)	/dɪˌrekt ˈdeɪt/
earn interest (v)	/ˌɜːn ˈɪntərəst/
essential (n)	/ɪˈsenʃl/
interest rate (n)	/ˈɪntərəst ˌreɪt/
loan (n)	/ləʊn/
luxury (n)	/ˈlʌkʃəri/
pay a bill (v)	/ˌpeɪ ə ˈbɪl/
pay into (v)	/ˌpeɪ ˈɪntə/
save up (v)	/ˌseɪv ˈʌp/
savings (n pl)	/ˈseɪvɪŋz/
transfer (v)	/ˌtrænsˈfɜː(r)/
withdraw (v)	/wɪðˈdrɔː/
council tax (n)	/ˈkaʊnsl ˌtæks/
deduct (v)	/dɪˈdʌkt/
income tax (n)	/ˈɪnkʌm ˌtæks/
local government (n)	/ˌləʊkl ˈɡʌvənmənt/
local tax (n)	/ˌləʊkl ˌtæks/
rate (n)	/reɪt/
rubbish collection (n)	/ˈrʌbɪʃ kəˌlekʃn/
sales tax (n)	/ˈseɪlz ˌtæks/
streetlights (n pl)	/ˈstriːtlaɪts/
vary (v)	/ˈveəri/
VAT – Value Added Tax (n)	/ˌviː əɪ ˈtiː - ˌvæljuː ˈædɪd ˌtæks/

78 completely (adv)	/kəmˈplɪtli/
olive oil (n)	/ˌɒlɪv ˈɔɪl/
understandable (adj)	/ˌʌndəˈstændəbl/

79 bank statement (n)	/ˈbæŋk ˌstetmənt/
data (n)	/ˈdeɪtə/
delete (v)	/dɪˈliːt/
dump (v)	/dʌmp/
email (v)	/ˈiːmeɪl/
expert (n)	/ˈekspɜːt/
maiden name (n)	/ˈmeɪdn ˌneɪm/
password (n)	/ˈpɑːswɜːd/
protect (v)	/prəˈtekt/

80 & Epilogue

cashier	/kæˈʃɪə(r)/
Is there anything else I can help you with? (exp)	/ɪz ðeər ˈeniθɪŋ ˈels aɪ kən ˈhelp jə wɪð/
Somebody will be with you shortly. (exp)	/ˈsʌmbədi wɪl bi ˈwɪð ju ˈʃɔːtli/
What can I do for you today? (exp)	/ˈwɒt kən aɪ ˈdu fə ju teˈdeɪ/
adviser (n)	/ədˈvaɪzə(r)/
curtain (n)	/ˈkɜːtn/
emergency services (n pl)	/ɪˈmɜːdʒənsi sɜːvɪsɪz/
letterbox (n)	/ˈletəbɒks/
trip (v)	/trɪp/
try on (v)	/ˌtraɪ ˈɒn/

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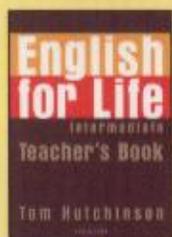
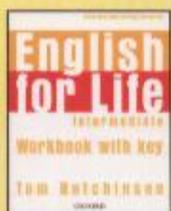
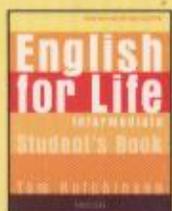
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