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2ND EDITION

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Speakout 2nd Edition is a comprehensive six-level general English course for adults that has been developed in association with **BBC Worldwide** and **BBC Learning English**. The course integrates authentic video from popular BBC programmes into every unit and builds the skills and knowledge learners need to express themselves confidently in a real English-speaking environment.

Completely revised and aligned to the **Global Scale of English**, this edition has striking new visuals, updated reading and listening texts, new video clips and a large bank of additional practice material.

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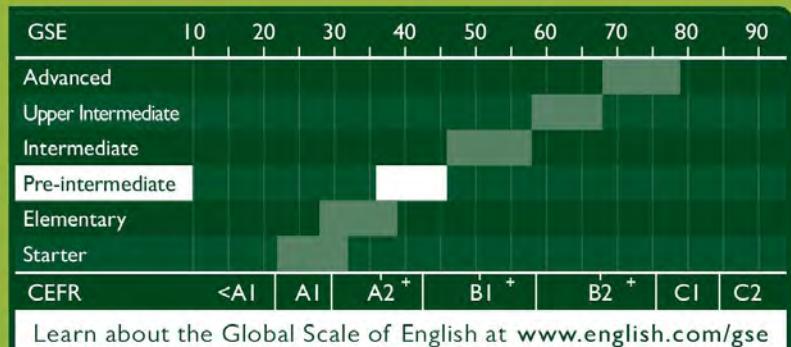
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- Workbook with Audio (with and without key)
- Teacher's Book with Resource and Assessment Disc
- ActiveTeach

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Pre-intermediate

Students' Book with DVD-ROM

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**Pre-intermediate
Students' Book**

with DVD-ROM

Antonia Clare • JJ Wilson



LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
UNIT 1 LIFE page 7  BBC interviews What do you look for in a friend?							
1.1	Feeling good? page 8	question forms	free time	stressed words	understand an article about the secrets of happiness		ask and answer questions about holidays and weekends
1.2	True love page 10	past simple	relationships	past simple verbs: -ed endings		listen to stories about offers of marriage	ask and answer personal questions
1.3	Nice day, isn't it? page 12	making conversation	conversation topics	linking		understand routine exchanges	making conversation
1.4	Someone Special page 14				 Miranda: watch an extract from a sitcom about a woman called Miranda	talk about important people in your life	write about your best friend
UNIT 2 WORK page 17  BBC interviews What do you do?							
2.1	The company 4U? page 18	present simple and continuous	work	word stress		listen to interviews about jobs	talk about what motivates you at work
2.2	A risky business page 20	adverbs of frequency	jobs	stressed syllables	read a newspaper article about dangerous jobs		talk about dangerous jobs
2.3	I like working outside page 22	expressing likes/dislikes	types of work	intonation; sound interested		listen to a man talking about his job	talk about your perfect job
2.4	Dream Commuters page 24				read the results of a survey about work/life balance	 The Money Programme: Dream Commuters: watch an extract from a BBC documentary about commuting	describe your work/life balance
UNIT 3 TIME OUT page 27  BBC interviews What do you like doing in your their free time?							
3.1	Free in NYC page 28	present continuous/ <i>be going to</i> for future	time out	fast speech: <i>going to</i>		listen to a radio programme about going out in New York	talk about your future plans
3.2	Relax! page 30	questions without auxiliaries	places to visit	stress in compound nouns	read about how people spend their free time around the world		discuss how you spend your free time
3.3	Can I take a message? page 32	making a phone call	collocations	linking: <i>can</i>		understand some problem phone calls	make and receive phone calls
3.4	Rio de Janeiro page 34					 Going Local: Rio: watch an extract from a BBC travel programme about visiting Rio de Janeiro	plan a perfect day out
UNIT 4 GREAT MINDS page 37  BBC interviews Are you learning anything at the moment?							
4.1	Hidden talent page 38	present perfect + ever/never	make and do	weak forms: <i>have</i>		listen to someone describing how he used his hidden talent	talk about hidden talents
4.2	Schools of thought page 40	<i>can, have to, must</i>	education	weak forms: <i>have to</i>	read an article about different schools		talk about rules in schools
4.3	What should I do? page 42	giving advice	language learning	silent letters	read replies to a website message		give advice and make suggestions for language learners
4.4	Inventions page 44					 Supersized Earth: The Way We Move: watch an extract from a BBC documentary about developments that have changed the world	talk about inventions
UNIT 5 TRAVEL page 47  BBC interviews Do you enjoy travelling to different countries?							
5.1	Fantastic film trips page 48	past simple and past continuous	transport	weak forms: <i>was/were</i>	read about amazing journeys in film		tell a anecdote
5.2	Travel tips page 50	verb patterns	travel items	stressed syllables		understand travel advice	discuss travel
5.3	You can't miss it page 52	asking for/giving directions	tourism	intonation: questions	read a text about a man who works in three countries every day		ask for and give directions
5.4	Full Circle page 54					 Full Circle: watch an extract from a BBC travel programme	present ideas for an award
UNIT 6 FITNESS page 57  BBC interviews What do you do to keep fit?							
6.1	Keeping fit page 58	present perfect + <i>for/since</i>	health	sentence stress	identify specific information in an article about types of exercise		talk about your lifestyle
6.2	The future of food page 60	<i>may, might, will</i>	food	intonation: certainty/uncertainty		listen to a radio interview with a food expert	discuss food preferences
6.3	How are you feeling? page 62	seeing the doctor	illness	difficult words: spelling v. pronunciation		listen to conversations between a doctor and her patients	explain health problems
6.4	Monitor Me page 64					 Horizon: Monitor Me: watch an extract from a BBC documentary about health	talk about healthy habits

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING	
UNIT 7 CHANGES page 67  BBC interviews How has your life changed in the last ten years?								
7.1	Living the dream page 68	used to	verbs + prepositions	weak forms: used to	read about living the dream	listen to a radio programme about a woman who changed her life	talk about how your life has changed	use paragraphs to write about a decision that changed your life
7.2	The great impostor page 70	purpose, cause and result	collocations	rhythm in complex sentences	read and predict information in a story		talk about why people tell lies	
7.3	Can you tell me? page 72	finding out information	facilities	intonation: checking information	read about studying abroad	understand short, predictable conversations	learn to check and confirm information	
7.4	A Greek Adventure page 74					 My Family And Other Animals: watch an extract from the beginning of a BBC film about a family that moves to Greece	talk about new experiences	write a blog/diary
UNIT 8 MONEY page 77  BBC interviews How do you feel about shopping?								
8.1	Treasure hunt page 78	relative clauses	money	pronouncing the letter 's'	read the story of a treasure hunt		talk about a project that people should invest in	
8.2	Pay me more! page 80	too much/many, enough, very	multi-word verbs	multi-word verb stress		listen to a discussion about salaries	talk about why you should earn more	write an opinion piece
8.3	I'm just looking page 82	buying things	shopping	weak forms: do you/can I	read a questionnaire about shopping	listen to conversations in shops	describe items; go shopping	
8.4	soleRebels page 84					 BBC News: soleRebels: watch an extract from the BBC news about an Ethiopian business	present a money-making idea	write a competition entry for a business investment
UNIT 9 NATURE page 87  BBC interviews How do you feel about being in the countryside?								
9.1	Green living page 88	comparatives/superlatives	nature	stressed syllables	read about great green ideas	listen to a radio programme about green ideas	talk about green issues	write about your views on the environment
9.2	Into the wild page 90	articles	the outdoors	word stress, weak forms: a and the	understand an article about an experience in the wild		give your views on life in the city or the country	
9.3	It could be because ... page 92	making guesses	silent letters	animals		listen to people discussing quiz questions	talk about different animals	
9.4	The Northern Lights page 94					 Joanna Lumley in the Land of the Northern Lights: watch an extract from a BBC documentary about the Northern Lights	talk about amazing places	write a travel blog
UNIT 10 SOCIETY page 97  BBC interviews How do you feel about city life?								
10.1	Top cities page 98	uses of like	describing a city	sentence stress	read about the best cities for young people	listen to conversations about different cities	discuss qualities of different places	use formal expressions to write an email
10.2	Crime and punishment page 100	present/past passive	crime and punishment	weak forms: was/were	read an article about crime and punishment		discuss alternative punishments to fit the crimes	
10.3	There's a problem page 102	complaining	problems	sentence stress		listen to people complaining	talk about problems in a school	
10.4	Mary's Meals page 104					 Mary's Meals: watch an extract from a BBC documentary about an internet sensation	talk about an important issue	write about an issue
UNIT 11 TECHNOLOGY page 107  BBC interviews How do you feel about technology?								
11.1	Keeping in touch page 108	present perfect	communication	sentence stress		listen to people talking about how they keep in touch	talk about things you've done/would like to do	improve your use of pronouns
11.2	Make a difference page 110	real conditionals + when	feelings	weak forms: will	read an article about social media		talk about future consequences	
11.3	I totally disagree page 112	giving opinions	internet terms	polite intonation	read about wasting time	listen to a discussion about the internet	give your opinion	
11.4	Is TV Bad For Kids? page 114					 Panorama: Is TV Bad For Kids?: watch an extract from a BBC documentary about giving up television	talk about technology you couldn't live without	write a web comment about technology
UNIT 12 FAME page 117  BBC interviews Would you like to be famous?								
12.1	Caught on film page 118	reported speech	film	contrastive stress	read a magazine article about writing a blockbuster		talk about your favourite film	
12.2	A lucky break page 120	hypothetical conditionals present/future	suffixes	word stress	read a magazine article about internet fame	listen to people talking about fame	talk about being famous	write about a famous person
12.3	What can I do for you? page 122	requests and offers	collocations	polite intonation: requests	read a text about concierges	listen to people making requests	make requests and offers	
12.4	Billion Dollar Man page 124					 Lewis Hamilton: Billion Dollar Man: watch an extract from a BBC documentary about Lewis Hamilton	talk about your ambitions	write about your childhood ambitions

LEAD-IN

CLASSROOM LANGUAGE

- 1 A Complete the questions with the words in the box.

say to does you are do

- 1 What _____ this mean?
- 2 How _____ you spell it?
- 3 What page _____ we on?
- 4 What's the answer _____ number 6?
- 5 Can _____ repeat that, please?
- 6 How do you _____ this word?

B Match questions 1–6 above with answers a)–f).

- a) OK. Which part? The whole sentence?
- b) It's a type of food.
- c) Page 63.
- d) You don't say the 'k'. Listen: 'knee'.
- e) The answer is b.
- f) B-a-n-a-n-a.

SPELLING

- 2 A L1 Listen and write down the words you hear.

B Listen again to check.

C Write down ten words in English.

D Work in pairs and take turns. Student A: say your word and then spell it out. Student B: write it down.

PARTS OF SPEECH

- 3 Match the parts of speech in the box with the words in bold.

verb adjective auxiliary adverb noun
article preposition of place

- 1 I **studied** here last year. *verb*
- 2 We have **a** new teacher. *article*
- 3 This is a great **school**. *noun*
- 4 The class is **in** Room 14. *preposition of place*
- 5 **Do** you like speaking English? *auxiliary*
- 6 The teachers are **helpful**. *adjective*
- 7 I work **quickly**. *adverb*

TENSES AND STRUCTURES

- 4 Find one example of each of these things in the text below.

- 1 present simple
- 2 present continuous
- 3 present perfect
- 4 past simple
- 5 going to for future plans

My name is Yoko. I was born in Japan, but at the moment I'm living in the United States. I've been here for six months. I'm going to visit my uncle in Canada next year.

QUESTION WORDS

- 5 Complete the questions with the words in the box.

who where what when why how

- 1 _____ is your name?
- 2 _____ do you know in this class (which students)?
- 3 _____ do you come from?
- 4 _____ is your birthday?
- 5 _____ do you come to school: by car or by public transport?
- 6 _____ are you studying English? Do you need it for your job?

AUXILIARY VERBS

- 6 Underline the correct alternative.

- 1 What *do/does/are* you do?
- 2 Where *do/does/is* she live?
- 3 What *do/does/did* they do yesterday evening?
- 4 *I am not/don't/doesn't* know the answers to these questions.
- 5 The library *don't/not/doesn't* open on Sundays.
- 6 We *don't/didn't/weren't* go on holiday last year.
- 7 *Is/Are/Do* you studying at the moment?
- 8 John *doesn't/isn't/aren't* using the computer, so you can use it.

VOCABULARY

- 7 Complete the word webs with the words in the box.

car shop assistant bookshop lawyer bakery
uncle tomato grandmother bike doctor
supermarket sugar train cousin pasta

family

food

jobs

shops

transport



FEELING GOOD? p8



TRUE LOVE p10



NICE DAY, ISN'T IT? p12



SOMEONE SPECIAL p14

SPEAKING 1.1 Talk about what makes you happy 1.2 Ask and answer personal questions
1.3 Make conversation 1.4 Talk about important people in your life

LISTENING 1.2 Listen to stories about offers of marriage 1.3 Understand routine exchanges 1.4 Watch an extract from a BBC comedy

READING 1.1 Understand an article about the secrets of happiness

WRITING 1.2 Write about an important year in your life; Improve your use of linking words 1.4 Write about your best friend

BBC

INTERVIEWS

What do you look for in a friend?



VOCABULARY**FREE TIME**

- 1 A** Think about three things that make you happy (e.g. *my family, walking on the beach, eating good food*). Work in pairs and compare your ideas.
- B** Complete phrases 1–5 with the verbs in the box.

go eat have play spend

- 1 go shopping/on holiday/for a walk
- 2 time with family/money/time alone
- 3 out/with friends/good food
- 4 time off/a barbecue/a party
- 5 (a) sport/a musical instrument/games

- C** Work in pairs. Do any of the activities in Exercise 1B make you happy? Add some more activities to the list.

READING

- 2 A** Read the magazine article. Which of these things do you do already? Which could you do more of?
- B** Work in pairs. Which of the seven ideas do you think are the most/least important for you? Do you have any other ideas to include?



the Seven Secrets of Happiness

Everyone has a different idea of what happiness is, but most of us want to be happier. So, what can we learn from looking at the habits of happy people? Here are seven things to make you happy.

- 1 Sleep More** Most people don't sleep enough. If you want to feel good about life, then try to sleep for at least seven hours a night.
- 2 Do Some Exercise** You don't need to run for 20km or go to the gym every night, but a small amount of exercise will help you feel happy. Go for a short (10–15 minute) walk somewhere beautiful. It wakes up your brain.
- 3 Give to Others** Research shows that giving money or time to help others makes you feel happier. Buying someone an unexpected present or spending some time doing voluntary work will give you a feeling of joy.
- 4 Be Interested** Love what you do and try to learn something new. People who are curious and learn new things experience feelings of satisfaction and happiness.

5 Spend Time with Family and Friends

This is probably the most important thing you can do. People who have a strong network of social relationships are not just happier; they live longer, too!

- 6 Focus on the Moment** Try to find opportunities each day to enjoy the small things in life. Spend a little time on your own, and just enjoy the moment.

- 7 Smile!** Smile more (even when you're feeling sad). Smiling can actually make you feel better. People who post big smiley photos of themselves on Facebook actually feel happier because they see the photo every day and it reminds them of happy times.

GRAMMAR

QUESTION FORMS

3 A Read the questions. Think about your answers.

- 1 How many hours do you usually sleep?
- 2 Are you good at sport?
- 3 How much time do you spend doing exercise? Where do you go?
- 4 What do you do that really interests you?
- 5 When did you last learn something new? Where were you?
- 6 What small things in life do you enjoy?

B Work in groups. Ask and answer the questions.

4 A Complete the questions in the tables.

Questions with auxiliaries			
question word	auxiliary	subject	infinitive
Where 2 _____	1 _____ did	you	go? last learn something new?

Questions with be			
question word	be	subject	adjective/noun/verb + -ing, etc.
4 _____	3 _____ were	you you?	good at sport?

B Circle the correct word in bold to complete the rules.

RULES

- 1 In questions with auxiliaries, put **do/does/did** before/after the subject.
- 2 In questions with **be**, put **am/are/is/was/were** before/after the subject.

► page 128 **LANGUAGE BANK**

5 A Put the words in the correct order and add an auxiliary or **be** to make questions.

- 1 many / your / how / in / people / family?
- 2 see / often / you / parents / how / your?
- 3 family / with / you / spending / your / time / enjoy?
- 4 last / your / when / celebration / family?
- 5 you / with / live / who?
- 6 you / often / eat / friends / how / out / with?
- 7 friend / your / live / where / best?

B Listen and check.

C STRESSED WORDS Look at audio script 1.1 on page 168.

Underline the stressed words. Listen again and repeat.

How many people are in your family?

D Work in pairs. Ask and answer the questions.

SPEAKING

6 A Work in pairs. You are going to interview other students. Look at the prompts and make questions about each topic. Choose a third topic to talk about.

Holidays

How long? Who?

What? Where?

Weekend

What? Where?

Work / Study? Get up?

????

Why? Where? What?

B Work in groups. Ask and answer the questions.

C Tell the class. Who do you think:

- 1 has the best holidays?
- 2 has very busy weekends?
- 3 enjoys staying at home?
- 4 does the most exercise?
- 5 sleeps the most?
- 6 really knows how to enjoy themselves?

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Do you believe in love at first sight? Why/Why not?
- 2 Where are good places to meet new people?

VOCABULARY

RELATIONSHIPS

2 A Read sentences 1–8. These describe the stages of a relationship. Match the phrases in bold with definitions a)–h).

- 1 He **proposed** (to her).
 - 2 They **got on well**.
 - 3 They **got married**.
 - 4 They **got engaged**.
 - 5 They **met**.
 - 6 She **accepted**.
 - 7 He didn't **have a girlfriend**.
 - 8 They **fell in love**.
- a) agreed to marry
 b) asked her to marry him
 c) began to love each other
 d) have a romantic relationship with a girl
 e) said yes
 f) had a good relationship
 g) first knew each other
 h) became husband and wife
- B In what order do these things usually happen? Put the phrases 1–8 in Exercise 2A in order.
- 1 *He didn't have a girlfriend.*
- C Write three true sentences about yourself or a friend. Use the phrases in bold in Exercise 2A.
- I met my best friend, Piri, at a conference. We got on well immediately.*

speakout TIP

Words like *get* and *have* are used in lots of different phrases in English. Keep lists of these phrases and add new phrases when you learn them. Write down all the phrases you know with *get*. Compare your list with your partner's.



LISTENING

3 A 1.2 Look at the pictures. They show how three people proposed to their partner. What do you think happened? Listen and check.

B Listen again and answer the questions.

- 1 In Story 1, where did the boyfriend propose?
- 2 Why did she say 'it was almost a disaster'?
- 3 In Story 2, which country were they in?
- 4 What happened on the boat?
- 5 In Story 3, how did the boyfriend propose?
- 6 How did she accept?

C Which stories do the sentences 1–6 come from? Work in pairs and use the sentences to help you re-tell the stories.

- 1 We were at a restaurant.
- 2 I didn't say anything. I just gave her the ring.
- 3 We met at art school.
- 4 Luckily, she smiled.
- 5 I accepted, but I didn't tell him.
- 6 He tried to stop me.

D Discuss. Which do you think is the best story? Why?

GRAMMAR

PAST SIMPLE

4 A Underline examples of verbs in the past simple in Exercise 3C.

B Complete the tables below with the correct form of the verbs in the past simple.

Past simple	
regular	irregular
appear	<u>appeared</u>
like	go
decide	fall
try	get
	say

negative	I _____ tell him.
question	they get married?
short answer	No, they _____. /Yes, they did.

5 A **1.3 PAST SIMPLE VERBS: -ed endings** Listen to three different ways to pronounce regular past simple verbs.

1 /d/ **lived** They lived in Africa.

2 /t/ **asked** He asked her to marry him.

3 /ɪd/ **started** They started a family.

B **1.4** Listen and put the words in the box in the correct column in the table below.

worked	wanted	stopped	smiled	walked
needed	talked	studied	helped	decided

/d/	/t/	/ɪd/
lived	asked	started

► page 128 **LANGUAGE BANK**

6 A Complete the sentences with the correct form of the past simple.

go (x2) stay see cook spend

1 I _____ my best friend three months ago.

2 I _____ to a wedding last summer.

3 I _____ up all night.

4 I _____ on holiday last month.

5 I _____ a meal for some friends last night.

6 I _____ the day with my sister on Monday.

B Make *When did you last ...?* questions for each sentence in Exercise 6A.

When did you last see your best friend?

C Work in pairs and take turns. Ask and answer the questions.

A: *When did you last go on holiday?*

B: *It was a few months ago. I went to Malta with some friends.*

SPEAKING

7 A Write down five important dates in your life. Prepare to talk about them.

B Work in pairs and take turns. Ask and answer questions about the dates. Try to guess what happened.

A: *19th July 2006.*

B: *Did you get married?*

A: *No, I didn't.*

B: *Did you start work?*

A: *Yes, I did.*

WRITING

LINKING WORDS

8 A Match 1–4 with a)–d) to make sentences. Link the phrases with a word from the box below.

and so but because

1 In 1998 I finished my degree ...

2 I moved house in 2002 ...

3 I wanted to learn Italian ...

4 They wanted to buy a house, ...

a) they didn't have enough money.

b) I could travel around the country.

c) started my first job.

d) I didn't like my flat-mate.

B Complete the web comment with linking words (*and, but, so, because*).

2011 was an important year ¹ _____ I met my wife, Ania. We met in an internet chatroom

² _____ we got on immediately. We started to chat and send emails, ³ _____ we lived in different countries ⁴ _____ it was difficult for us to be together. Now we live in the UK with our two children.



C Write about an important year in your life. Use linking words (*and, but, so, because*).

1.3) NICE DAY, ISN'T IT?

- F making conversation
- P linking
- V conversation topics



VOCABULARY

CONVERSATION TOPICS

1 Work in pairs. Discuss the questions.

- 1 Do you enjoy **having conversations** with people you don't know?
- 2 What topics do you usually **talk about**?
- 3 What do you **say** when somebody **interrupts** you?
- 4 Do you ever **gossip** about celebrities?
- 5 Are you good at **telling jokes**?
- 6 Can you think of any bad conversation habits?

2 A Complete the article with the words in the box.

joke gossip saying conversation
talk interrupt tells

B Work in pairs. What problem does the article describe? Which tips do you think are good advice?

C Cover the article. How many tips can you remember?

Top Conversation Killers

Do you ever find that you're having an interesting ¹ _____ and then suddenly everything goes really quiet and you're not sure why? Next time watch out for these conversation killers.

'You look tired'

There's nothing worse than when a friend who hasn't seen you for a while ² _____ you that you're looking tired or stressed.

Me, Me, Me

This is one of the biggest conversation killers. Don't ³ _____ people to talk about yourself. It's a great idea to talk about things you have in common, but just remember to take turns.

'Sorry, what were you ⁴ _____ ?'

It's always easier to talk than to listen, but learning to listen and being interested in the response is an important conversation skill.

'Have you heard what people are saying about ... ?'

Don't ⁵ _____ or say rude things about people you know, even if it's only a ⁶ _____.

Don't be too negative

Try not to ⁷ _____ about too many negative topics. As they say, 'Laugh and the world laughs with you, cry and you cry alone.'

FUNCTION

MAKING CONVERSATION

3 A 1.5 Listen to two conversations. Which conversation (Conversation 1 or Conversation 2) do you think is better? Why?

B Listen again and complete the responses.

Conversation 1

A: Hi, Davide. This is my friend, Rachel.

B: Hi, Rachel. ¹ _____ to meet you.

B: Would you like a drink, Rachel?

C: I'd ² _____ a coffee, thank you.

B: Where exactly do you come from?

C: I'm ³ _____ Beckley, near Oxford.

Conversation 2

A: Hi, Felicia. Nice day, isn't it?

B: Yes, it's ⁴ _____.

A: Did you have a good weekend?

B: Yes, it was ⁵ _____. I didn't do much.

A: Did you watch the match last night?

B: Yes, it was ⁶ _____.

A: I'll see you later.

B: Yes, see you ⁷ _____.

4 Work in pairs and take turns. Student A: look at page 160. Student B: look at page 162.

► page 128 **LANGUAGE BANK**



LEARN TO

SOUND NATURAL

5 A 1.6 **LINKING** Listen to these phrases again. Notice how words are linked.

1 Would you like a drink?

2 Did you have a good weekend?

3 This is my friend, Rachel.

4 I'd love a coffee, thank you.

5 Yes, it was OK.

6 Pleased to meet you.

B Listen again and repeat.

speakout TIP

Use so to help a conversation when you ask another question. *Poland? So, where exactly in Poland do you come from?* You can also use it when you want to change the topic. *So, did you watch the match last night?* Can you add so to any questions in Exercise 3B? Practise saying the questions.

SPEAKING

6 A Look at the topics in the box below. Think of five questions you can ask people related to the topics.

films	home	next holiday	food/drink	free time
family	weather	work/studies	weekend	

B Talk to as many different people as possible in the class. Start conversations with them. Try to ask at least three of your questions, and then end the conversation. Be careful not to kill the conversation too quickly.

So, what kind of films do you enjoy?

Where exactly do you live?

So, what do you do in your free time?



DVD PREVIEW

1 A Work in pairs and discuss the questions.

- 1 What kinds of programmes do you enjoy watching on television?
- 2 Which television programmes are popular in your country at the moment?
- 3 Do you enjoy watching situation comedies (sitcoms)? Why/Why not?

B Read the programme information and answer the questions.

- 1 What is Miranda's problem?
- 2 Why do you think she finds it difficult to answer Mike?

Miranda

Whatever Miranda tries to do in life, something always goes wrong. Now, she has a boyfriend called Mike, but every time he says the words 'I love you', Miranda panics and doesn't know how to respond. What's the real problem? Is it something to do with her old university friend Gary? And can her best friend, Stevie, help her to work it out?



BBC

DVD VIEW

2 A Watch the DVD. Why can't Miranda say 'I love you' to Mike? What's the problem?

B Watch again. Number the sentences in the order you hear them.

- a) 'What was your first love?' 'Doughnuts.'
- b) 'You love him, but you're not *in love* with him.'
- c) 'When he tells me he loves me, I freak out. Can't say it back.' **1**
- d) 'I wouldn't laugh. It's one of the reasons I love you.'
- e) 'You're not in love with your boyfriend. It's only fair you split up with him.'
- f) 'What truly makes your heart skip?' 'Gary'.

3 A Who says sentences 1–6: Miranda, Mike, the man, Stevie or Gary? Who are they talking to?

- 1 'I'm gonna to have to dash. I will see you later.'
- 2 'What springs to mind when I say, "What do you love?"'
- 3 'Now we need to work out how you'll end it.'
- 4 'I'm going to have to write Mike a letter. It's the only way.'
- 5 'Listen, I really really need your help. Do you think you could spare a few hours this afternoon?'
- 6 'I'm in love with Gary!'

B Watch again to check your answers.

4 Work in pairs and answer the questions.

- 1 What do you think Miranda should do now?
- 2 What do you think will happen next?



speakout a special person

4 A Think about people you know. Who is the best person to:

- go on holiday with?
- talk to about your problems?
- borrow money from?
- go out for an evening with?
- invite to your house for dinner?
- work/live with?
- go to a concert/art gallery with?

B Work in pairs and discuss your answers.

5 You are going to talk about an important person in your life. Think about questions 1–6.

- 1 Who is this person?
- 2 What is their relationship to you?
- 3 How did you meet?
- 4 How often do you see them?
- 5 What kind of things do you do together?
- 6 Why is this person important to you?

6 A  1.7 Listen to someone describing a friend and answer the questions.

- 1 When did they meet?
- 2 Why are they good friends?
- 3 Does she say anything negative about her friend?

B Listen again and tick the key phrases you hear.

KEYPHRASES

- I've known [name] for ...
- We met ...
- We get on really well [because ...] ...
- We've got lots of things in common ...
- We both enjoy ...
- One thing I like about [name] is ...
- The only problem with [name] is ...
- He/She is one of those people that ...
- He/She's a great person.

C Work in pairs and take turns. Student A: tell your partner about your special person. Use the key phrases to help. Student B: ask questions to find out more information about him/her.

writeback a competition entry

7 A Read the competition entry below. Underline three reasons why Julie is the writer's best friend.

Is your friend the 'best friend in the world'? Tell us why.

Julie is the best friend in the world because she is always there for me. Julie is the person I call when I have a problem, or if I need to borrow money. She has helped me through some difficult times. We have known each other for nearly twenty years, so we know everything there is to know about each other. We argue sometimes, but we have the same sense of humour, so our arguments don't last very long. I can talk to Julie about anything and I know she will be a friend forever.

B Write an entry for the competition about your best friend or someone special. Use the questions in Exercise 5 to help you.



1.5 LOOKBACK

V FREE TIME

1 A Complete the questions with the missing word.

- 1 How often do you _____ a barbecue?
- 2 What do you usually do when you have time _____ work/ from your studies?
- 3 How do you usually _____ time with your family?
- 4 What kind of things do you hate _____ money on?
- 5 Where is your favourite place to _____ out?
- 6 Where do you like to _____ shopping?

B Work in pairs. Ask and answer the questions.

G QUESTION FORMS

2 Work in pairs. Complete the application form for your partner. Ask and answer questions using the words in brackets.

- A:** *What is your name?*
B: *Pedro Gonzales*

APPLICATION FORM

Name: (what)

Pedro Gonzales

Age: (how)

Place of birth: (where)

Marital status: (married)

Address: (what)

Telephone number: (what)

Mobile number: (have got)

Email address: (what)

Occupation: (do)

Hobbies: (have)

3 A Choose some of the topics in the boxes below. Write five questions to ask other students.



B Work in groups. Ask and answer the questions.

V RELATIONSHIPS

4 A Find five mistakes in this paragraph.

I met Layla at a market. She was selling bread. We started chatting and got well on. At the time I didn't keep a girlfriend, so I asked her on a date. We went to a local bakery! We soon fell to love and I proposed at her after a month. I hid the ring in a piece of cake. Fortunately, she accepted, and she didn't eat the ring! It was a good way to get engaged. A week later we became married.

B Work in pairs and check your answers. Close your books. Student A: re-tell the story. Change two details. Student B: guess the changes.

G PAST SIMPLE

5 A Put the words in the correct order to make questions.

On your last holiday:

- 1 did / go / where / you?
- 2 why / there / did / go / you?
- 3 in / you / a / stay / did / hotel?
- 4 do / day / during / did / you / the / what?
- 5 evenings / out / the / you / go / in / did?
- 6 the / weather / hot / was?
- 7 you / language / speak / what / did?
- 8 you / friends / make / new / any / did?

B Work in pairs. Ask and answer the questions in Exercise 5A.

6 A Write a list of ten verbs you learnt in Unit 1. What are the past simple forms?

B Work in pairs and take turns. Student A: say a verb. Student B: say the past simple form.

A: *meet*

B: *met*

C Now use the verbs from Exercise 6A to make questions.

D Ask and answer the questions.

A: *When did you meet your partner?*

B: *We met in 2006.*

F MAKING CONVERSATION

7 A Complete the conversations.

Conversation 1

A: Hi, (name) _____. _____. day, isn't it?

B: Yes, it's _____.

Conversation 2

A: This is my _____. (name) _____.

B: Hi, _____. to meet you.

Conversation 3

A: So, _____. you work here?

B: No, I'm a _____.

Conversation 4

A: Where exactly do you _____. from?

B: I'm _____. (place) _____.

Conversation 5

A: Did you have a _____. weekend?

B: Yes, it was _____. I didn't do _____.

Conversation 6

A: Did you _____. the match last night?

B: Yes, it _____. terrible.

Conversation 7

A: We lost 3–0.

B: Oh _____. I'm _____. to hear that.

Conversation 8

A: I'll _____. you later.

B: Yes, see you _____.

B Work in pairs and practise the conversations.

3 time out



FREE IN NYC p28

RELAX! p30

CAN I TAKE A MESSAGE? p32

RIO DE JANEIRO p34

SPEAKING 3.1 Talk about your future plans 3.2 Discuss how you spend your free time
3.3 Make and receive phone calls 3.4 Plan a perfect day out

LISTENING 3.1 Listen to a radio programme about going out in New York
3.3 Understand some problem phone calls 3.4 Watch an extract from a BBC travel programme about visiting Rio de Janeiro

READING 3.2 Read about how people spend their free time around the world

WRITING 3.1 Write an email invitation 3.4 Write a plan of a perfect day

BBC INTERVIEWS

What do you like doing in your free time?



3.1 FREE IN NYC

G present continuous/be going to for future

P fast speech: going to

V time out

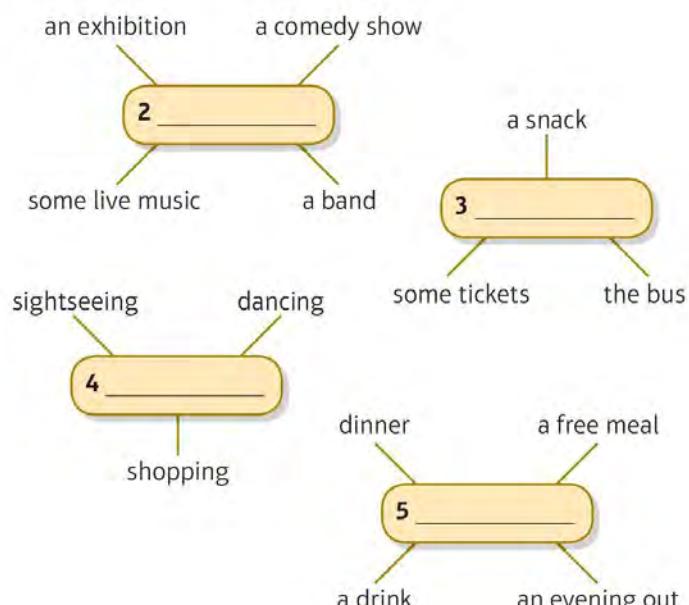
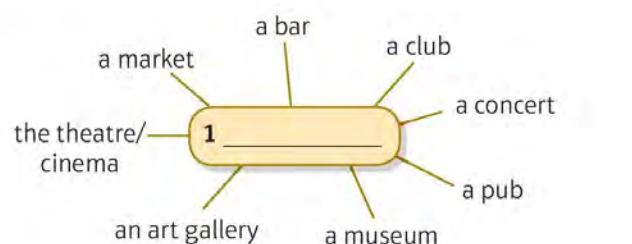


VOCABULARY

TIME OUT

1 A Complete the word webs with the verbs in the box.

have go get see go to



B Work in pairs and take turns. Ask and answer questions using the phrases in Exercise 1A.

A: How often do you go to a museum?

B: Not very often.

► page 153 PHOTOBANK

LISTENING

2 A Work in pairs. Discuss the questions.

- What kind of things do you like to do when you visit a city?
- Where can you go/what things can you do for free, or very cheaply, where you live?

B 3.1 Listen to a radio programme. Answer the questions.

- Is New York an expensive city to live in?
- Are there lots of free things to do there?
- How much money do the journalists have to spend?
- What do they have to do?

3 A Complete the information about Rafael and Carmen's plans.

Rafael

- He plans to start the day with a delicious bagel and then to spend the morning in _____.
- He's going to the _____ of American Finance.
- He's taking the Staten Island Ferry to see _____ of New York.
- In the evening, he's going to see some _____ music.

Carmen

- She's going to see a free _____ exhibition.
- She's going to Times _____ because she likes the atmosphere.
- She's going to an _____ restaurant near there.
- In the evening, she's going to a _____ class.

B Listen to the programme again to check your answers. Which places in the photos do the speakers talk about?

C Work in pairs. Discuss. What do you think of the two plans? Which things would you like/not like to do?



SPEAKING

6 A Think about your future plans. Make notes about:

- places/people you plan to visit
- a film you want to see
- something delicious you want to eat

	you	your partner
tonight	visit friend	
this weekend		
next week/month		
later this year/next year		

B Work in pairs and take turns. Ask and answer questions about your plans (What? Where? Who with? Why?). Add notes to the table.

- A:** *What are you going to do tonight?*
B: *I'm going to visit an old friend.*

GRAMMAR

PRESENT CONTINUOUS/BE GOING TO FOR FUTURE

4 A Read sentences a)–d) and answer the questions.

- a) I'm going to see a free art exhibition.
 - b) I'm meeting a friend.
 - c) I'm going to see some live music.
 - d) I'm not going running.
- 1 Do the sentences refer to the present or the future?
 - 2 Is there a definite time and place for the plans?
 - 3 What tenses do the sentences use?

B **3.2** **FAST SPEECH: going to**
Listen to the pronunciation of *going to* in fast speech /'gʌnə/. Listen and repeat the sentences.

► page 132 **LANGUAGE BANK**

5 A Make sentences or questions with the prompts. Use the present continuous or *be going to*.

- 1 we / go / cinema / Friday
- 2 you / go / stay / at / home / this evening?
- 3 she / not / work / this weekend
- 4 what time / we / meet / tomorrow?
- 5 I / go / watch / football match / later
- 6 they / go out / for a pizza / Saturday

B Change two sentences so they are true for you.

C Work in pairs and compare ideas.

WRITING

INVITATIONS

7 A Put the emails in the correct order.

To: <input type="text"/>	Hi Sonia – I'm going to be in New York next week. Sue and I are meeting for a drink on Tuesday evening at 6.30p.m. Would you like to come? Annabel <input type="checkbox"/>	To: <input type="text"/> I'd love to. Sounds great! See you there. S <input type="checkbox"/>
To: <input type="text"/>	We're going out for a meal. Do you want to meet us for dinner? We're having a pizza at Mario's at 8p.m. A <input type="checkbox"/>	To: <input type="text"/> Great to hear from you. I'm sorry, but I'm busy. I'm doing an exercise class from 6p.m. to 7.30p.m. What are you doing afterwards? Sonia <input type="checkbox"/>

B Look at the emails in Exercise 7A. Underline two phrases for inviting and two responses.

C Write emails with the prompts.

To: <input type="text"/>	Hi Matt What / you / do / tonight? A few people / come / watch / football / my house. Want / come? Ali <input type="checkbox"/>	To: <input type="text"/> Tilly What / do / weekend? Would / like / dancing / Saturday night? Frank <input type="checkbox"/>
To: <input type="text"/>	Ali Great / hear. Love / to. Time / everyone / come? Matt <input type="checkbox"/>	To: <input type="text"/> Sorry / busy / Saturday evening. Want / go cinema / Sunday? T <input type="checkbox"/>
To: <input type="text"/>	That / great / idea. Love / to. What / want / see? Frank <input type="checkbox"/>	To: <input type="text"/>

D Work in pairs. Choose an activity from Exercise 6 and write an email inviting another pair to the event.

3.2 RELAX!

- G questions without auxiliaries
- P stress in compound nouns
- V places to visit

VOCABULARY

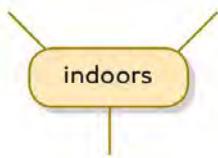
PLACES TO VISIT

1 A Look at the words in the box and answer the questions.

- 1 Are they usually indoors or outdoors?
- 2 What free time activities do we usually do in these places?

concert hall countryside sports field
nightclub street market shopping mall
nature trail waterfront

B Write the words in the correct place and add as many other places as you can in one minute. Compare with other students.



2 A **3.3 STRESS IN COMPOUND NOUNS** Listen to the words in the box in Exercise 1A. Underline the stressed syllables. Which word is usually stressed in compound nouns (nouns made of two words)?

concert hall

B Listen again and repeat.

READING

3 A Work in pairs. Read the questions about how different nationalities spend their free time, and guess the answers.

- 1 Who spends the most time on the internet?
- 2 What is the world's most popular sport?
- 3 Who spends the most time outdoors?
- 4 Which country has the most bars per person?
- 5 Which country has the most popular galleries and museums?
- 6 Which nation watches the most TV?
- 7 Which country parties the most?
- 8 Who exercises the most?

B Read the magazine article to find the answers.

C Work in pairs. Discuss the questions.

- 1 Is there any information in the text that surprises you? Why?
- 2 How do people spend their free time in your country? Are the activities in 1–8 popular?

How the World Spends its Free Time



1 Internet

People from Canada spend, on average, 43.5 hours per week online, 8 hours longer than the next highest, the USA. One reason: Canada has long, cold winters so people spend lots of time indoors.

2 Sport

Football is king. In second place, surprisingly, is cricket. Only a few nations play the game seriously, but it's very popular in India, which has 1.2 billion people.

3 Outdoors

New Zealanders spend the most time outdoors. The countryside is perfect for hiking, mountain climbing, and water sports. If you live in New Zealand, you're never more than two hours' drive from the sea. And then there is the rugby, too ...

4 Bars

Spain has six bars per 1,000 inhabitants, easily the highest number. In Spain, a bar is for families, not just drinkers. It's a meeting place and often an eating place (try the tapas!).



5 Galleries and Museums

The UK has six of the top 20 most visited art galleries/museums in the world, including the National Gallery, the British Museum and Tate Modern.



6 TV

The biggest TV-watchers are in Thailand. They spend 22.4 hours a week watching TV. In second place comes the Philippines (21 hours) and in third place, Egypt (20.9 hours), famous for its never-ending soap operas!

7 Party!

It's impossible to say who parties the most, but Brazil's annual carnival makes it a good choice. Some of the best cities for partying include Bangkok (friendly people, great nightclubs), Berlin (live music scene), and the island of Ibiza (dance music).

8 Exercising

The biggest exercisers are people from Greece and Estonia. Over 80 percent of people in those countries exercise regularly. In both countries, football and the Olympic sports are the most popular, but Estonia has one very special game: ice cricket!



GRAMMAR

QUESTIONS WITHOUT AUXILIARIES

4 Read the examples and answer questions 1–3.

a) Subject questions

Question: **Who** exercises the most?

Answer: **Greeks** exercise the most.

b) Object questions

Question: **What did you** do last night?

Answer: **I** went to a party.

1 Which question asks us to name the subject (the people who do the action): a) or b)?

2 Which question asks for other information about the subject: a) or b)?

3 Which type of question uses the auxiliary?

► page 132 **LANGUAGE BANK**

5 Complete the questions for the answers in italics with the words in the box.

makes	did	Who (x 2)	won	Which	do	is
-------	-----	-----------	-----	-------	----	----

1 _____ invented basketball?

A Canadian called James Naismith invented basketball.

2 _____ country makes the most films?

India makes the most films.

3 What _____ people do when it's too cold to go out?

They watch TV or read!

4 _____ exercises more: the Japanese or the Germans?

The Germans exercise more.

5 Which sport _____ Brazil famous for?

Brazil is famous for football.

6 Who _____ the first football World Cup?

Uruguay won the first World Cup.

7 Which country _____ the most cars?

China makes the most cars.

8 What _____ you do last night?

I stayed at home.

SPEAKING

6 A Ask other students questions to find out:

1 who listens to music the most frequently

How often do you listen to music?

2 who exercises the most

Do you do a lot of exercise?

3 who spends the most time on the internet

4 who regularly goes to art galleries and/or museums

5 who has been to the theatre or cinema in the last four months

6 who goes to the most parties

7 who watches the most TV

8 who is the biggest sports fan

B As a whole class, answer the questions in Exercise 6A.

Juan listens to music most frequently. He listens to music on the way to and from work and for two hours every evening!

3.3 CAN I TAKE A MESSAGE?

- F making a phone call
- P linking: can
- V collocations

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Do you prefer speaking on the phone or in person?
- 2 Have you ever made a call or taken a message in English? What happened?

VOCABULARY

COLLOCATIONS

2 A Look at phrases 1–7 below. Have you done any of these on the phone recently? Have you done any in English?

- | | |
|--------------------------------|---------------------|
| 1 book a table | 5 check train times |
| 2 arrange to meet friends | 6 change a ticket |
| 3 have a chat | 7 talk business |
| 4 cancel a booking/reservation | |

B Work in pairs and compare your answers.

A: *Have you booked a table on the phone recently?*
B: *Yes, I booked a table at a restaurant last week.*

FUNCTION

MAKING A PHONE CALL

3 A 3.4 Listen to four people making phone calls. Why are they phoning?

B Listen again and complete the notes.

Conversation 1

Sun. May 16: Jack Hopper,
table for _____ people.
Time: _____

Como's RESTAURANT

Conversation 2

RSA THEATRE

2 tickets for James _____.
New date: _____

Conversation 3

Dinner with Mary and the gang,
Pavly's at _____ on _____ night.

Conversation 4

Date: 22nd August. Time: 2.20.
To: Ally Sanders. Caller: Kim Brower.
Message: Cancel _____. Please call back.



4 Complete the sentences with the words in the box.

it's back for leave here take can

Start the call

Caller: Hello, this is Andy./Hello, ¹ _____ Andy.
(NOT ~~I am Andy~~)

Receiver: Hello, Paul speaking.

Ask to speak to someone ...

Caller: ² _____ I speak to ... ?

Receiver: Who's calling?

When the person the caller wants isn't there ...

Caller: Can I ³ _____ a message?

Receiver: I'm afraid she's not ⁴ _____ at the moment. Can I ⁵ _____ a message? I'll ask her to call you ⁶ _____.

Finish the call

Caller: See you soon. Goodbye.

Receiver: Thanks ⁷ _____ calling. See you soon.
Goodbye.



LEARN TO MANAGE PHONE PROBLEMS

6 A Look at the phrases in bold in the extracts below and match them to problems a)–e).

- a) we need to hear something again **2, 6**
- b) the speaker is speaking too fast
- c) the speaker is speaking too quietly
- d) when we are not sure the information is correct
- e) the speaker isn't sure the listener heard anything

Extract 1

C: OK, one moment. **1Can I just check?** What's the name, please?

D: The tickets are booked in the name of James King.

C: **2Sorry, I didn't catch that. Did you say King?**

D: James King.

C: OK, yes. Two tickets for July the tenth. What date would you like to change to?

D: What dates do you still have seats for?

C: There's nothing on the twelfth or thirteenth. There are two seats for the eleventh, but they're separate. We have ...

D: **3Sorry, can you slow down, please?**

Extract 2

E: Hello?

F: Hello, it's Mary here. Hello? **4Can you hear me OK?** It's Mary here.

Extract 3

F: Are you doing anything on Saturday? Because a few of us are going out for dinner.

E: Sorry, Mary, **5can you speak up, please?** I'm at the station and I can't hear a thing.

Extract 4

H: It's 01823 2766.

G: **6Can you repeat that, please?**

B **D 3.5** **LINKING: can** Listen and repeat the phrases. Notice how *can* and *you* are linked in connected speech: /kənju:/

7 A **D 3.6** Listen and write an appropriate response.

B **D 3.7** Listen to check.

speakout TIP

Before you make a phone call, think carefully about the words you will use. How will you start the conversation? What information do you want? Write down some key words that you will use and expect to hear.

SPEAKING

8 Work in pairs. Student A: turn to page 160. Student B: turn to page 162.

5 A Underline the correct alternative to complete the phone conversations.

Conversation 1

- | | |
|-----------------|--|
| Sasha: | Hello. Sasha 1here/speaks. |
| Mustafa: | Hi, 2I'm/it's Mustafa. |
| Sasha: | Hi, Mustafa. How are you? |
| Mustafa: | I'm fine, thanks. How about you? |
| Sasha: | Very well, thanks. |
| Mustafa: | Are you busy? Do you want to have lunch in that Turkish place on Broad Street? |
| Sasha: | That sounds good. What time? |
| Mustafa: | One o'clock? |
| Sasha: | Great. |
| Mustafa: | OK. 3Speak/See you soon. |
| Sasha: | OK. Bye. |

Conversation 2

- | | |
|----------------------|--|
| Receptionist: | Anderson Products. |
| Sasha: | Hello. Can I 4connect/speak to the HR Manager? |
| Receptionist: | One moment. Who's 5called/calling? |
| Sasha: | It's Sasha Barnes here. |
| Receptionist: | I'm afraid he 6isn't/not here at the moment. Can I take a 7message/call? |
| Sasha: | Please tell him to call me 8return/back. I'm waiting in the Turkish restaurant! |

B Work in pairs and practise the conversations. Take turns to change roles.

► page 132 **LANGUAGE BANK**

DVD PREVIEW**1 Work in pairs and discuss.**

- 1 When you visit a new city, what kind of things do you like to do?
- 2 Do you like to see and do the things a tourist would do, or do you prefer to spend time with the local people? Why?

2 A Work in pairs and discuss.

- 1 What do you know about Rio de Janeiro in Brazil?
- 2 Would you like to go there? Why/Why not?

B Read the programme information. What kind of things do you think the locals will do in Rio?

Going Local: Rio

Going Local takes its presenters to fantastic cities around the world and asks them to explore the city by doing a series of challenges. However, to complete the challenges, they need to throw away the guidebook and ask the people who know best – the locals. In this episode Rafael Estophania travels to Rio de Janeiro, the city of sand and samba, to find out how the *cariocas* (locals) spend their time.

**DVD VIEW****3 A Which of these activities do you think the presenter tries to do?**

- 1 find somewhere good to eat
- 2 use public transport with good views
- 3 eat exotic fruit
- 4 play a game with the locals
- 5 dance samba
- 6 play music

B Watch the DVD to find out.

4 A Correct the information in the sentences.

- 1 Rio is the home of sunshine, *salsa* and the Sugarloaf Mountain. *samba*
- 2 You can view all the *favelas* from the train.
- 3 The locals tell him to go to the supermarket to find exotic fruit.
- 4 The cashew nut tastes like a mixture of strawberries and lemons.
- 5 The men like to play frescoball in the park.
- 6 They play music with a local band on the street.

B Watch the DVD again to check your answers.

5 Work in pairs. Discuss the questions.

- 1 Would you enjoy any of the things the presenter does? Which ones?
- 2 When did you last do any of these things? Where were you?



speakout a day in your city

6 A 3.8 Listen to Alessandro talking about his plans for a day out in Pisa. Number the activities in the order he talks about them.

- a) have a pizza _____
- b) go to a market _____
- c) have a coffee 1 _____
- d) walk through the old city _____
- e) have lunch in a restaurant _____
- f) go to a park _____

B Listen again and use the key phrases to complete sentences 1–6.

KEYPHRASES

We're starting the day ...
 We're going to ...
 Afterwards, for lunch we're ...
 In the afternoon, we're planning to ...
 In the evening, we're ...
 It's going to be ...

- 1 ... spend the morning walking through the market.
- 2 ... a day to remember.
- 3 ... with a coffee and a fresh pastry.
- 4 ... go a little outside Pisa.
- 5 ... going back towards the Leaning Tower.
- 6 ... going to one of the best restaurants I know.

7 A Work in groups. You are going to plan 24 hours in a city of your choice. Plan your day in detail. Try to include areas that only locals would know about. Use questions 1–6 to help you.

- 1 Which city are you planning to visit?
- 2 What are you going to do there?
- 3 How are you going to get around?
- 4 What are you going to eat/drink? Where?
- 5 What are you planning for the evening?
- 6 What is going to make the day special?

B Work with other students and tell them about your plans. Which plans do you think are the best?

writeback an invitation

8 Write an invitation. Describe the day you have planned and give it to someone in another group. Use the emails on page 29 to help you.



3.5 (C) LOOKBACK

(V) TIME OUT

1 Cross out one phrase which is not possible in each sentence.

- 1 I went to a bar/sightseeing/the market.
- 2 Do you want to get the bus/a snack/an art gallery?
- 3 They went to the art gallery/the museum/a snack.
- 4 She has gone a pub/sightseeing/dancing.
- 5 Can we have a club/dinner/a drink?

(G) PRESENT CONTINUOUS/BE GOING TO FOR FUTURE

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

- 1 are / what / doing / tonight / you?
- 2 you / weekend / are / this / doing / special / anything?
- 3 dinner / evening / is / this / your / who / cooking?
- 4 you / holiday / are / on / going / when?
- 5 are / going / city / you / to / visit / which / next?
- 6 after / to / are / lesson / going / the / what / do / you?

B Work in pairs and take turns. Ask and answer the questions.

(V) PLACES TO VISIT

3 Work in pairs and take turns. Student A: choose a word from the box and describe it. Student B: guess the word.

concert hall	countryside
sports field	nightclub
street market	shopping mall
nature trail	waterfront

It's a place where ...

A: It's a place where people play outdoor sports.

B: A sports field.

(G) QUESTIONS WITHOUT AUXILIARIES

4 A Make questions with the prompts. Add a question word and put the verb into the correct form.

- 1 famous works / include / *Romeo and Juliet* and *Hamlet*? **Whose famous works include Romeo and Juliet and Hamlet?**
- 2 be / an actor / before / he became US President?
- 3 1975 Queen album / include / the song *Bohemian Rhapsody*?
- 4 be / a fourth great Renaissance painter, besides Leonardo, Michelangelo and Titian?
- 5 'John' / win / an Oscar for his song *Can you Feel the Love Tonight* from *The Lion King*?
- 6 Bob Marley song / include / the words *Let's get together and feel alright*?
- 7 watery Italian city / have / an international art exhibition every two years?
- 8 member of the Dion family sell / 200 million records before 2007?
- 9 hit songs / include / *I'm like a bird*, *Promiscuous* and *Maneater*?

B Do the quiz above. Each answer begins with the last two letters of the previous answer.

- 1 Shakespeare
- 2 Re _ _ _
- 3 _ _ light at the Ope _ _
- 4 _ _ pha _ _
- 5 _ _ t _ _
- 6 _ _ e Lo _ _
- 7 _ _ ni _ _
- 8 _ _ li _ _
- 9 _ _ lly Furtado

C Check your answers on page 160.

(F) MAKING A PHONE CALL

5 A Complete the phone call with the words in the box.

here it's back like can

- A:** Hello there,¹ _____ Billy Blue.
B: Hello, Billy. How are you?
A: I'm absolutely fine, thank you.
B: So, Bill, what² _____ I do for you?
A: I'd³ _____ to speak to Mrs Chow.
B: Sorry, she's not⁴ _____ right now.
A: Any idea when she'll be⁵ _____?
B: Never. Today she got the sack.*

*If you get the sack, it means you lose your job.

B Complete the message with the words in the box.

call leave this message
busy

Hello,¹ _____ is Pete and Paul. Sorry, there's no one here at all. We're probably² _____, in a meeting, Or maybe in a restaurant, eating, Or maybe in a bar watching a game, But³ _____ a⁴ _____ and your name. We'll⁵ _____ you back some time soon, And pigs might fly* around the Moon.

*Pigs might fly is an idiom that means 'it will never happen'.

C Work in pairs and take turns. Read the conversation in Exercise 5A and the message in Exercise 5B. Concentrate on the rhythm.

4 talent sparks



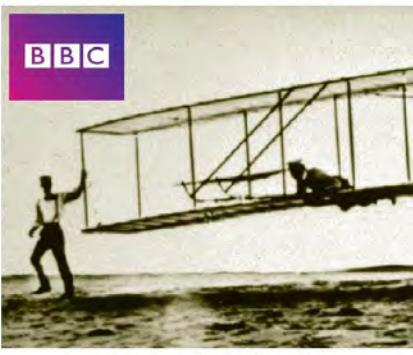
HIDDEN TALENT p38



SCHOOLS OF THOUGHT p40



WHAT SHOULD I DO? p42



INVENTIONS p44

SPEAKING 4.1 Talk about hidden talents 4.2 Talk about what you did at school
4.3 Give advice and make suggestions for language learners
4.4 Talk about inventions

LISTENING 4.1 Listen to someone describing how he used his hidden talent
4.4 Watch an extract from a BBC documentary about developments that have changed the world

READING 4.2 Read an article about different schools

WRITING 4.1 Check your work and correct mistakes 4.4 Write a forum post about inventions

BBC INTERVIEWS

D) Are you learning anything at the moment?



4.1 HIDDEN TALENT

- G present perfect + ever/never
- P weak forms: have
- V make and do

VOCABULARY

MAKE AND DO

1 A Work in pairs. Which of the phrases in bold below can you see in the pictures?

Make ...

a **speech** in front of more than fifty people
a **meal** for more than eight people
a **phone call** in a foreign language
a **decision** that changed your life for the better

Do ...

a **project with a big team**
business in another language
well/badly in an exam
your homework on the way to school

B Which of the activities in Exercise 1A have you done: a) in the last 24 hours? b) in the last week? c) in the last month? Which have you never done? Compare your answers with other students.



GRAMMAR

PRESENT PERFECT + EVER/NEVER

2 A D 4.1 Listen and read the conversation below. Which tenses do the speakers use?

A: Have you ever made a speech in public?
B: No, never. Have you?
A: Yes, I have. I made a speech at work.
B: Really? When did you do that?
A: At a conference last year. I was really nervous.
B: I'm not surprised. OK, have you ever made friends with someone from another country?
A: No, I haven't, but my brother has. He met a woman from Chile in 2014. In fact, they got married a week ago!

B Answer the questions about the conversation.

- 1 Underline two questions about general experiences (where the exact time is not important). How are they formed?
_____ you (ever) + past participle ... ?
- 2 Find two sentences which say when the actions happened in the past. Which verb tense is used?
- 3 Circle the three short answers to *Have you ... ?* questions.

C WEAK FORMS: **have** Listen again. Notice how *have* is pronounced in the questions. How is it different in the short answers?

► page 134 LANGUAGE BANK

3 A Underline the correct alternative.

- 1 She *has been/was* on TV yesterday.
- 2 *Have you ever written/Did you ever write* a speech?
- 3 I've never eaten/never ate snails.
- 4 Last night I *have finished/finished* the book.
- 5 *Have you ever been/Did you ever go* to the USA?
- 6 He *has finished/finished* the project this morning.

B Complete the sentences.

- 1 I've ...
- 2 Yesterday I ...
- 3 I've never ...
- 4 I've always ...
- 5 When I was a child, I ...

C Work in pairs and compare your answers.

- 4 A** Write the past participles in the table below. Check your answers on page 127.

catch	<u>caught</u>	give	_____
keep	_____	swim	_____
make	_____	sleep	_____
drive	_____	lose	_____
do	_____	win	_____
fly	_____	buy	<u>bought</u>
come	_____	pay	_____
cross	_____	grow	_____

- B** **4.2** Match the verbs which have rhyming past participles. Then listen and check.

caught /kɔ:t/- bought /bɔ:t/

- C** Work in pairs. Use the verbs above to make six *Have you ever ...?* questions. Use the ideas in the box to help you.

fish anything expensive a bus a prize all day a plane
plants in a river

- D** Work in pairs and take turns. Ask and answer the questions.

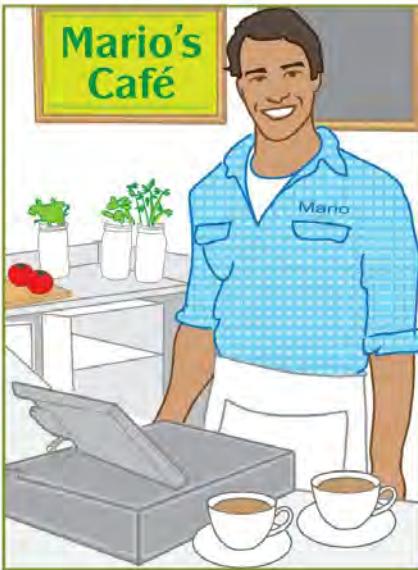
A: *Have you ever caught a fish?*

B: *Yes, I have. I caught three last weekend!*

LISTENING

- 5 A** **4.3** Look at the pictures and listen to an interview with Mario, the boy in the story. As you listen, answer questions 1–3.

- 1 What was Mario's hidden talent?
- 2 When did he start to use his talent?
- 3 How did he use his talent to change his job?



- B** Listen again and complete the extracts.

- 1 I've always _____ cooking.
- 2 Then in my twenties I started to _____ meals for my friends.
- 3 I had the idea to _____ my food at work.
- 4 I wanted to _____ something more interesting.
- 5 _____ you ever thought, 'Oh, I prefer my old office job?'
- 6 It's the best decision I've ever _____.

SPEAKING

- 6 A** Think about your hidden talent or something you love doing. Write notes about the following questions.

- 1 What is the talent?
- 2 Have you ever done it in public?
- 3 Do you practise? When/Where?
- 4 Is it/Will it be useful in your job/future job?

- B** Work in groups and take turns. Describe your hidden talent.

I am good with numbers. I can do difficult sums in my head without using a calculator.

WRITING

CORRECTING MISTAKES

- 7 A** Read the paragraph below. Find nine mistakes and correct them. Use these symbols:

gr = grammar p = punctuation
sp = spelling

My Hidden Talent

My talent is that I can sing really well. I've always like music I sing all kinds of songs, including rock, pop and classical music. I first discovered this ability when I was young. I often listened to music and sang at the same time. I've doing it many times at parties, in front of my friends, and in karaoke bars. There is no magic secret I just listen carefully and am practising on my own.



speakout TIP

Don't make the same mistake twice! Look through your corrected written work. Do you repeat your mistakes? Write down the correct form in a different colour.

- B** Write a paragraph about your hidden talent or about someone you think is very talented (a sportsperson, actor, singer, writer, etc.).

- C** Work in groups. Read the paragraphs and correct any mistakes.

VOCABULARY**EDUCATION**

- 1** Work in pairs. Discuss the subjects in the box. Which subjects did you like at school? Were there any subjects you didn't like? Why/Why not?

maths science history literature art
languages IT (information technology)

► page 154 **PHOTOBANK**

- 2 A** Complete the phrases with the verbs in the box.

make wear do/take give play study

- | | |
|----------------|---|
| 1 _____ | art/music
a foreign language
online |
| 2 _____ | sport
games
a musical instrument |
| 3 _____ | mistakes
friends |
| 4 _____ | a test
exams |
| 5 _____ | a performance |
| 6 _____ | a school uniform |

B Which of the things above did you do at school? Did you enjoy them? Write (+), (-) or (?) (no experience), next to each one.

C Work in pairs and compare your answers. Who enjoyed their school experience more?

READING

- 3 A** Work in pairs. Discuss. Who was your favourite/least favourite teacher at school? Why? Were your teachers traditional in their approach to teaching? Do you think this was good or bad?

B Read the text. Match paragraphs 1–3 with topics a)–c) below.

- a) making mistakes is OK
- b) a school where students make the decisions
- c) children watch videos outside class

C Read the text again. Discuss. Which of the ideas in the text do you think is the best? Which is the worst? Would these methods work in your country?

ARE TRADITIONAL WAYS OF LEARNING

the best?

Read about some alternative schools of thought ...

1 THE ALTERNATIVE SCHOOL

The Alternative School, in Lancashire, UK, offers a different type of schooling for young people who are having problems in mainstream education. The school offers an innovative and interesting educational programme, which is designed specifically for the individual. Students can decide when they come to school, and which subjects they want to study. They don't have to come to school every day. They can choose to start with just a few hours a week. The school uses an 'open door' policy where students are allowed to leave lessons if they are bored or unhappy.

2 THE FLIPPED CLASSROOM

Many classrooms around the world are adopting a flipped classroom approach. This learning model switches classroom learning and homework. In a traditional classroom, the teacher explains the lesson to the students in the classroom, and the students study homework outside class, where they have to work on their own, and can't ask anyone for help. So, in a flipped classroom, children can watch a video of their teacher giving a lecture on the subject at home. They don't have to do any written work. When they come back to the classroom, they have to do the more traditional exercises, but they can ask the teacher or their classmates for help if they don't understand.

3 STARTING YOUNG

A child learning music with the Suzuki method has to start as young as possible. Even two-year-old children can learn to play difficult pieces of classical music, often on the violin. They do this by watching and listening. They learn by copying, just like they learn their mother tongue. The child has to join in, but doesn't have to get it right. 'They soon learn that they mustn't stop every time they make a mistake. They just carry on,' said one Suzuki trainer. The children have to practise for hours every day and they give performances once a week, so they learn quickly. 'The parents must be involved too,' said the trainer, 'or it just doesn't work.'

GRAMMAR

CAN, HAVE TO, MUST

- 4** Read sentences 1–6 and put the verbs in bold in the correct place in the table.

- 1 Students **can** decide when they come to school.
- 2 (The students) **can't** ask anyone for help.
- 3 They **have to** do the more traditional exercises.
- 4 At *The Alternative School*, you **don't have to** come to school every day.
- 5 They **mustn't** stop every time they make a mistake.
- 6 The parents **must** be involved, too.

possible/allowed	not possible/not allowed
<i>can</i>	
necessary	not necessary

► page 134 **LANGUAGE BANK**

- 5 A** Complete the text with *have to/don't have to, must/mustn't, can/can't*. There may be more than one possible answer.

Do I have to? go to school today?

They ¹ _____ (not necessary) wear a uniform, and they ² _____ (not necessary) wait for the school bus. These are two of the advantages of being home-schooled. But there are more. 'You ³ _____ (possible) choose which subjects you want to study,' says Jasmin, aged fourteen. 'You ⁴ _____ (necessary) work hard, but you ⁵ _____ (possible) choose to work when you feel like it.' Jasmin is one of 55,000 children in the UK who doesn't go to school. She stays at home for her education, and she's much happier. 'School is all about rules: you ⁶ _____ (necessary) be at school at 8.30a.m., you ⁷ _____ (not allowed) wear trainers, you ⁸ _____ (not allowed) use your mobile phone in class, etc. I prefer being at home.' Jasmin's mother, Terry, educates her four children at home. 'Some people think that children who study at home ⁹ _____ (not allowed) go to the exams and get the same qualifications, but they ¹⁰ _____ (allowed), and they do!'

B  **4.4** **WEAK FORMS: have to** Listen and check.

C Listen and notice the pronunciation of *have to* /hæftə/.

D Listen again and repeat.

- 6** Work in pairs. Discuss two or three similarities and differences between home-schooling and going to a normal school. Do you think home-schooling is a good idea? Why/Why not?

SPEAKING

- 7** Work in pairs. Read the statements. Are the rules the same or different in your country? Do you think this is a good or a bad idea? Discuss.



- 1** In the UK, children have to learn a foreign language at school.
- 2** In the UK, you can take exams in art, cooking and sport at school.
- 3** Children in Thailand have to sing the national anthem in the morning.
- 4** In Singapore, children must learn most subjects (maths and science) in English.
- 5** In France, children don't have to wear uniforms to school.
- 6** In Japan, children mustn't be late for school, or they can't get in.
- 7** In Spain, children don't have to eat at school. They can go home for lunch.
- 8** In the UK, children can eat a vegetarian meal at lunch.
- 9** Children in Poland must repeat the year if they fail their exams.



4.3) WHAT SHOULD I DO?

F giving advice
P silent letters
V language learning

SPEAKING

- 1 A Read the quotes about learning. Do you agree with any of them? Why/Why not?

“ We learn by doing.

A little knowledge is a dangerous thing.

Anyone who stops learning is old, whether at twenty or eighty.

The best way to learn is to teach.

- B Compare your ideas with other students.

VOCABULARY

LANGUAGE LEARNING

- 2 A Read sentences 1–7. Then match the words in bold with definitions a)–g).

- 1 I **re-read** articles we use in class.
 - 2 I **look up** new words in a dictionary.
 - 3 I watch films with **subtitles**.
 - 4 I **go online** to read the news in English.
 - 5 I **chat** to other learners.
 - 6 I **note down** new phrases in my notebook.
 - 7 I listen to English songs and I try to **memorise** them.
- a) find information in a book/on a computer
b) read again
c) talk (possibly on the internet)
d) study until you remember
e) words on a film which translate what a character says
f) write
g) use the internet

B Work in pairs. Discuss the questions.

- 1 Which of the activities above do you do? How often?
- 2 Which do you think are the most important/useful for learning English?
- 3 Do you have any other ideas on how to improve your English?



FUNCTION

GIVING ADVICE

- 3 A Read the website message below and think of three things Zeynep can do to improve her English.

Hello, everyone. In two months I'll start work at an international company. The only problem is I need to improve my English quickly. I did well in my recent English exam, but I need to do business in English, and I know it'll be more difficult. Do you have any good ideas?

Zeynep

- B Work in pairs and compare your answers.

- 4 Read the replies and discuss. Which ideas have you tried? Which do you think are the most useful ideas?



Hi Zeynep. I think you should use message boards to make new friends. Then you can chat with them online in English and it doesn't matter if you make mistakes.

Ahmed L



Zeynep, go online and find a business website you like. When you don't understand some words, you should look them up and write them in a notebook.

Ruby 335



You shouldn't worry. They gave you the job, so you're good enough. Relax and just watch some movies in English.

Marie 98



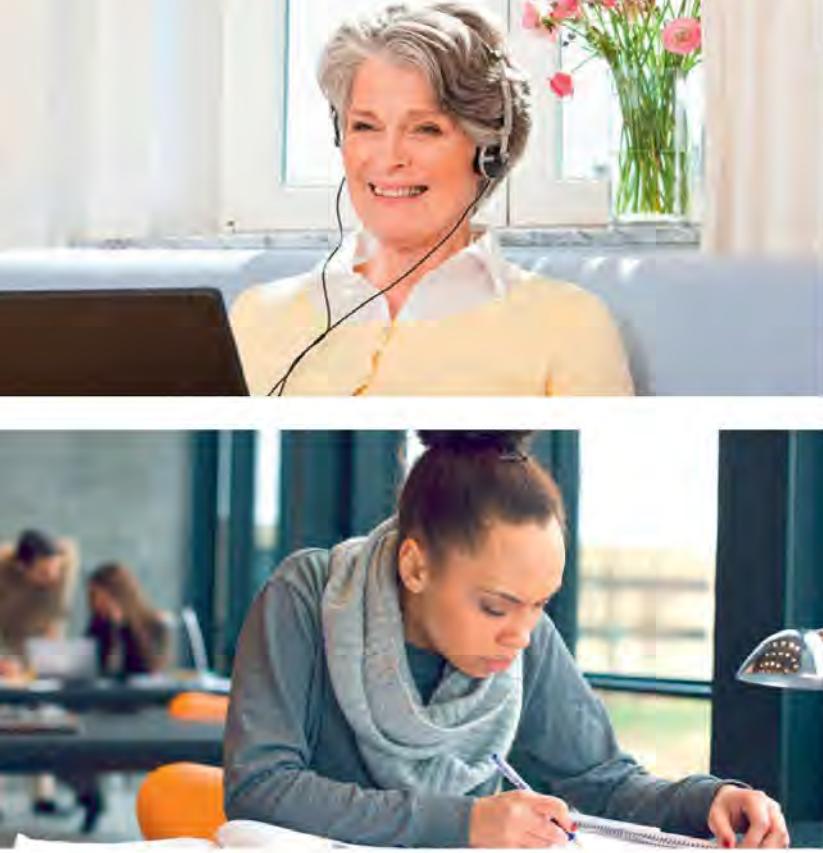
Why don't you use graded readers? They're enjoyable and they'll help you learn new words.

Ana Kosicka



Zeynep, I think it's a good idea to use language learning apps, as these help you measure your progress.

Jung-sun Huang



LEARN TO RESPOND TO ADVICE

7 A Read the extracts below. How did the listener respond? Listen again and write the response.

- 1 They can take notes first.
- 2 Let them practise in groups before they speak in front of everyone. This'll give them confidence.
- 3 And using subtitles? Some teachers say we shouldn't use them. Ever!
- 4 They can see which words are swallowed.

B Read the responses. Mark them (✓) I agree, (✗) I disagree or (?) I agree but not completely.

- 1 That's a good idea.
- 2 I suppose so.
- 3 You're right.
- 4 I'm not sure that's a good idea.

► page 134 **LANGUAGE BANK**

8 A Look at pictures A–D below. What do you think the problems are?



1

- A: I think _____ in the food industry. (you / work)
B: That's _____ idea.
(good)



2

- A: You _____ so much time watching TV.
(not / spend)
B: _____ right.



3

- A: _____ we find you a personal trainer? (why)
B: I _____ a good idea.
(not sure)



4

- A: I think _____ idea to start going shopping together. (good)
B: I _____. (suppose)

B Complete the conversations in pictures A–D using the words in brackets.

9 Work with two other students. Take turns to ask for and respond to advice. Student A: turn to page 160. Student B: turn to page 162. Student C: turn to page 164. Read your situation and explain it to the others. *I've got this problem ...*

5 A Look at the replies in Exercise 4 again. Complete phrases 1–6 below.

- 1 I _____ you should ...
- 2 Find/Write _____
- 3 You should _____
- 4 You shouldn't _____
- 5 Why _____ you _____ ...?
- 6 I (don't) think it's a good _____ to ...

B Discuss. Which phrases have the same meaning?

C **4.5 SILENT LETTERS** How is *should* pronounced? Which letter is silent? Listen and repeat.

6 A **4.6** Listen to two teachers discussing language learning. What problems do they mention?

B Work in pairs. Complete the notes in the table.

problem	advice
Students too shy to speak. Worry about ¹ _____.	Give students time to ² _____. Let them practise in ³ _____.
Students have problems ⁴ _____. _____.	Watch film clips on YouTube. Watch the mouth, ⁵ _____, body language. Use ⁶ _____ the second time.

C Listen again to check.

D Work in pairs. Discuss the questions.

- 1 Do you have the problems mentioned in the recording?
- 2 What do you think of the advice?
- 3 Can you add any other advice?

DVD PREVIEW

1 Work in groups. Discuss the questions.

- 1 Do you ever travel by aeroplane? How frequently?
- 2 Have you ever flown long distances? If so, did you enjoy the experience?
- 3 What do you know about the invention of the aeroplane? (Who? Where? When?)

2 Read the programme information. Why does Dallas Campbell go to the USA? **Supersized****Earth: The Way We Move**

Supersized Earth looks at amazing developments that have changed the modern world. This programme shows the start of aeroplane travel. Dallas Campbell goes to the USA, where the Wright brothers first flew a glider, an early type of aeroplane without an engine, in 1902. Campbell tries out a replica (a perfect copy) of the glider to see if he can fly it.

**3 A** Read the sentences. What do you think the words and phrases in bold mean?

- 1 The brothers' first journey **triggered a whole century of innovation**.
- 2 The **invention** the Wright brothers are known for is the aeroplane.
- 3 They began to **conquer** the skies.
- 4 The brothers **achieved** this in a simple way.
- 5 The first plane **launched a revolution** in the way we travel.

B Match the words/phrases in bold in Exercise 3A with meanings a)-e) below.

- a) were successful at something
- b) caused one hundred years of new ideas
- c) started something that changed society
- d) a new creation
- e) become the master of (something)

DVD VIEW

4 A Watch the DVD and answer the questions.

- 1 What does Dallas Campbell tell us about the Wright brothers' first flight?
- 2 Does Dallas Campbell fly the glider successfully?

B Which words complete the notes? Choose the correct alternative. Watch the DVD again to check.

- 1 On 17 December 1903/1913 the Wright brothers made a journey.
- 2 They travelled 120 miles/120 feet.
- 3 A year before flying a plane, the brothers built a glider/a plane engine.
- 4 Dallas Campbell says the plane 'helped transform our travel/planet.'

5 Work in pairs. Discuss. What new information did you learn from the programme?

speakout inventions

6 A Look at the list of inventors and their inventions. What do you know about these people? What other famous inventors do you know?

Johannes Gutenberg (1395–1468): the printing press
 Alexander Graham Bell (1847–1922): the telephone
 Thomas Edison (1847–1931): the light bulb
 Tim Berners-Lee (b. 1955): the internet

B  **4.7** Listen to two people talking about important inventions. Which do they mention?

- 1 Which idea do they think is very good?
- 2 Which idea do they disagree about?
- 3 What is the third idea they talk about?

C Listen again and tick the key phrases you hear.

KEY PHRASES

I think the most important ...
 For me, ...
 That's true, but ...
 In my opinion, ...
 Another invention that I see as really important is ...
 Definitely.
 That's right.
 I agree.

7 A Work in pairs. Which three inventions do you think are the most important? Use the ideas in Exercise 6A or choose your own ideas.

B Tell the rest of the class about your choices. Do you all agree?

writeback a forum post

8 A Read about an online survey and then read a post by a commenter. What is the survey about and what does the person think of it?

World Changers

We asked 15,000 people from 15 countries to name the most important inventions in history. Here are the top ten:

- | | |
|---------------|----------------|
| 1 wheel | 6 electricity |
| 2 telephone | 7 refrigerator |
| 3 antibiotics | 8 internet |
| 4 language | 9 engine |
| 5 aeroplane | 10 iPhone |

I think the list includes some very important inventions, but in my opinion there are also some strange choices. Some of them, e.g. language and electricity, aren't inventions at all. These are discoveries of natural things and shouldn't be on this list. I'm also surprised that the toilet and the printing press aren't in the top ten. For me, these are essential. Without the toilet, there would be a lot more disease, and without the printing press, modern communications would be very different: we would have fewer books, magazines and newspapers. Also, I'm amazed that the iPhone is at number ten! How many people in the world actually have an iPhone? It seems strange to include it in a list of basic needs like the wheel and antibiotics.

Nick G

B Write a post saying what you think of the top ten inventions. Explain your reasons. You can also add other suggestions for inventions you think should be included.

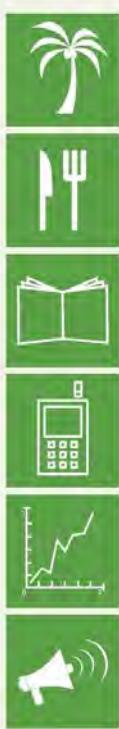


4.5 (C) LOOKBACK

(V) MAKE AND DO

- 1 A** Complete the questions with *makes* or *does*.

Who in your family ...



- 1 makes decisions about where you go on holiday?
- 2 most of the meals?
- 3 a lot of homework?
- 4 the most phone calls?
- 5 projects at work?
- 6 speeches?

B Work in pairs and take turns. Ask and answer the questions.

(G) PAST SIMPLE OR PRESENT PERFECT + EVER/NEVER

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

Questions

- 1 in the sea? (you / ever swim)
- 2 on holiday last year? (you / go)

Negatives

- 3 Africa. (I / never visit)
- 4 last night. (I / not go out)

Affirmatives

- 5 in more than one country. (I / live)
- 6 in a restaurant last weekend. (I / eat)

B Work in pairs and take turns. Guess your partner's answers to questions 1–2.

C Are sentences 3–6 true for your partner? Ask and answer questions to find out.

(V) EDUCATION

- 3 A** Match 1–7 with a)–g) to make questions.

- 1 Do you play
 - 2 When you take
 - 3 How do you feel when you make
 - 4 At school, did you
 - 5 Have you ever given a
 - 6 Do you ever study
 - 7 Did you study
- a) online?
 - b) performance of anything?
 - c) exams, do you get nervous?
 - d) study art?
 - e) any sport particularly well?
 - f) a foreign language at school?
 - g) mistakes?

B Work in pairs and take turns. Ask and answer the questions.

(G) CAN, HAVE TO, MUST

- 4 A** Underline the correct alternative to complete the sentences.

- 1 In Australia, you *must/can/don't have to* drive on the left.
- 2 In the UK, you *have to/can/can't* smoke in pubs and restaurants.
- 3 You *can't/have to/must* talk on your mobile phone during an examination.
- 4 Children are lucky. They *don't have to/must/can* worry about paying bills!
- 5 In the UK, you *have to/can't/mustn't* be 17 years old before you can ride a motorcycle.

B Write down one thing:

- you can/can't do in your country
- you have to do next week
- you mustn't do during an exam
- you don't have to do at the weekend
- you must do when learning a language
- you mustn't do while driving
- you have to do every day
- you don't have to do when you are a child

C Work in pairs and compare your ideas.

(V) LANGUAGE LEARNING

- 5 A** Complete the questions.

- 1 Do you *r_____ - r_____* articles to help you understand them?
- 2 When's the last time you went *o_____* to study English?
- 3 Do you like watching films with *sub_____*? Why/Why not?
- 4 Have you ever used a *ch_____* room in English?
- 5 Which words from this unit are you going to *mem_____*?

B Work in pairs and take turns. Ask and answer the questions.

(F) GIVING ADVICE

- 6 A** Complete the tables below with phrases for giving/responding to advice.

giving advice

responding to advice

B Work in pairs. Complete the conversation in different ways.

A: Why don't we _____?

B: That's a _____.

A: I think/don't think _____.

B: OK. Let's _____.

C Practise and act out your conversation.

5

travel



FANTASTIC FILM TRIPS p48



TRAVEL TIPS p50



YOU CAN'T MISS IT p52



FULL CIRCLE p54

SPEAKING 5.1 Tell a travel anecdote 5.2 Discuss travel 5.3 Ask for and give directions
5.4 Present ideas for an award

LISTENING 5.2 Understand travel advice 5.3 Understand and follow directions in a city
5.4 Watch an extract from a BBC travel programme

READING 5.1 Read about amazing journeys in films
5.3 Read a text about a man who works in three countries every day

WRITING 5.2 Write an email describing a trip or weekend away
5.4 Write an application for an award

BBC INTERVIEWS

Do you enjoy travelling to different countries?



5.1 FANTASTIC FILM TRIPS

G past simple and past continuous

P weak forms: was/were

V transport

A



Kon-Tiki

B



Into the Wild

VOCABULARY

TRANSPORT

- 1 Work in pairs and answer the questions.

- 1 How many types of transport can you think of in two minutes? Make a list.
- 2 What do you think is the best way to travel? Why?

► page 155 PHOTOBANK

READING

- 2 Work in pairs. Look at photos A-C and discuss the questions.

- 1 What types of transport do you think appear in the films above?
- 2 Where do you think the people are going?

- 3 Work in groups. Student A: read the text on this page. Student B: read the text on page 161. Student C: read the text on page 163. As you read, make notes about your text.

- 1 Who made the journey?
- 2 Why did they want to go?
- 3 Where did they go?

- 4 Take turns to tell your group about your text. Which story do you think sounds the most interesting?

KON-TIKI

In the middle of the twentieth century the Norwegian explorer and writer Thor Heyerdahl developed a theory. He believed that people from South America travelled to Polynesia 1,500 years ago and settled there. At the time, very few others believed his theory. They thought the journey was too difficult without modern technology. While others were discussing the theory, Heyerdahl decided to test it.

Using only materials and technology available to the people of that time, Heyerdahl and his team of five sailors (and a parrot) built a wooden raft*. On 28 April 1947 they left from Peru and crossed the Pacific.

While they were sailing, huge waves crashed into the raft, and whales and sharks came close. 101 days and 4,300 miles later they arrived in Polynesia. At the time, no one knew this type of journey was possible. But perhaps the most amazing thing about the journey was that Thor Heyerdahl didn't know how to swim!

Heyerdahl later wrote a book about the journey, and in 2012 a Norwegian film called *Kon-Tiki* came out, based on the trip.

*raft: a flat boat usually made of wood

speakout TIP

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. *The sun was shining when they began their journey that Friday morning.* → *Sunny when they left.* Find a sentence in one of the texts. Make a note of the main idea in three or four words.

- 5 Discuss the questions.

- 1 Which (parts of the) journeys sound enjoyable/terrible/frightening?
- 2 Why do you think the stories were made into films?
- 3 Can you think of any other journeys that have been made into films?

C



Rabbit-Proof Fence

GRAMMAR

PAST SIMPLE AND PAST CONTINUOUS

6 A Look at sentences a)–c) and answer the questions.

- While they **were sailing**, huge waves **crashed** into the raft.
 - While he **was living** wild, he **wrote** a diary.
 - When it **was raining**, the girls **decided** to escape.
- What tenses are the verbs in bold?
 - Which action started first in each sentence (*sail* or *crash*, etc.)?
 - Which action took a longer period of time?
 - Which actions are background information and which are main events?

B Underline the correct alternative to complete the rules.

RULES

- Use the *past simple/past continuous* for background actions that continue for a long time.
- Use the *past simple/past continuous* for shorter actions that move the story forward.

C Find one more example of the past simple and the past continuous in the same sentence in your text.

► page 136 **LANGUAGE BANK**

7 A Make sentences with the prompts.

- I / run / start to snow. So ...
I was running when it started to snow. So I went home!
- I / wait for a bus / meet my boss. So ...
- I / watch TV / recognise my best friend! So ...
- I / walk home / find \$5,000 in a bag. So ...
- We / travel by plane / a man with a gun stand up. So ...
- We / ride our bicycles / a cow walk across the road. So ...
- We / eat in a restaurant / see a mouse. So ...
- I / study in my room / hear loud music next door. So ...

B Work in pairs and compare your ideas.

8 A ► 5.1 Listen to some ideas for Exercise 7A. Are they similar to yours?

B WEAK FORMS: was/were Listen again. Notice how *was* /wəz/ and *were* /wə/ are pronounced. Then listen and repeat the first part of the sentences.

9 Work in pairs and take turns. Student A: make sentences with the past simple and the past continuous. Use a prompt from A and a prompt from B. Student B: respond with another sentence beginning with *So*

A: *I was sleeping in my bed when I heard a strange noise.*
B: *So I called the police.*



SPEAKING

10 A Describe something that happened to you on a trip or journey. Think about questions 1–8 and make notes.

- Where and when did you go?
- Who were you with?
- What was the form of transport?
- How long did the trip take?
- What places did you see during the journey?
- Did anything go wrong during the journey?
- What happened while you were travelling?
- How did you feel?

Last summer I went on holiday to Turkey. I stayed in Istanbul for two days and then went to the coast. One day, while I was travelling by boat, I dropped my bag into the water. I lost my camera and my passport. It was a disaster!

B Work in groups. Tell your stories. Which were the most interesting and/or funniest stories you heard?

5.2 TRAVEL TIPS

G verb patterns
P stressed syllables
V travel items

VOCABULARY

TRAVEL ITEMS

1 Work in pairs. Discuss the questions.

- 1 Do you travel light?
- 2 What do you usually pack when you go away for a short trip/long holiday?

2 A Work in pairs. Look at the words in the box and choose two things for travellers 1–3 below.

suitcase notebook digital camera souvenirs
waterproof clothes dictionary walking boots sun hat
backpack money belt binoculars map umbrella

- 1 a grandmother visiting her grandchildren in Australia
- 2 a student travelling around the world
- 3 a tourist visiting the sights in New York

B D 5.2 STRESSED SYLLABLES Listen and repeat the words. Underline the stressed syllables.

C Work in pairs. Discuss. Which of the things in Exercise 2A do you take on holiday with you?

► page 155 PHOTOBANK

LISTENING

3 A D 5.3 Listen to people describing what they take on holiday. Which of the items in Exercise 2A do the travellers mention?

B Work in pairs and complete the notes.

- 1 I try to learn _____.
2 I love _____.
3 I take a lot of _____.
4 I usually spend my holidays in _____.
5 I sometimes travel in _____ places.
6 I don't carry too much _____.
7 I write things down because I like to _____ them.

C Listen again to check.



GRAMMAR

VERB PATTERNS

4 A Look at sentences 1–9 below and underline the verb + verb combinations.

- 1 We always expect to hear English.
- 2 I always want to talk to local people.
- 3 I love walking when I go on holiday.
- 4 I always seem to take hundreds and hundreds of photos.
- 5 I usually choose to go to a warm place.
- 6 I enjoy travelling in wild places.
- 7 If you decide to go walking, a backpack is easier to carry.
- 8 It's best to avoid carrying too much money.
- 9 I need to write things down.

B Complete the table below with the verbs in the box.

expect want seem choose enjoy
decide avoid need

verb + -ing	verb + infinitive with to
	expect

C Work in pairs. Add the verbs in the box below to the table above. Which two verbs can go in both columns?

hope finish imagine hate
would like love

► page 136 LANGUAGEBANK

5 Cross out the verb combination that is not possible in each sentence.

- 1 I hope/enjoy/expect to get a free plane ticket.
- 2 I want/would like/imagine to visit Australia.
- 3 She loves/avoids/needs travelling.
- 4 Where did you like/decide/choose to go on your next holiday?
- 5 They hate/want/love working with tourists.
- 6 He doesn't seem/need/enjoy to know this area well.
- 7 Do you like/expect/love going to different countries?
- 8 Why did you avoid/decide/hope to become a travel writer?

6 A Complete the sentences and make them true for you. The next word must be either the infinitive with *to* or the -ing form of a verb.

1 When I travel:

I always avoid ...
I hate ...
I love ...

2 On my last holiday:

I chose ...
I decided ...
I enjoyed ...

3 For my next holiday:

I want ...
I hope ...
I would like ...

B Work in pairs and compare your ideas.

SPEAKING

7 Work in pairs. Discuss the questions.

- 1 What type of holidays can you see in the photos? Which do you prefer? Why?
- 2 Is there anything that you really love doing when you are on holiday?
- 3 When you travel, do you try to learn about the place, its customs and its language? Why/Why not?
- 4 Do you enjoy visiting tourist areas, old cities, new cities, or none of these?

A: *I really like sightseeing holidays. I love spending time looking at beautiful old buildings.*

B: *I love taking photos. I put them on my Facebook page when I get back.*

A: *Me, too.*



WRITING

USING SEQUENCERS

8 A Work in pairs. Read an email describing a trip and discuss. What were the good/bad things about the trip?

To inbox 12
From

Hi Paolo,

I hope you're well. I've just got back from my trip to Poland. It was wonderful. First we flew to Warsaw. We were only there for two days, but we managed to see lots of interesting sights like the Royal Castle and the National Museum. Then we had a day in Kraków, which was beautiful, especially the huge square in the Old Town. Unfortunately, after a while, it started raining so we spent the afternoon chatting with locals in a bar. After that, we took a train to Łódź. I loved it. We visited various museums and walked along the famous Piotrkowska Street. Finally, we caught the plane back home. It was a great trip and we met lots of really friendly Poles, who promised to visit us in Spain!

Love,
Irina

B Underline five words/phrases that help us to understand the order of events. The first one has been done for you.

C Write an email to a friend about a trip or a weekend away. Use the words you underlined.

5.3 YOU CAN'T MISS IT

F asking for/giving directions
 P intonation: questions
 V tourism

A



B



C



VOCABULARY

TOURISM

- 1 Work in pairs. Look at the words in the box. Which things can you see in the photos?

tour guide boat trip coach tour tourists
sightseeing natural wonder tax-free shopping

- 2 A Look at the title of the text below. Discuss. What do you think the man does? Why do you think he works in three countries every day?

B Read the text to find out.

C Discuss. Would you like Juan's job? Why/Why not?

THE MAN WHO WORKS IN THREE COUNTRIES EVERY DAY



JUAN OLIVEIRA was born in Argentina, grew up in Paraguay and now lives in Brazil. He says he loves the three countries equally, and he works in all three of them every day. Juan is a tour guide in Foz do Iguaçu, a Brazilian town which is close to the borders of both Argentina and Paraguay. He takes tourists around the Iguaçu Falls, one of the great natural wonders of the world.

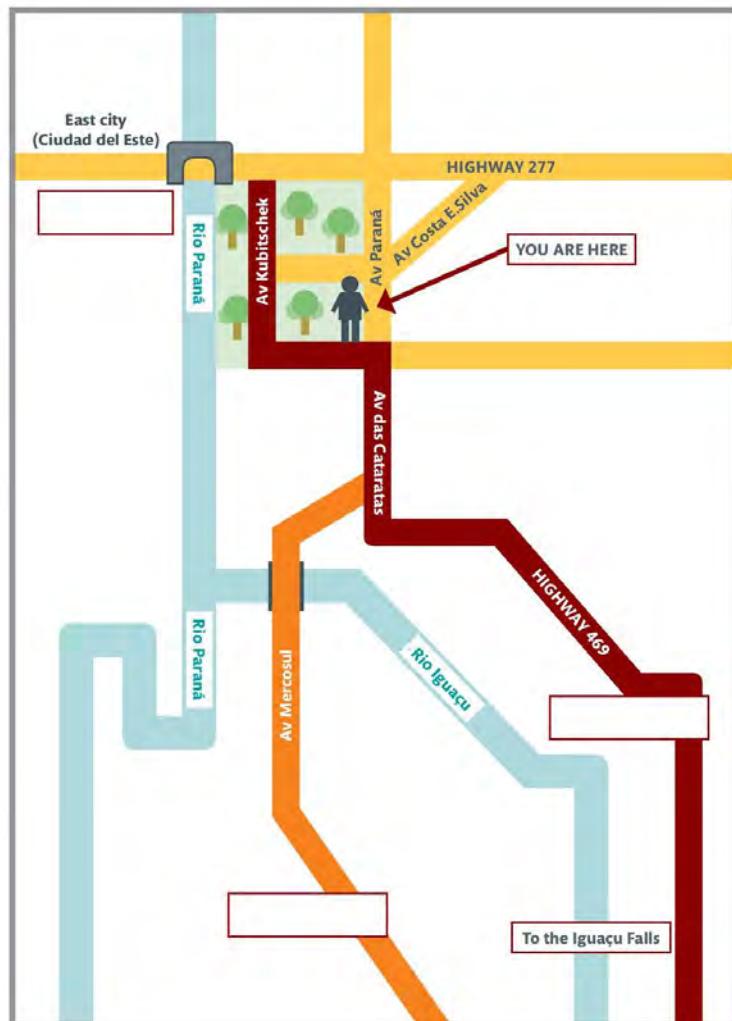
First, he shows tourists the waterfall from the Brazilian side. Then they cross the border to see the water from the Argentinian side. After that, they go on a boat trip which takes them under the waterfall. Finally, he takes them on the short journey to Ciudad del Este in Paraguay to do some tax-free shopping. He says the Falls are amazing, especially in the rainy season. He sees them every day and he never gets tired of them.

FUNCTION

ASKING FOR/GIVING DIRECTIONS

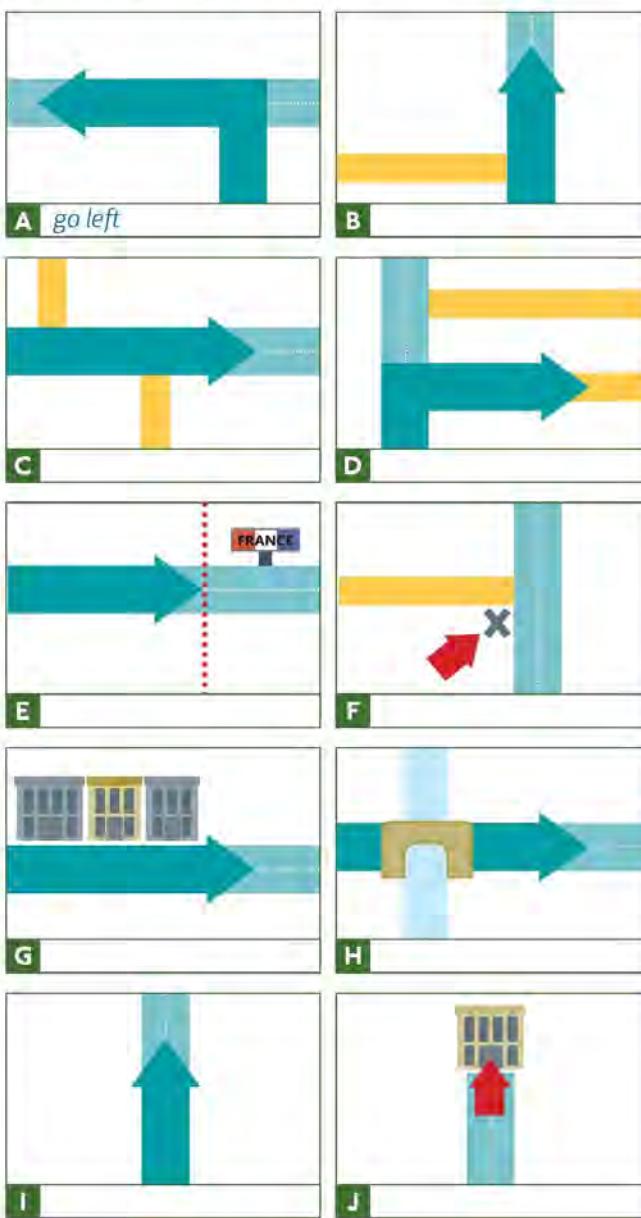
- 3 A 5.4 Look at the map. Where is the tourist? Now listen and follow the routes on the map. For each route, write the destination (the country) on the map.

B Listen again and read audio script 5.4 on page 171. Underline useful phrases for giving directions.



4 Label pictures A–J with the phrases in the box.

go along the main road go straight on
in front of you go past the turning go left
take the first right at the corner cross a bridge
keep going until you reach (the border)
go through the (centre of the town)



5 A D 5.5 Listen to three conversations. Are the statements true (T) or false (F)?

- 1 Speaker 1 takes the bus.
- 2 Speaker 2 has a map.
- 3 Speaker 3 will see a restaurant before arriving at The Grand Motel.

B Complete the notes. Listen again to check.

Conversation 1 Carnival

It takes _____ minutes. Go straight on. You'll hear the _____!

Conversation 2 Plaza Hotel

Go past the cinema. Take the first _____. Keep going for _____ minutes. You'll see the _____.

Conversation 3 The Grand Motel

Go to the end of this street. Go _____ and go past the _____. It's on the _____.

► page 136 **LANGUAGE BANK**

LEARN TO

SHOW/CHECK UNDERSTANDING

6 A D 5.6 Read and listen to the extracts from the audio script. Are the phrases in bold asking for information (A), explaining directions (E) or showing understanding (U)?

Extract 1

- A: **Can we walk?** A
B: Yes, **it takes about ten minutes** from here. E

Extract 2

- C: **Excuse me, can you help me?** I'm looking for the Plaza Hotel. **Is this the right way?**
D: Um ... Plaza Hotel, Plaza Hotel. Yes, **keep going**, past the cinema and take the first left.

C: OK.

- D: Then keep going for about fifteen minutes until you reach the end of the road. And **you'll see** the sign for the hotel. **You can't miss it.**

C: OK. **Can you show me on the map?**

- D: Sure.

Extract 3

- E: Excuse me, we want to get to The Grand Motel. **Is it far?**

- F: Umm ... sorry, I've no idea. Jim, do you know?

- G: What?

- F: The Grand Motel?

- G: The Grand Motel? Yeah, it's just over there. Just go to the end of this street. Go left and go past the ... um ... there's a restaurant. Go past the restaurant and it's on the left.

- E: On the left. **So I need to** go to the end of the street, turn left, go past the restaurant and it's on the left.

B Which phrases mean:

- 1 Am I going in the right direction?
- 2 Continue.
- 3 It's easy to see it.

C D 5.7 **INTONATION: questions** Listen to five questions. Which words are said louder and with a higher voice: words at the beginning (*is, can*) or near the end of the question? Listen again to check.

7 Work in pairs. Look at audio script 5.5 on page 171 and practise the first two conversations.

SPEAKING

B Work in pairs. Student A: look at the map on page 161. Student B: look at the map on page 163. Ask for and give directions.

A: *How do I get to the station?*

B: *Go straight on until you reach the Greek restaurant, then turn right.*

DVD PREVIEW

1 A Have you ever been on a long and/or difficult journey? What can you remember about it? Tell other students.

B Read the programme information and answer the questions.

1 What does Michael Palin do?

2 Where does he travel to in *Full Circle*?

3 How does he travel in this episode?



► Full Circle

BBC

Michael Palin is an actor and travel writer. In *Full Circle*, he went on a journey through the seventeen countries along the Pacific coast. While travelling 50,000 miles in ten months, he saw and discovered things beyond his dreams. He learnt how to cook eggs in a volcano and how to make music with horses' bones in Chile! In this episode, Michael travels across the Andes from Arica in Chile to La Paz in Bolivia in a small train.

DVD VIEW

2 Watch the DVD. Was it an enjoyable journey? Which of the problems below do the people mention?

- the food is terrible
- the train gets very hot
- the air is thin and it's difficult to breathe
- the train is very noisy
- the train stops a lot because of animals/cars on the track
- the train is very slow

3 A Work in pairs. What do you think the words/phrases in bold mean?

a) **Twice a week**, a railway service leaves Arica. 1

b) We've **reached** the Bolivian border.

c) It's going to **take two hours**.

d) Some passengers are **local**.

e) Is it the **journey of a lifetime**?

f) It's the **journey of (everyone's) dreams**.

g) We've **crossed** the Andes at 16.4 miles an hour.

B Watch the DVD again. Number the sentences in Exercise 3A in the order you hear them.

4 Work in groups. Discuss the questions.

1 What do you think of this journey?

2 Would you like to do it? Why/Why not?



speakout an award**5 A** Read the text and answer the questions.

- 1 What is the award?
- 2 What will the winner do?

Journey of my Dreams is an award of €5,000 for the best idea for an original and inspiring journey anywhere in the world. The winner will receive training in film-making and will record their experiences for a future programme.

B **5.8** Listen to someone describing her journey.

- 1 Where does she want to go?
- 2 What does she want to do there?

C Listen again and tick the key phrases you hear.**KEYPHRASES**

We would like to go to ...
 The trip is going to take ...
 Some of the problems we're going to face include ...
 We want to experience the local culture ...
 Our plan is to speak to the local people ...
 We hope to find out about their traditions ...
 It should be an inspiring trip.
 This is the journey of my/our dreams.

6 A You are going to apply for the award. Work in pairs. Decide:

- where/how you are going to travel
- what you would like to experience/see/do
- which people you are going to stay/work with
- why you deserve the award

B Present your ideas to the class. Use the key phrases to help you. Who should win the award?**writeback** an application**7 A** Read the application. Match paragraphs 1–3 with headings a)–c).

- a) Goals and objectives
- b) Details of the plan
- c) Introduction

APPLICATION FORM**1** _____

We would like to go to Easter Island to live with the local people for three months. Easter Island is one of the great mysteries of the world. It has many famous stone statues of heads, but no one knows who made them or why.

2 _____

Our plan is to talk to the islanders about their history and about their present and future. We will ask them about their lives and what they think of the statues. We want to learn how the world's most isolated people live: what they eat, what they do for entertainment and what they think of the modern world of computers and other technology.

3 _____

We will record all of the interviews on film. We will also keep a diary of our own experiences on the island. Eventually, we hope to make a TV documentary and write a book about our time on the island.

B Write your application for the award. Use the model in Exercise 7A to help you.

5.5 (C) LOOKBACK

V TRANSPORT

- 1 A** Choose four types of transport from the box below. Write a sentence about each type. Don't mention the name.

train tram minibus taxi
motorbike ferry speedboat
coach lorry helicopter

It travels through water and is very fast.

- B** Work in pairs and take turns. Student A: read your sentences. Student B: guess which type of transport it is.

A: *It's a fast type of transport. It goes on the road. It has two wheels.*

B: *A motorbike.*

G PAST SIMPLE AND PAST CONTINUOUS

- 2 A** Put the verbs in brackets into the past simple or past continuous.

- While they (walk), they (see) a fence.
While they were walking, they saw a fence.
- While they (cross) the sea, a terrible storm nearly (destroy) the raft.
- They (run) away one night while it (rain).
- While he (wander) in the wilderness, he (meet) some people who helped him.
- When the men (sail) on the ocean, they (see) many sea creatures.
- While he (live) in an abandoned bus, he (realise) he might die.

- B** Work in pairs. Discuss. Which films from Lesson 5.1 do the sentences go with?

- 3** Work in pairs and take turns. Ask and answer the question.

Where were you and what were you doing at these times yesterday?

6:00 10:00 13:00
16:00 19:00 22:00

V TRAVEL ITEMS

- 4 A** Add the vowels.

- | | | |
|----------------|----------|------------|
| 1 stcs | suitcase | 6 svnrs |
| 2 bckpk | | 7 bnclrs |
| 3 wtrprf clths | | 8 ntbk |
| 4 wlkng bts | | 9 dgtl cmr |
| 5 sn ht | | 10 mny blt |

- B** Work in pairs. Decide which of the items above are important for the holidays below.



A sun hat is important for a beach holiday.

G VERB PATTERNS

- 5 A** Complete the sentences with the correct form of the verbs in brackets.

- I sometimes choose _____ (go) somewhere on holiday because a friend recommends it.
- I hope _____ (visit) more cities in my own country this year.
- I seem _____ (have) good luck with the weather when I go on holiday. It never rains!
- I want _____ (travel) to places where tourists never go.
- I always avoid _____ (travel) by boat because I get sick.
- I don't enjoy _____ (fly) very much.
- I can't imagine _____ (go) on a camping holiday – I prefer hotels!
- I wouldn't like _____ (have) a holiday with a big group of people.

- B** Work in pairs. Discuss. Are sentences 1–8 true for you? Why/Why not?

F ASKING FOR/GIVING DIRECTIONS

- 6 A** Find and correct the mistakes. There are two mistakes in each conversation.

Conversation 1

- A:** Excuse me. I'm looking for the Natural History Museum. Is this right way?
B: Keep going until you reach the crossroads. It's in the right.

Conversation 2

- A:** Hello. We want to go to the Italian Embassy. Is far?
B: No. Just turn left and you'll see the sign for it. You can't miss.

Conversation 3

- A:** Excuse me, do you know where the university is?
B: Keep going long the main road. Then you'll see a sign and it's in front to you.

- B** Work in pairs and practise the conversations.

C Work in pairs and take turns.

- Student A:** ask for directions:
- from a well-known place in the town to Student B's house
 - from Student B's house to the school

- Student B:** ask for directions:
- from the school to a nearby restaurant
 - from a nearby restaurant to a well-known place in the town

A: *OK. How do I get from the station to your house?*

B: *Well, you take the first right ...*



6

fitness



KEEPING FIT p58

THE FUTURE OF FOOD p60

HOW ARE YOU FEELING? p62

MONITOR ME p64

SPEAKING 6.1 Talk about your lifestyle 6.2 Discuss food preferences
6.3 Explain health problems 6.4 Talk about healthy habits

LISTENING 6.2 Listen to a radio interview with a food expert 6.3 Listen to conversations between a doctor and her patients 6.4 Watch an extract from a BBC documentary about health

READING 6.1 Identify specific information in an article about types of exercise

WRITING 6.2 Write about food 6.4 Write a blog post about health advice

BBC
INTERVIEWS

What do you do
to keep fit?



Get moving!

A lot of us spend most of our working day sitting at the computer. If you add this to the seven hours we spend sleeping, we could easily find that we spend nearly two thirds of our day without moving at all. We all know that exercise is good for both the body and the brain. Even a short amount of exercise every day can help us to feel happier and more relaxed. So, how does the world keep fit? We've looked at some of the latest exercise trends from around the world.



TOWERRUNNING China

Have you ever worked in an office block and wondered how you can get fit? Perhaps you should try Towerrunning. It's a sport you can do in the skyscrapers of almost any big city, but Asian cities can be particularly good. All you need to do is start at the bottom of an office tower, and run up all the stairs until you get to the top. Towerrunning has become popular all around the world with important races taking place in some of the world's tallest towers, like Taipei 101, the Empire State Building in New York, and the China World Trade Centre, Beijing.



PILOXING® USA

If you enjoy dance classes like Zumba, but you also want to get rid of your anger, then PILOXING® might be for you. PILOXING® started in the USA, but has travelled quickly to countries like the UK. The sport is a mixture between boxing, pilates and dance.

PILOXING® uses the power and speed of boxing, whilst building your muscles and strength with pilates. All of this happens to non-stop loud music, and you learn some great dance moves too.



PADDLE BOARDING Brazil

When it comes to the end of a long day, what could be better than a paddle board on the ocean? It might look easy, but paddle boarding is a tough sport. You need to be strong to keep your balance. However, if you bring your board down to the water at 'golden hour' just before sunset, the water is calm and the ocean will make you forget all your problems.

VOCABULARY

HEALTH

- 1 A** Look at the words/phrases in the box. Are these things good (+) or bad (-) for your health?

junk food	exercise classes	fizzy drinks	fresh fruit/vegetables
stress/worrying	alcohol	vitamins	running
		caffeine	relaxing

- B** Work in pairs and compare your ideas. Group the vocabulary under the following headings: *food/drink*, *exercise*, *general habits*. Can you add any more words/phrases to each group?

- C** Work in pairs and take turns. Ask and answer the questions.

- 1 What do you do to keep fit and healthy?
 2 Do you do anything which is not healthy?

- A:** *What do you do to keep fit and healthy?*
B: *I eat lots of fruit. How about you?*
A: *I cycle to work every day.*

► page 156 **PHOTOBANK**

READING

- 2 A** Discuss. What sports can you see in the pictures? Do you know anything about these sports?

- B** Read the text to find out more information about each sport. Which of the sports would you like to try? Why?/Why not?

- C** Work in pairs. Answer the questions.

- 1 According to the article, why is exercise good for you?
- 2 Why is Towerrunning popular in Asian cities?
- 3 How is PILOXING® similar to other sports?
- 4 When is a good time to go paddle boarding? Why?

GRAMMAR

PRESENT PERFECT + FOR/SINCE

3 A Read sentences a) and b) and answer questions 1–4 below.

- a) I've done paddle boarding since 2014.
 - b) He's lived in Asia for five years.
- 1 When did the speaker in a) start paddle boarding?
 - 2 Is she still paddle boarding now?
 - 3 When did the person in b) move to Asia?
 - 4 Does he still live in Asia?

B Underline the correct alternative to complete the rules.

RULES

- 1 Use the present perfect to look back at something that started in the past and *finished/continues now*.
- 2 Use *for/since* to talk about a period of time (how long) and use *for/since* to talk about a point in time (when something started).

C Complete the table with the phrases in the box.

2005	ages	July	a long time	Saturday
I left university		two weeks/months/years		2 p.m.
last night		an hour or two		
I was a child/teenager				

for	since
ages	2005

► page 138 **LANGUAGE BANK**

4 A Complete the sentences using the verbs in brackets and adding *for/since* as appropriate.

- 1 I _____ (do) karate _____ I was a child.
- 2 I _____ (have) this phone _____ two months.
- 3 I _____ (know) Marcia _____ I was at school.
- 4 We _____ (live) in this town/city _____ ten years.
- 5 I _____ (want) to buy a new car _____ a long time.

B Change two or three of the sentences so they are true for you. Compare your sentences with a partner.

5 A **6.1** Listen to the questions and write short answers with *for* and *since*. Don't write the questions.

- 1 *by the sea*
- 2 *for five years/since 2005*

B Work in pairs and compare your answers. Try to remember the questions.

6 **6.2** **SENTENCE STRESS** Listen and write the questions. Listen again and underline the stressed words.

- 1 *How long have you lived there?*

SPEAKING

7 A Write questions for each topic beginning *Do you ...?* and *How long have you ...?*

home

Do you ...?
live in the city centre?

How long have you ...?
lived there?

hobbies/sport

Do you ...?

How long have you ...?

things you have (possessions)

Do you ...?

How long have you ...?

work/study/school

Do you ...?

How long have you ...?

B Work in groups. Ask and answer the questions. Try to find out more information.

A: *Do you have a car?*

B: *Yes, I do.*

A: *How long have you had it?*

B: *It's very old. I've had it for about ten years.*

A: *What kind of car is it?*

B: *It's a VW Golf.*

C Tell the class about the students in your group.

6.2 THE FUTURE OF FOOD

G may, might, will
P intonation: certainty/uncertainty
V food

VOCABULARY

FOOD

- 1 A** Work in pairs. How many types of food can you think of for each of the categories below? Make a list.

vegetables **desserts**
meat **fruit**

- B** Compare your lists with other students.

► page 157 **PHOTOBANK**

- C** Work in pairs. Discuss the questions.

- 1 What is your favourite food?
- 2 Do you ever eat food from other countries/cultures? If so, what?
- 3 Which of the dishes in the photos do you often/sometimes/never eat? Would you like to try any of them?

falafel



sushi



paella



burrito



LISTENING

- 2 A** Work in pairs. Look at the pictures and read the sentences about food of the future. Do you think they are true (T) or false (F)?

- 1** In the future, more people may eat insects.



- 2** In the future, we will be able to make food from mud, wood and seaweed.



- 3** In the future, kitchen tools (e.g. knives) might give us information about the food in the kitchen.



- B** ► 6.3 Listen to an interview with a food expert and check your answers.

- C** Complete sentences 1–6. Then listen again to check.

- 1 We may see some changes, things that you might not understand as food g_____.
- 2 Insects are rich in protein, low in fat, and easy to f_____.
- 3 Scientists have already found ways to create meat in the l_____.
- 4 We're also looking at ways to make proteins out of things like mud and wood and also s_____.
- 5 Other developments on your kitchen table include an intelligent k_____.
- 6 Really giving people more i_____ about their food.

speakout TIP

When we aren't sure of a word we hear, we can often guess: What letter does the word begin with? How many syllables does it have? Do we recognise the ending of the word (e.g. -tion, -y, -ed)? Does the context tell us the type of word (e.g. noun, verb, adjective)? After guessing, check with a friend, your teacher or the audio script.

GRAMMAR

MAY, MIGHT, WILL

3 A Read sentences a)–d) and answer the questions about the phrases in bold.

- a) We **might see** them (insects) on menus.
 - b) We **may see** some changes.
 - c) An intelligent knife **will tell** you all about the food it's cutting.
 - d) It tastes awful now, but ... it **won't** in the future.
- 1 Which one is negative?
 - 2 Which ones mean 'probably, but we don't know'?
 - 3 Which one is a strong prediction about the future?

► page 138 **LANGUAGE BANK**

B  6.4 INTONATION: certainty/uncertainty

Listen to four sentences. In which sentences are the speakers uncertain?

C Listen again. Notice how the speakers say *will*, *might*, *may* and *won't*. When the speaker is not sure, do *will*, *might*, *may* and *won't* sound longer or shorter?

4 A Write responses to sentences 1–7. Use the prompts in brackets with *might/might not*, *may/may not* or *will/won't*.

- 1 We're having a picnic. (rain) *It might rain.*
- 2 I'm becoming a vegetarian. (lose / weight)
- 3 Let's go to the best restaurant in town. (be / expensive)
- 4 I want to stop eating junk food. (feel / healthier)
- 5 Let's go to the café for breakfast. (not / be / open)
- 6 I want to try eating octopus. (not / like / it)
- 7 I'm going to do a cooking course. (enjoy / it)

B Work in pairs and take turns. Student A: say something is going to happen. Student B: respond using *may*, *might*, *will* or *won't*. Continue the conversation.

A: *We're having a picnic.*

B: *It might rain.*

A: *Don't be so negative! The sun's shining.*

B: *That's true, but you should take an umbrella.*

SPEAKING

5 A Work in pairs. Do you agree with sentences 1–6 below? Tick the four most interesting sentences.

- 1 In the future, nobody will be hungry for long.
- 2 People won't eat animals in the future.
- 3 More people might grow food to save money.
- 4 Families won't have time to eat together.
- 5 The next generation may not know how to cook; they will order food on the internet.
- 6 I might learn how to cook in the future.

B Compare your ideas with other students.

A: *Number 1 might happen, but it won't happen soon.*

B: *I agree. There is enough food in the world, but it is not reaching the people who need it.*

WRITING

SENTENCE STRUCTURE

6 A Work in pairs. Read the extract from a blog below and discuss the questions.

- 1 When and why did Fernanda move from her home city?
- 2 What does she say about Colombian food and Colombian cooking?
- 3 What food did she try in the US and who made it?

how
important
is food
in your life



Fernanda Huerta-Gonzalez,
from Colombia, talks about food.

In my late twenties I moved from my home in Medellin, Colombia, to the United States to continue my studies. It was a good move, but I missed my family and friends. I also missed Colombian food. In my country we have a lot of special dishes like *mondongo* and *peto*, and we take our time preparing food. People say we cook with love!

While in the US, I met other international students, and twice a month we got together and cooked for one another. It was wonderful, and I tasted food from many countries: Libya, Poland, Tunisia, Peru and Japan. I also made many good friends. My time in the US taught me the importance of food as a part of culture and a way to bring people together.

B Compare the two examples below. What do you notice about the length of the sentences?

I was in my late twenties. I went to the United States. I went to continue my studies.

I was in my late twenties when I went to the United States to continue my studies.

speakout TIP

Short sentences may sound unconnected. Long sentences can be difficult to understand. Try to use *and* only once in a sentence. In the next sentence, use *also*. Look at your last piece of writing. Can you use this tip to improve sentence structure?

C Find two examples of the *and/also* pattern in the blog.

D Choose one of the topics in the box below and write a paragraph. Use different sentence lengths.

cooking restaurants favourite food family meals

I love cooking.

One of my favourite restaurants is ...

6.3) HOW ARE YOU FEELING?

F seeing the doctor
P difficult words: spelling v. pronunciation
V illness

SPEAKING

1 A Work in pairs. Answer the questions.

- 1 Do you think men or women go to the doctor more often?
- 2 Why do you think this is?
- 3 What reasons do you think people give for not going to see a doctor?

B Read the text to check your answers.

C Work in pairs. Discuss. Do you think any of the excuses in the text are good reasons to avoid seeing the doctor?

VOCABULARY

ILLNESS

2 A Match problems 1–4 below with advice a)–d).

- 1 You have got a headache/backache.
 - 2 You have caught a cold/flu.
 - 3 You have broken your arm/leg.
 - 4 You have a sore throat and a bad cough. You also have a high temperature.
- a) Take some medicine/antibiotics.
b) Go to the hospital for an X-ray.
c) Get some rest, and drink lots of hot drinks.
d) Take some painkillers/pills.

B **6.5 DIFFICULT WORDS:** spelling versus pronunciation Check your pronunciation. Listen and repeat.

C Work in pairs. Discuss. What do you do when you have a cold/headache/flu to make yourself feel better?

A: I usually go to bed with a hot drink.
How about you?

B: I don't do anything. I just carry on working.

12 Ting 56 e Enjoy

Five Reasons Why You Don't Go To The Doctor

Did you know that men are five times less likely to visit a doctor than women? The reason: they don't like waiting. In fact, 58 percent of men will choose not to go to the doctor, even when they should. Here are the top reasons people give for why they don't go to the doctor.

- 1 I'm fine.
- 2 I hate waiting.
- 3 Nobody told me to go (like my wife/girlfriend/mother).
- 4 I don't want to talk about it.
- 5 I don't have time.



FUNCTION

SEEING THE DOCTOR

3 A **6.6** Listen to two conversations between a doctor and her patients. Answer the questions.

- 1 What problem(s) does the patient have?
- 2 What does the doctor suggest?

B Complete sentences 1–6 below with the words in the box.

matter problem hurt look worry pills

- 1 What's the matter?
- 2 How long have you had this _____?
- 3 I'll give you some _____.
- 4 Can I have a _____?
- 5 Where does it _____?
- 6 It's nothing to _____ about.



C Complete sentences 1–5 below with the words in the box.

painful sleep sick hurts worried

- 1 I feel _____ /terrible.
- 2 I can't _____.
- 3 I'm _____ about ...
- 4 It _____ when I walk.
- 5 It's very _____.

D Listen to the conversations again to check your answers.

► page 138 **LANGUAGE BANK**

4 Underline the correct alternative.

- 1 My head *hurts/pain/sore*.
- 2 I've got a really bad *flu/cold/sick*.
- 3 She feels *cough/sick/a temperature*.
- 4 I think I've *broken/sore/hurting* my arm.
- 5 Where does it *hurt/pain/sore*?
- 6 It's nothing to *problem/matter/worry* about.
- 7 I'll *give/take/look* you some pills.
- 8 How long have you had this *ill/matter/problem*?

LEARN TO PREDICT INFORMATION

5 A Work in pairs. Look at the conversation. What do you think the missing words are?

- Doctor:** What's the ¹ _____?
- Patient:** I've got a really bad ² _____. I feel ³ _____.
Doctor: How long have you had the ⁴ _____?
Patient: About a ⁵ _____.
Doctor: Can I have a ⁶ _____?
Patient: It's very ⁷ _____.
Doctor: I'll give you some ⁸ _____.

B ► 6.7 Listen to check your answers.

C Listen again and practise saying the phrases.

speakout TIP

When you are going into a situation that you can plan for (a visit to the doctor, a trip to a restaurant, etc.), first try to predict the conversation. This will help you to understand words/phrases when you hear them.

6 Work in pairs. Student A: turn to page 161. Student B: turn to page 163. Role-play the conversations. Before you start, try to predict what the other person will say.

DVD PREVIEW

- 1 A** Read the programme information about *Horizon: Monitor Me*. What type of things will you learn from watching the programme?

Horizon: Monitor Me

Horizon is a BBC documentary series. In this programme, Dr Kevin Fong looks at new **apps** that are changing people's lives. He shows how technology can now **measure** our exercise, sleep, food, drink, etc. When we use this information to **monitor** ourselves, it can improve our health and help us live longer. Dr Fong thinks the new technology might be a revolution in **healthcare**.



- B** Match the words in bold with meanings 1–4.

- 1 find out the size or quantity of something
- 2 carefully watch something to see how it changes over time
- 3 a small, special programme that you download onto a mobile phone
- 4 the service that looks after people when they are sick

DVD VIEW

- 2 A** Watch the DVD. What did you learn from the programme about changes in healthcare and self-monitoring?

B Work in pairs. Read the questions and tick the correct options. There may be more than one answer.

- 1 You might be healthier if you knew how much/many:
 - a) steps you took.
 - b) books you read.
 - c) food you ate.
 - d) people you met.
 - e) hours you slept.
- 2 Dr Fong goes to a sports shop to:
 - a) see some apps.
 - b) look at how bicycles can help health.
- 3 Blaine Price shows Dr Fong apps that measure:
 - a) steps you take.
 - b) your sleep.
 - c) your food.
 - d) information about your heart.
- 4 The programme also mentions apps that can measure:
 - a) your blood-alcohol level.
 - b) how high you can jump.
 - c) your telephone use.

C Watch the DVD again to check your answers.

- 3** Work in pairs. Discuss with other students.

- 1 What do you think of this 'revolution in healthcare'? Is it a good thing for society?
- 2 Have you ever used an app? Do you think they help/could help you in your daily life?



speakout create a health regime

4 A Read the notes on the health of three people and answer the questions.

- 1 What health problems do they have now?
- 2 What problems might they have in the future?

Marcin, 44, machine operator, 1.83 m, 108 kg
 Diet: eats mainly junk food, no vegetables, 6 cups of coffee daily
 Fitness/Sleep: no exercise, sleeps 7 hours a night
 Social life: goes out with friends 3 nights a week
 Goal: lose 14 kg and get fit for football

Paulina, 22, student, 1.73 m, 50 kg
 Diet: eats fresh fruit/vegetables, no meat, vitamins
 Fitness/Sleep: does yoga, sleeps 6 hours a night
 Social life: has few friends, stresses about studies
 Goal: gain 6.5 kg, have more energy

Alvaro, 68, retired bank manager, 1.75 m, 95 kg
 Diet: eats meat twice a day
 Fitness/Sleep: has backache (takes painkillers), no exercise, sleeps 8 hours
 Social life: many friends, watches TV 6 hours a day
 Goal: be fit enough to play with grandchildren

B  **6.8** Listen to a health expert saying how one of the three people can improve their health. Which person is the expert talking about?



C Listen again. Tick the key phrases you hear.

KEYPHRASES

To get healthy, you need ...
 There are some changes he can make.
 For example, he needs to [do some exercise/stop eating junk food] ...
 He could try [going for walks/cycling/doing exercise classes] ...
 He should spend time [exercising/seeing friends] ...
 He must lose weight.
 Maybe he could [eat less meat/stop drinking fizzy drinks] ...
 It's a good idea to ...

5 A Work with other students. Plan a health regime for the other two people in Exercise 4. Think about how they can become healthier if they change their diet, exercise, and lifestyle.

B Work with another group and compare your ideas.

writeback health advice

6 A Read the problem below and answer the questions.

- 1 What health problems does Ahmed have?
- 2 Why is he writing?



 I'm worried about my health. Every winter I get sick. I get a cough or a sore throat and sometimes I have a high temperature. I also get really bad headaches. Generally, I try to live healthily. I don't eat much junk food, and I exercise at least once a week. The problem is, I have a stressful job and I never sleep for more than six hours. Winter is coming and I don't want to spend it lying in bed and taking antibiotics. I've heard it's a good idea to monitor my food and exercise, but I'm not sure about this. What can I do?

Ahmed al Muntari

Hi Ahmed, Sorry to hear you have health problems during the winter. That sounds tough! I have a few ideas that might help you. Firstly, ...

B Complete the blog post replying to Ahmed. Try to include advice about some of the following: diet, sleep, exercise, using apps to monitor your health.

6.5 LOOKBACK

HEALTH

- 1 A** Make questions with the prompts below for a class survey.

- 1 go / exercise classes
- 2 eat / junk food / drink / fizzy drinks
- 3 time / relaxing
- 4 take / vitamins
- 5 go / running
- 6 stress / worrying
- 7 drink / caffeine
- 8 eat / fresh fruit / vegetables

B Work in groups and take turns. Ask and answer the questions.

C Tell the class what you found out.

PRESENT PERFECT + FOR/SINCE

- 2 A** Write the name of:

- 1 a place you haven't been to since you were a child
- 2 something you have only had for a few months
- 3 someone you have known since you were a teenager
- 4 something you haven't done since you left school
- 5 something you have wanted to do for a long time
- 6 a sport/hobby you have done for more than five years

B Work in pairs and compare your ideas. Ask and answer questions about each thing.

A: I haven't played tennis since I left school. Have you?

B: Yes, I love tennis.

FOOD

- 3** Find twelve types of food in the word snake.

onion cream pine apple lemon carrots
cheese mussels chicken thick neck kebabs
leeks leekie

- 4 A** Work in pairs. Divide the food in Exercise 3 into these categories. There are two words for each category.

desserts	dairy
fruit	vegetables
grains	meat/seafood

B Add words to each category.

MAY, MIGHT, WILL

- 5 A** Match statements 1–6 to responses a)–f).

- 1 I've drunk eight cups of coffee.
 - 2 I've started buying fresh vegetables.
 - 3 I've stopped smoking.
 - 4 I've stopped taking vitamins.
 - 5 I've started doing yoga classes.
 - 6 I've decided to run a marathon.
- a) You won't cough all the time.
 - b) You might feel less stressed.
 - c) You may get more colds.
 - d) You may not be fit enough.
 - e) You will taste the difference.
 - f) You might not sleep well tonight.

B Work in pairs and take turns. Student A: use the prompts in the box to make statements with *I've decided to ...*. Student B: respond using *may/may not, might/might not, will/won't*.

buy a house in Monaco
give up eating meat
write a book join a boxing club
get a pet tiger live in Jamaica
become a dancer
do a degree in physics
marry an astronaut
go into politics

A: I've decided to buy a house in Monaco.

B: It might be expensive!

- 6** Work in groups and take turns. Ask and answer the questions.

- 1 What do you think may happen to your country in a few years' time?
- 2 Who do you think will win the next World Cup?
- 3 Where might you be in five years' time?
- 4 What job will you do in the future?
- 5 What will you do on your next birthday?
- 6 Where will you go on your next holiday?

SEEING THE DOCTOR

- 7 A** Complete the questions with the correct form of the verbs in the box.

catch feel give break can have

- 1 Have you (or anyone in your family) ever _____ your arm/leg? Where? How?
- 2 Do you often _____ colds or flu? What do you do to get better?
- 3 Is there any food that makes you _____ sick?
- 4 Do you ever find you _____ not sleep? What do you do?
- 5 When was the last time the doctor _____ you some pills?
- 6 What do you do when you _____ got a headache?

- B** Work in pairs and take turns. Ask and answer the questions.



IRREGULAR VERBS

Verb	Past simple	Past participle
be	was	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned/burnt	burned/burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned/learnt	learned/learnt

Verb	Past simple	Past participle
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spell	spelt	spelt
spill	spilled/spilt	spilled/spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

PRACTICE

1.1

A Complete the questions. How many can you answer?

- 1 _____ states are there in the USA?
- 2 _____ was the first person to walk on the Moon?
- 3 _____ is the largest island in the Mediterranean Sea?
- 4 _____ is H₂O?
- 5 _____ did the Berlin Wall come down?
- 6 _____ is Lake Wanaka?
- 7 _____ country is famous for samba?
- 8 _____ long is the River Nile?

B Match questions 1–8 in Exercise 1.1A with answers a)–h).

- | | |
|--------------------|-------------|
| a) Brazil | e) 50 |
| b) Neil Armstrong | f) water |
| c) 9 November 1989 | g) 6,695 km |
| d) in New Zealand | h) Sicily |

1.2

A Complete the story with the correct form of the verbs in the box. Use the past simple.

ask (x2) email say get (x2) arrive see
know fall decide

A single father-of-two ¹ asked his American girlfriend to marry him only four minutes after he ² her for the first time.

Carl Dockings, 36, from Wales, met Danielle on the internet.

'We ³ on so well. We always ⁴ what the other was thinking.' He said they ⁵ and talked in chat rooms. They ⁶ in love even before exchanging pictures.

After ten months, Carl ⁷ to fly 4,000 miles to meet Danielle in person. He ⁸ the important question at Chicago's O'Hare Airport soon after he ⁹.

The 26-year-old ¹⁰ 'yes' and the couple ¹¹ married four months later.

They now live in his home city with their daughter Isabel.

1.3

A Find and correct the mistakes. There is a mistake or missing word in each sentence.

my

- 1 This is ~~the~~ friend, Sara.
- 2 Hi. Pleased to know you.
- 3 Do you like a drink?
- 4 Where exact do you come from?
- 5 Did you have good weekend?
- 6 I see you later.

C Find and correct the mistakes. There is a mistake in each sentence.

- 1 How much this cost?
- 2 You have any brothers or sisters?
- 3 What time starts the film?
- 4 How often do you playing football?
- 5 Who your new teacher is?
- 6 Do want you to come and have a pizza?
- 7 Why don't you liking grammar?
- 8 Where you go on holiday last year?

B Put the verbs in brackets into the correct form of the past simple.

- 1 My grandfather _____ (teach) me how to paint.
- 2 Where _____ you _____ (grow up)?
- 3 We _____ (meet) in Ireland last year.
- 4 At first we _____ (not get on) very well.
- 5 I _____ (leave) college and _____ (get) a job in an office.
- 6 I _____ (live) in the USA, so we _____ (not see) each other for six months.
- 7 _____ you _____ (enjoy) the concert last night?
- 8 They _____ (not have) children.
- 9 My sister _____ (finish) her degree last year.
- 10 She _____ (study) Russian.

B Put the words in the correct order to make sentences.

- 1 meet / to / you / pleased
- 2 coffee / would / I / a / love
- 3 do / what / so / you / do?
- 4 I / you / see / 'll / later
- 5 come / where / do / from / exactly / you?
- 6 soon / see / you

GRAMMAR

3.1

present continuous/be going to for future

present continuous					
+	I	'm	spending	the day with my grandmother on Saturday.	
-	We	're not	playing	football this evening.	
?	What	are	you	doing	at the weekend?

It is common to use the present continuous to talk about things happening now or temporary situations. It is also possible to use the present continuous to talk about definite future plans and arrangements.

It is common to use an expression of future time with the present continuous, e.g. *this weekend*, *tomorrow morning*, *later*.

be going to					
+	I	'm going to	take	some time off work.	
-	They	're not going to	win.		
?	Is	it	going to	rain?	

Use *be going to* + infinitive to talk about future plans and predictions.

Usually, we can use both the present continuous and *be going to* to talk about plans.

I'm meeting my girlfriend later.

I'm going to meet my girlfriend later.

But there is a small difference:

For plans which involve other people and have a fixed time and place, the present continuous is more common.

We're having a barbecue on Saturday. (We have invited people, bought food and drink, etc.)

For plans which do not involve other people, *be going to* is more common.

I'm going to stay in and read a book.

When *be going to* is followed by the verb *go*, it is possible to omit *go to*.

I'm going to (go to) the cinema.

3.2

questions without auxiliaries

subject	verb		answer
Who	sent	the present?	David.
What	causes	this problem?	The water pipes.
Whose guitar	cost	\$300?	Mine.
Which footballers	played	for that team?	Beckham and Cole.

When *who*, *what*, *which* or *whose* is the **subject** of the sentence, do not use an auxiliary verb (*do*, *did*, etc.). The verb is in the third person.

Who ate all the pies? Joe ate all the pies.

Which students forgot their homework? Ben and Meg forgot their homework.

When *who*, *what*, *which* or *whose* is the object of the sentence, use an auxiliary verb as usual.

What do you do? I work in a bank.

Whose book did you use? I used Tom's book.

3.3

making a phone call

caller	
start the call	Hello, this is Andy. Hello, it's Wendy. (NOT Ham Wendy)
ask to speak to someone	Can I speak to ...?
when the person you want isn't there	Can I leave a message?
finish the call	See you soon. Goodbye.

receiver	
start the call	Hello. Paul speaking.*
find out who is speaking	Who's calling (please)?
when the person the caller wants isn't there	I'm afraid she's not here at the moment. Can I take a message? I'll ask her to call you back.
finish the call	Thanks for calling.

*We say this when we answer the phone at work.

PRACTICE

3.1

A Match prompts 1–4 with pictures A–D.

- 1 play / football
- 2 stay home / watch TV
- 3 go / cinema
- 4 have / meeting

B Look at the pictures and make sentences with the prompts. Use the present continuous.



Next week



This evening



Saturday



Next weekend

3.2

A Find and correct the mistakes. There is a mistake in five of the questions.

- 1 Do you like reading?
- 2 Who does read the most in your family?
- 3 Who be your favourite writer?
- 4 Which books have become famous recently?
- 5 What did be your favourite book when you were a child?
- 6 Who did write it?
- 7 How often you read on the internet?
- 8 Where and when do you like to read?

C Put the verbs in brackets into the correct form of the present continuous or *be going to*.

- A: What ¹ _____ you _____ (do) tonight?
- B: I ² _____ (go) John's house party.
- A: Really? We ³ _____ (be) there, too.
- B: Great! ⁴ _____ you _____ (take) any food or drink?
- A: Yes, we ⁵ _____ (bring) some food, but we ⁶ _____ (not bring) drink.
- B: What type of music ⁷ _____ he _____ (have)?
- A: He's got a DJ and he ⁸ _____ (play) dance music.
- B: It sounds great. How ⁹ _____ you _____ (get) there?
- A: We ¹⁰ _____ (drive). Do you want a lift?

3.3

A Put the words in the correct order to make a phone conversation.

- A: speaking / David
 B: it's / Johnson / hello / Mark
 A: can / Mr / help / how / I / you / Johnson?
 B: to / like / Sara / please / I'd / to / speak / Torres
 A: the / afraid / here / I'm / she's / moment / not / at
 B: a / leave / I / can / message?
 A: course / of / yes
 B: you / me / her / can / ask / call / to / back?
 A: problem / no
 B: number / 0276 765356 / is / my
 A: repeat / you / that / can / please?
 B: 0276 765356
 A: calling / thanks / OK / for
 B: Bye

B Make questions with the prompts. Use the past simple. One question needs an auxiliary verb.

- 1 What colour / be / The Beatles' / submarine?
- 2 Who / write / Stairway to Heaven?
- 3 Whose / home / be / Graceland?
- 4 Which country / Diego Rivera / come from?
- 5 Who / paint / the Mona Lisa?
- 6 Which painter / invent / Cubism?

GRAMMAR

4.1

present perfect + ever/never

present perfect: positive and negative

+ I/You/We/They	have ('ve)	finished	the project.
He/She/It	has ('s)		
- I/You/We/They	haven't/(have never)	visited	Mexico.
He/She/It	hasn't/(has never)		

present perfect: questions

Have	I/you/we/they	(ever) played	chess?
Has	he/she/it		
		Yes, No,	I/you/we/they haven't.
			has. hasn't.

Form the present perfect with *have/has* + past participle.

The past participle is verb + -ed for regular verbs. For a list of irregular verbs, see page 127.

Use the present perfect to talk about past experiences without saying an exact time.

I've been to Warsaw.

When we want to say an exact time, we use the past simple.

I went to Warsaw in 2007.

Use ever with the present perfect to mean 'during your life until now'. Never is the negative of ever.

Have you ever visited Madrid?

She's never been to a nightclub.

Spoken grammar 1: When we are asked a *Have you ever ...?* question, we often reply: *No, never* instead of *No, I haven't.*

A: *Have you ever been to the Maldives?*

B: *No, never.*

Spoken grammar 2: When we want to repeat the same *Have you ever ...?* question, we usually say *Have you?*

A: *Have you ever been to Zurich?*

B: *No, have you?*

4.2

can, have to, must

Use modal verbs *can/can't, have to/don't have to, must/mustn't* to talk about present obligation.

Use *can* to talk about something which is possible/allowed.

You can use dictionaries during the exam.

Use *can't* to talk about something which is not possible/allowed.

You can't park here.

Use *must/mustn't/have to* to talk about rules or things that are necessary.

We have to study for our exam.

You must return the books to the library before Friday.

You mustn't chew gum in the classroom.

Use *don't have to* to talk about something that is not necessary (but it is possible/allowed).

We don't have to be there until eight o'clock. (But we can get there earlier if we want to.)

Use *he/she has to* in the positive, and *he/she doesn't have to* in the negative.

She has to pay for the exam.

He doesn't have to do any extra work.

4.3

giving/responding to advice

phrases for giving advice	example
I think you should ...	I think you should study more.
You should ...	You should hear her play the trumpet.
You shouldn't ...	You shouldn't be late all the time.
Why don't you ...?	Why don't you finish your homework later?
I (don't) think it's a good idea to ...	I think it's a good idea to take some lessons.
Find/Write ...	Find a cheap hotel on the internet.

phrases for responding to advice

That's a good idea.

I suppose so.

You're right.

I'm not sure that's a good idea.

PRACTICE

4.1

A Find and correct the mistakes. There is one mistake in each sentence.

- 1 Have you ever saw the film *Titanic*?
- 2 Two days ago she's been to a museum.
- 3 Unfortunately, we have ever won the lottery.
- 4 Has ever she visited you?
- 5 I haven't meet your brother.
- 6 In 2011, they've travelled to Geneva.
- 7 Have you seen that TV programme last Wednesday?
- 8 He never has played a musical instrument.

B Complete the conversations with the correct form of the verbs in the box. Use the past simple or present perfect.

make eat visit hear do work

Conversation 1

A: _____ (ever) business in China?

B: Yes, I have. I did business there in 2014.

Conversation 2

A: Peter Duvall is a diplomat, isn't he?

B: Yes, he _____ all over the world.

Conversation 3

A: She loves travelling, doesn't she?

B: Yes, she _____ fifteen countries last year.

Conversation 4

A: _____ many speeches?

B: No, he hasn't. That's why I'm worried.

Conversation 5

A: Is Coldplay's new CD good?

B: I don't know. I _____ it.

Conversation 6

A: Have you ever tried sushi?

B: Yes, we _____ some yesterday!

4.2

A Underline the correct alternative.

- 1 We *have to/has to* get up early to catch the train.
- 2 Children *can't/can* stay with their parents if they are very quiet.
- 3 I'm afraid I *can't/must* leave work early. It's not allowed.
- 4 They *have to/don't have to* put a notice on the door so you know which room to go to.
- 5 You *can/don't have to* park your car here. It's free on Saturdays.
- 6 You *mustn't/have to* smoke in the office. It's against the law.
- 7 You *can't/have to* leave your coat on the floor. Hang it up!
- 8 We *must/don't have to* worry about transport. A taxi will take us to the airport.

B Complete the sentences with *can/can't, have to/don't have to or must/mustn't*.

- 1 You _____ leave the room when you have finished the exam. (it's allowed)
- 2 We _____ book a table. That restaurant is never busy on Mondays. (it's not necessary)
- 3 You _____ log in using your PIN number. (it's necessary)
- 4 You _____ eat as much as you like. (it's allowed)
- 5 Sadie _____ bring extra clothes. I have got lots here. (it's not necessary)
- 6 You _____ wear jeans in the nightclub. (it's not allowed)
- 7 Harry _____ work on his pronunciation. (it's necessary)
- 8 You _____ do that. It's illegal! (it's not allowed)

4.3

A Put the words in the correct order to make sentences.

- a) a / idea / that's / good
- b) think / I / out / after / lesson / go / should / the / we
- c) not / I'm / sure / I / much money / haven't got / because
- d) for / we / a / out / meal / why / go / don't ?
- e) OK / to / Butler's Café / let's / coffee / a / for / go

B Put sentences a)–e) in the correct order to make a conversation.

GRAMMAR

5.1

past simple and past continuous

	past simple	past continuous
+	I watched a film yesterday.	I was watching a film yesterday.
-	He didn't play here.	He wasn't playing here.
?	Did you talk to John?	Were you talking to John?

Use the past simple to talk about completed actions.

I ate a salad last night.

Use the past continuous to talk about actions in progress at a particular time.

At 8 a.m. yesterday I was travelling to work.

I was sleeping → → → → → → →

11 p.m.

the thief entered (3 a.m.)

past —————— present

It is common to use the past simple and the past continuous together to tell stories. The past continuous describes an action that starts first, but is interrupted by a second action. Use the past simple for the second (usually short) action.

What were you doing when the bus crashed?

I was sleeping when the thief entered the house.

It is common to use *when* or *while* to link the two actions. Use *while* before the continuous action.

While I was sleeping, it started to rain.

Use *when* before the continuous action or the short action.

When we were talking, the bus appeared.

We were talking when the bus appeared.

Do NOT use *while* before the short action.

I was sleeping while it started to rain.

5.2

verb patterns

Sometimes we use two verbs together.

I love playing football.

After some verbs, put the second verb in the infinitive with *to*.

She decided to go to Mexico.

We need to make a phone call.

After some verbs, use the -ing form.

I enjoy running.

They avoided travelling by bus.

some common verb patterns	
verb + -ing	verb + infinitive with to
enjoy	choose
finish	hope
avoid	expect
imagine	would like
stop	decide
like	seem
don't mind	want
spend (time)	need
	help
	promise

Many verbs that show preference (things that we like or don't like) are followed by -ing, e.g. *like, enjoy, don't mind*.

After some verbs it is possible to use the -ing form OR the infinitive with *to*, e.g. *love, hate*.

I love dancing. I love to dance.

I hate getting up early. I hate to get up early.

There is little change in meaning.

5.3

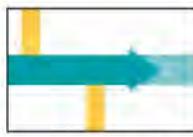
asking for/giving directions



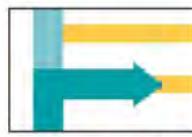
go left



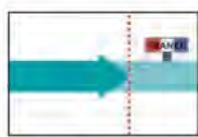
go past the turning



go along the main road



take the first right



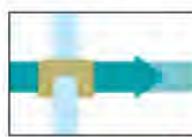
keep going until you reach ...



at the corner



go through the centre



cross a bridge



go straight on



in front of you

useful questions	directions	saying you understand
Can we walk? Excuse me, can you help me? Is this the right way? Can you show me on the map? Is it far?	It takes about twenty minutes. Keep going ... You'll see ... You can't miss it.	OK, so I need to ... Right.

PRACTICE

5.1

- A** Complete the story with the correct form of the verbs in brackets. Use the past simple or past continuous.

Alvin Straight, a 73-year-old, ¹ _____ (live) quietly on his farm in Iowa, USA, when he heard the news that his brother, Lyle, was seriously ill. After ten years with no contact between the brothers, Alvin ² _____ (decide) to visit Lyle. Alvin couldn't drive so he ³ _____ (buy) a lawnmower, which moved at five miles per hour, and ⁴ _____ (begin) the 250-mile-journey.

While he ⁵ _____ (travel), he met many people, including a priest and a teenage girl who was running away from her family. He helped them all simply by talking about life. Some of them also ⁶ _____ (help) him. For example, one day when he ⁷ _____ (drive) the lawnmower, it broke down. While two mechanics ⁸ _____ (fix) it, he met a friendly couple and ⁹ _____ (stay) with them.

The journey took him six weeks. And ¹⁰ _____ the story ¹¹ _____ (end) happily? See the 1999 film, *The Straight Story*, to find out!

5.2

- A** Complete the sentences with the correct form of the verbs in the box.

live read drink swim visit have play finish

- 1 They want _____ the monuments tomorrow morning.
- 2 I can't imagine _____ in that flat – it's so small!
- 3 I don't like _____ water from a bottle.
- 4 They decided _____ football this morning.
- 5 Would you like _____ dinner in this restaurant?
- 6 Do you enjoy _____ in the sea?
- 7 I hope _____ my degree next year.
- 8 I love _____ books about adventures.

5.3

- A** Match 1–10 with a)–j) to make sentences or questions.

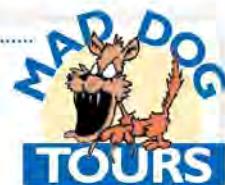
- | | |
|------------------|------------------------------|
| 1 Excuse me, can | a) about an hour. |
| 2 Is this the | b) need to go left here. |
| 3 Is | c) restaurant on your right. |
| 4 Can you show | d) it far? |
| 5 It takes | e) right way? |
| 6 You can't | f) going. |
| 7 Can we | g) me on the map? |
| 8 So I | h) you help me? |
| 9 You'll see the | i) walk? |
| 10 Keep | j) miss it. |

- B** Make sentences with the prompts and the correct form of the verbs in the box. Use the past simple or past continuous.

pass know like play dance swim travel have

- 1 He / tennis when he hurt his leg.
- 2 Sarah / the job because it was boring.
- 3 While they / they met lots of other tourists.
- 4 How / you / my name?
- 5 Who / you / with in that nightclub when I saw you?
- 6 I / in the sea when I saw the shark.
- 7 I / my exam?
- 8 The thief broke in while Jack / breakfast.

- B** Find and correct the mistakes. There are eight mistakes in the advertisement.



* Are modern holidays too boring for you?

* Would you like doing something more exciting?

Mad Dog Tours is perfect for people who hate spending time asleep on a beach. If you enjoy to travel to strange places, if you don't mind to stay in cheap hotels and want knowing how the local people really live, we promise helping you. Cheap holidays are our speciality. If you choose booking your holiday with Mad Dog Tours, you can expect living your dreams!

- B** Underline the correct alternative to complete the conversations.

Conversation 1

A: Excuse me, how do I get to the swimming pool?

B: You need to go ¹along/at/with the main road. Keep going until you ²go/have/reach the town hall. Then ³go/make/be left and it's ⁴the/in/to front of you.

Conversation 2

A: Excuse me, is this the right way to the Bach Concert Hall?

B: No, you need to turn around, then ⁵do/cross/go the bridge. After that, you ⁶have/are/take the first right and go ⁷at/with/through the centre of town. The concert hall is at the ⁸first/corner/cross of Ducane Road and Bright Street.

GRAMMAR

6.1

present perfect + for/since

Use the present perfect to talk about things that started in the past and are still true now.

We've been married for fourteen years.

(We got married fourteen years ago and we are still married now.)

Use *since* to talk about the specific time something started, e.g. 1992, *last week*, *Monday*, *I was a child*.

We've known each other since we were children.

(We are friends now.)

He has played football since 2002.

Use *for* to talk about a period (length) of time, e.g. *ten years*, *two months*, *a long time*, *an hour*, *a few weeks*.

I haven't seen him for a few weeks.

I've lived in Barcelona for twenty-five years.

To ask about the length of time, use *How long have you ...?*

How long have you worked for Dell?

Use the past simple, not the present perfect, for things which happened at a specific time in the past.

I moved to Spain in 2001. NOT

I have moved to Spain in 2001.

6.2

may, might, will

Use *may/might + infinitive* to talk about probable situations.

We also use *may/might + infinitive* to talk about future possibilities.

I might go to the party.

They might not arrive today.

We may have some problems.

She may not like the dress.

Do not use contractions with *might not* and *may not*.

The question form with *might* is rare.

The question form with *may* is used for asking permission.

It is a very polite form.

May I sit here?

May I open the window?

Use *will + infinitive* to talk about a future prediction.

The negative of *will* is *won't* (or *will not*).

I will be home at 9 p.m. tonight.

She won't come here tomorrow.

Will they win the match?

In spoken English, use the contracted form of *will* ('ll) in positive sentences. Do not use it in questions.

I'll be home at 9 p.m. tonight.

It is common to use *think/don't think + will*.

I think she'll get the job.

I don't think I'll go to university next year.

6.3

seeing the doctor**doctor**

What's the matter/problem?

How long have you had this problem?

Where does it hurt?

Can I have a look (at ...)?

It's nothing to worry about.

I'll give you some pills/antibiotics/medicine.

patient

I feel sick/terrible.

I can't sleep.

I'm worried about ...

It hurts when I walk/talk.

It's very painful.



PRACTICE

6.1

A Underline the correct alternative.

- 1 I didn't do/haven't done much work *for/since* my boss left.
- 2 I didn't go/haven't been to China *for/since* 2010.
- 3 She has been/was a doctor *for/since* more than forty years. She retired in 2012.
- 4 Hi, Angela. How are you? I haven't seen/didn't see you *for/since* ages.
- 5 I left/have left university in 2000. I've worked in this company *for/since* about fifteen years.
- 6 I didn't see/haven't seen Sam yesterday. In fact I didn't see/haven't seen him *for/since* Monday.
- 7 He's really tired. He hasn't stopped working *for/since* 5.30a.m.
- 8 She hasn't driven/didn't drive a car *for/since* she had the accident.

6.2

A Match statements 1–6 with responses a)–f).

- 1 I'm hungry because I missed breakfast.
 - 2 You eat too much junk food.
 - 3 I'm just going out to get a snack.
 - 4 The film was really good.
 - 5 She looks a bit stressed.
 - 6 We want to visit the museum this afternoon.
- a) I won't be long.
 - b) I think she'll need a holiday soon.
 - c) We may not have time.
 - d) You might get fat.
 - e) I may have an early lunch.
 - f) I think my father might enjoy it.

6.3

A Complete the conversation with phrases from the boxes on page 138.

Doctor: Good morning. I'm Dr Gordon. ¹ _____?

Patient: ² _____. I've got a sore throat, and a cough.

Doctor: ³ _____?

Patient: About a week.

Doctor: Have you got a temperature?

Patient: Yes, I think so.

Doctor: ⁴ _____ at your throat?

Patient: Yes. It's ⁵ _____. ⁶ _____ when I talk.

Doctor: Right. ⁷ _____ some medicine. Take this for one week, and if you don't feel better, come back to see me again.

Patient: Thank you.

B Complete the sentences with *for* or *since*. Put the verbs in brackets into the correct form of the present perfect or past simple.

- 1 I've lived in this city _____ 2011. I _____ (come) here with my family.
- 2 I _____ (buy) this house in 2005, so I _____ (live) here _____ more than ten years.
- 3 I _____ (know) Marissa _____ a long time. We _____ (meet) in 1998.
- 4 They _____ (move) to Australia last December, so they _____ (be) there _____ nearly a year.
- 5 We _____ (not be) back to Russia _____ 1990.
- 6 He _____ (not see) his father _____ he left home.
- 7 I've been learning English _____ I _____ (start) school.
- 8 She _____ (have) that car _____ ages!

B Find and correct the mistakes. There is a mistake in each sentence.

- 1 I don't will know my exam results until August.
- 2 Will you to go to university next year?
- 3 Anna is very busy so she may not comes tonight.
- 4 The traffic is heavy so they may to be late.
- 5 Edson mights be the best player we have ever seen.
- 6 I might go not to the exercise class today.
- 7 We'll to be back at 6p.m.

COMMUNICATION BANK

Lesson 1.3

- 4 A Student A: make questions or comments with the prompts for Student B. Listen to Student B's responses.

- 1 would / like / drink?
- 2 watch / match / last night?
- 3 nice / day?
- 4 work / here?

B Listen to Student B's questions and comments. Choose the correct response.

- 1 Hi, Pete. Pleased to meet you./ Dear Mr Pete. How do you do?
- 2 Yes, thanks. I didn't do much./ Yes, thank you. I am enjoying it.
- 3 I'm coming from Toledo, near Madrid./ I'm from Toledo, near Madrid.
- 4 It's nice to meet you./ Yes, see you soon.

Lesson 3.5

4 C Answers to quiz

- 2 Reagan
- 3 *A Night at the Opera*
- 4 Raphael
- 5 Elton
- 6 One Love
- 7 Venice
- 8 Céline
- 9 Nelly Furtado

Lesson 4.3

- 9 A Student A: explain your problem. Then listen and respond to the advice. Your son is eighteen years old and lives at home. He needs to study for his exams, but in the evening he goes out with friends until late. He often misses lessons or falls asleep when he is studying. At home you do all the cooking and cleaning and give your son money every week.

B Listen to another student's problem. Give the student some advice.

Lesson 2.2

- 4 B Student B

Danger Rating 8/10

In Brazil, they are called motoboys, and on average, one of them dies in traffic every day. Foreign correspondent Peter Lane met the motoboys of São Paulo. He learnt that accidents are not the only problem – there are also robberies. It happened to Roberto Coelho.



Motorbike courier, Brazil

'It was terrible, a really bad time for me. I lost everything. We don't have insurance and the company doesn't help us.' The motoboys usually earn just \$450 a month.

Lane asks, 'When you know the streets are dangerous, why do you still drive so fast?' Coelho says it's because they often work under time pressure. 'We know it's dangerous, but we have no choice.'

Lane also spoke to some car drivers. One said, 'These motorcycle couriers are so dangerous. They drive too fast and they don't care about the rules of the road.' Another said, 'Most of them are just kids. It's no surprise they have accidents.'

Once in a while, they try to change the traffic laws – they want the motoboys to drive like everyone else. But the changes all failed, so the motoboys continue to risk their lives in one of the most dangerous jobs in the world.

Lesson 3.3

- 8 B Student A: think about what you are going to say when you receive and make phone calls in these situations. Role-play the situations with Student B.

Answer the phone

- 1 You work for Nova Restaurant. Take a message.
- 2 You work for Amber Cinema. Answer the phone and tell a customer the times of the film *The Magic Hat*: 2.30p.m., 5.00p.m., 7.30p.m. and 10.00p.m., with a special extra showing at 12.00p.m. at the weekend.
- 3 Answer the phone normally. Listen and respond to the invitation.

Make a call

- 4 You are calling Ripping Yarns, a theatre company. You would like six tickets for *Hamlet* for Friday.
- 5 You are calling Brandon's Restaurant. You want to change your reservation from 7.30p.m. on Tuesday to 8.00p.m. next Wednesday. There will now be ten people, not five, so you need a bigger table.
- 6 Ask your partner if he/she wants to go for a snack after class.

Lesson 5.1

3 Student B: read the text and make notes.

INTO THE WILD

When Chris McCandless graduated from Emory University, USA, he knew he wanted more from life than a normal career. He gave away his savings – \$24,000 – to charity, abandoned his car, burned the money in his wallet, and gave himself a new name: Alexander Supertramp. He rejected the modern world and decided to experience life alone and in the wild.

With hardly any equipment or technology, McCandless went into the Alaskan wilderness*. While he was travelling, he met several people who helped him, giving him rides and food. One man even offered to adopt him as a grandson, but McCandless decided to keep going, into the wild.

Eventually he ended up in an abandoned bus, hunting and picking plants for food. While he was living wild, he wrote a diary. It described his day-to-day life and the difficulties and pleasures he had from living in nature. McCandless stayed in the bus for four months and then his diary stopped. Eventually his body was found by a hunter.

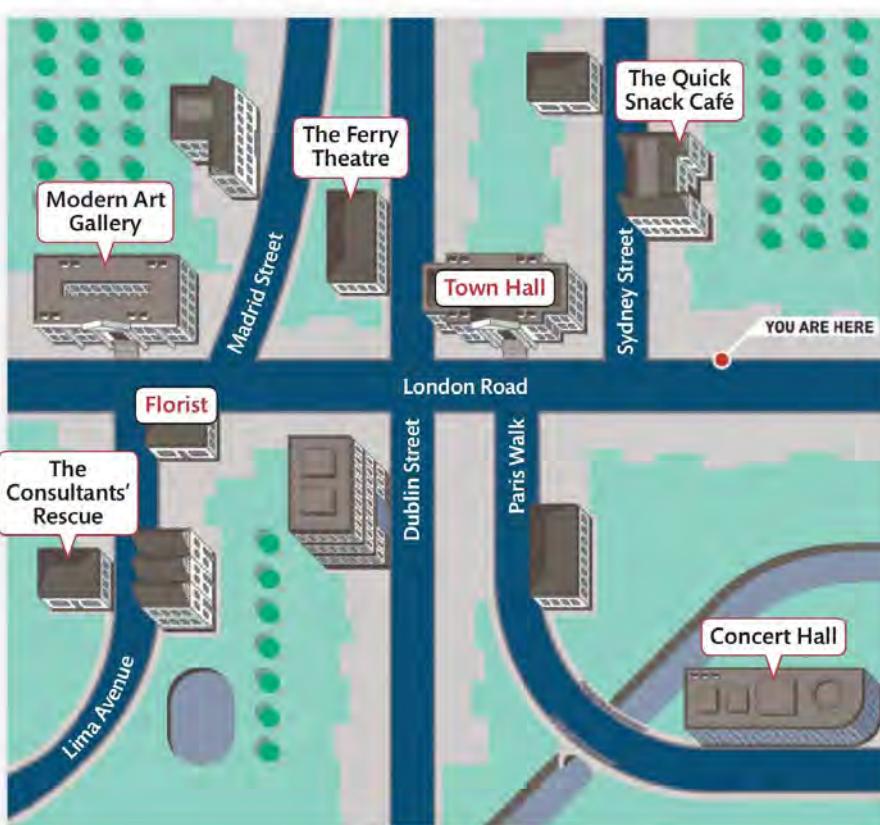
Following a book describing his life, a film came out based on his adventures.

*wilderness: a wild area where no one lives

Lesson 5.3

8 Student A: look at the map and ask Student B for directions to:

- a nightclub called Risky Business
- a restaurant called The Waterfall
- the Screen by the Pond cinema
- a pub called The Courier's Rest
- the Museum of Fashion and Design



Lesson 6.3

6 A Student A: you are a doctor seeing a patient. Use the prompts to ask questions and make suggestions.

- how long?
- where / hurt?
- when / hurt?
- how / you / hurt?
- take painkillers
- get lots of rest
- don't do sport

Start like this:

Hello. How can I help you?

B Student A: now you are a patient seeing a doctor. Use the prompts to explain your problem.

- bad cough / few months
- tried antibiotics
- no temperature / don't feel ill
- smoke / ten cigarettes a day

Lesson 10.2

7 C Here are the alternative sentences:

- 1 Over a period of two years, the boys had to clean the walls of every house in the street three times a year.
- 2 They had to spend a day at a festival standing in a small swimming pool and handing out water-safety leaflets.
- 3 He was made to listen to classical music for six hours a day.
- 4 She had to work on the farm for free for one month.

Lesson 10.3

8 B Student B: you are the director at the Noparlo School of English. A student is going to complain about some of the problems in Exercise 8A on page 103. Apologise to the student and think of reasons for the problems. Use these expressions:

*I'm really sorry about that.
We had a problem with ...
I'll look into it.*

COMMUNICATION BANK

Lesson 1.3

4 A Student B: listen to Student A's questions and comments. Choose the correct response.

- 1 I'd love an orange juice, please./ I like orange juice, please.
- 2 Yes, it was brilliant./Yes, it's lovely.
- 3 Yes, nice to meet you./Yes, it's lovely.
- 4 No, I'm a student. / No, I'm working.

B Make questions or comments with the prompts for Student A. Listen to Student A's responses.

- 1 this / friend / Pete
- 2 have / good / weekend?
- 3 where / exactly / from?
- 4 see / later

Lesson 3.3

8 Student B: think about what you are going to say when you make and receive phone calls in these situations. Role-play the situations with Student A.

Make a call

- 1 You are calling Nova Restaurant. You booked a table for Saturday, but you have to cancel it.
- 2 You are calling Amber Cinema. Ask what time the film *The Magic Hat* is showing.
- 3 Invite your partner to a film this evening. Say the name and time of the film.

Answer the phone

- 4 You work for Ripping Yarns, a theatre company. Answer the phone and confirm a ticket reservation.
- 5 You work for Brandon's Restaurant. A customer wants to change his/her reservation. Take the message and confirm if it is possible.
- 6 Answer the phone normally. Listen and respond to the invitation.

Lesson 2.2

4 B Student C

Danger Rating 6/10

'Bang!' goes the gun. The gates open and the horses come running out. All eyes are on them. Money, fame and glory are the prizes.



Jockey, France

Horse riding looks so beautiful that it is sometimes easy to forget how dangerous it is. Life as a jockey is rarely safe and it usually involves a few broken bones. Once in a while, jockeys even die during a race.

Jill Cleveland spoke to jockey Vincent Dax in France. As a young man, Dax was one of the best jockeys of his generation. He knows the sport is dangerous, but he never worries. 'When the race starts, we forget about the danger. We know it's not like riding a bicycle or driving a car, but all we think about is winning.'

During his career, Dax has broken many bones, including both arms and one leg, and he once fell off his horse and was knocked unconscious. So why do jockeys risk their lives? 'We love racing. We love the speed and we love the money. Jockeys know the risks involved, but we are good at what we do. If we get hurt, we just get back on the horse. That's life.'

Lesson 4.3

9 A Student B: explain your problem. Then listen and respond to the advice.

Your friend would like a girlfriend. The problem is he works long hours and is too tired to go out in the evenings. He usually buys a take-away meal and falls asleep watching the TV. He doesn't have any hobbies and is getting fat. You know lots of single women, but you don't think they would be interested.

B Listen to another student's problem. Give the student some advice.

Lesson 5.1

- 3** Student C: read the text and make notes.

RABBIT-PROOF FENCE

It is Australia in 1931. Three Aborigine girls, Molly, fourteen, her sister Daisy, eight, and their cousin Gracie, ten, were taken from their home by government officials because of their race. They were sent to live in a camp far from home. Life at the camp was terrible, and they hated it.

One night when it was raining, the girls decided to escape. They knew that the rain would hide their footprints in the mud, so they began the long journey home. In the desert they had no food and nowhere to sleep.

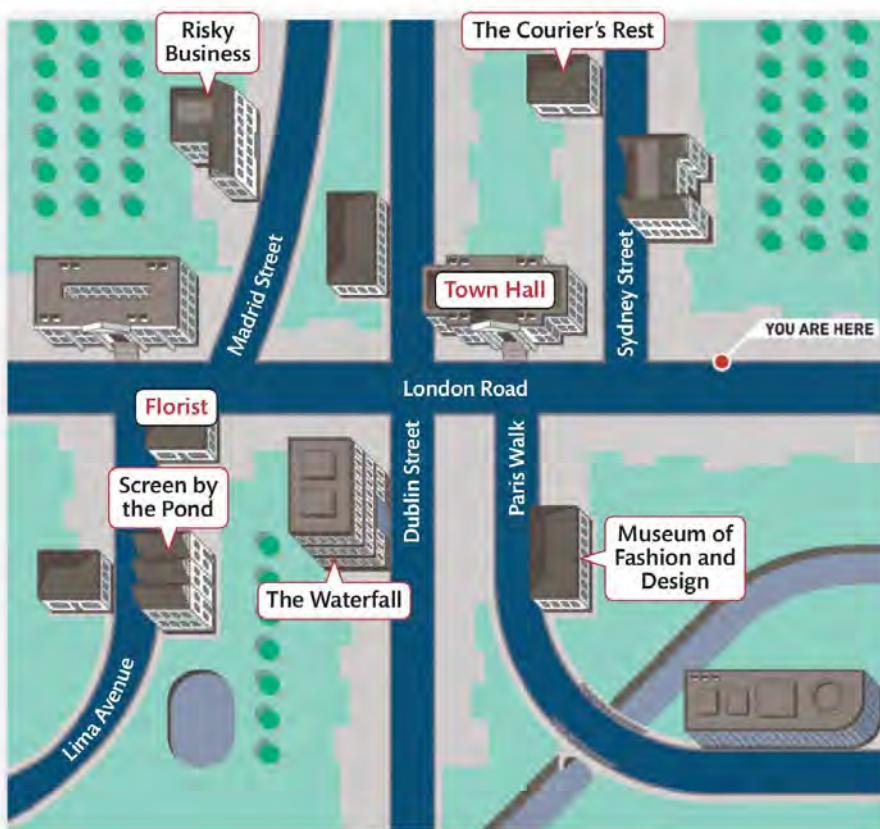
They didn't have a map either, but while they were walking, they saw the 'rabbit-proof fence', one of the longest fences in the world. It was there to stop rabbits from entering farmland. The girls recognised the fence and walked next to it for 1,200 miles. After nine weeks they got home.

Many years later, Molly's daughter, Doris Pilkington Garimara, wrote a book about the journey and in 2002 the story was made into a film, *Rabbit-Proof Fence*.

Lesson 5.3

- 8** Student B: look at the map and ask Student A for directions to:

- The Quick Snack Café
- The Ferry Theatre
- the Concert Hall
- a bar called The Consultants' Rescue
- the Modern Art Gallery



Lesson 6.3

- 6 A** Student B: you are a patient seeing a doctor. Use the prompts to explain your problem.

- problem / two weeks
- pain / lower back
- hurts / walk
- accident / playing football

- B** Student B: now you are a doctor seeing a patient. Use the prompts to ask questions and make suggestions.

- how long?
- a temperature?
- feel ill?
- smoke cigarettes?
- have an X-ray
- give up smoking

Start like this:

Hello. What's the problem?

Lesson 8.3

- 6 A** Student A: you work in a clothes shop. You start the conversation.

- 1 Offer to help.
- 2 Ask what colour.
- 3 Give the customer the shirt and say, 'Here you are. The fitting room is over there.'
- 4 Ask if it fits OK.
- 5 Ask how he/she wants to pay.
- 6 Ask him/her to enter his/her PIN.
- 7 Say thank you and goodbye.

- B** Student A: now you are in an electronics shop. Student B starts the conversation.

- 1 Say you are looking for a camera.
- 2 Say you need a digital one.
- 3 Thank him/her.
- 4 Ask for a cheaper one.
- 5 Say 'This one is fine.'
- 6 Say you will pay by cash.
- 7 Say thank you and goodbye.

COMMUNICATION BANK

Lesson 9.3

6 B Answers

- 1 whale shark
- 2 spine-tailed swift
- 3 ostrich
- 4 python (a snake)
- 5 cheetah
- 6 mosquito (it kills people indirectly, by transmitting malaria)
- 7 whale
- 8 tortoise

Lesson 9.3

9 B Answers

A An elephant's skin:

Elephant skin is only thick in some places. It is very sensitive.

B An eagle's eye:

Eagles can see fish in the water from hundreds of feet away and an eagle's sight is four times stronger than a human's.

C A dog's nose:

Dogs have an amazing sense of smell. Many dogs can recognise the smell of their old owners many years after they last saw them.

D A chameleon's skin:

A chameleon's skin can change colour when the chameleon needs to hide.

E A shark's teeth:

Some types of shark have thousands of teeth. These teeth are extremely hard. A shark can bite through iron.

F A camel's hump:

Camels' humps are made of fat and they allow camels to survive in the desert without food or water for up to two weeks.

G A fly's eyes:

Flies' eyes are very different from humans' eyes. The shape of flies' eyes allows them to see the world in almost 360 degrees.

Lesson 9.5

1 B Answers

- 1 a) The Andes are higher than the Rockies.
- 2 b) Canada has a longer coastline (151,485 miles) than Russia (23,396 miles).
- 3 b) Lake Michigan in the USA is larger than Lake Toba in Sumatra.
- 4 a) The Amazon is shorter, but wider than the Nile.
- 5 a) The Pacific is the deepest ocean.
- 6 b) Angel Falls, in Venezuela, is the highest waterfall.

Lesson 4.3

9 A Student C: explain your problem. Then listen and respond to the advice.

Your flat-mate loves shopping. Every month she buys new clothes, shoes and designer bags using a credit card. Her room is full of clothes she never wears. She spends more money than she has and borrows money from you to pay her rent. She hasn't paid you back for two months.

B Listen to another student's problem. Give the student some advice.

Lesson 8.1

4 C Student A: write definitions for the completed words with the prompts.



Down

- 1 place / buy a snack or a coffee
a place where you buy a snack or a coffee
- 4 pieces of money / made of metal, not paper
- 10 person / owns something (he/she bought it or was given it)

Across

- 6 thing / use / call someone
- 8 place / you find / cars, houses, shops, etc.
- 11 money / use / start a business and make more money
- 12 person / acts in / films or theatre

D Ask Student B for definitions for the missing words.

Down: 2, 3, 7, 8 and 9

Across: 1 and 5